

OXFORD

On Course
for **IELTS**

Teacher's Book

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First class

Introduction

The theme of unit 1 is education, because it is part of everyone's experience, it is the most common IELTS topic, and it provides a good opportunity to discuss effective ways of learning—especially learning English.

There are three main subtopics:

- memories and experience of education
- ways of learning
- computers in education.

IELTS exam skills in the unit

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none"> • Identifying feeling • Identifying attitude • Identifying topic 	<ul style="list-style-type: none"> • Identifying main and subordinate points in data • Taking a position on an issue 	<ul style="list-style-type: none"> • Describing a place • Describing a person • Responding to a yes/no question 	<ul style="list-style-type: none"> • Identifying topic • Recognising text structure • Identifying attitude • Noting reasons

Tuning in

The aim here is simply to introduce the topic, and to get learners thinking and talking about the idea that there are many different ways of learning. This is a fairly abstract idea, but the visuals provide concrete support.

Suggested steps

- Put learners in groups of three or more for this activity, so that they can share more ideas.
- Do a couple more examples with the whole class before they start working in groups.
- Allow lots of time: as with all brainstorming activities, more and better ideas come out when students think longer and more deeply about the topic.
- Monitor and feed in vocabulary to groups as needed: e.g. *uniform, chant*
- Get feedback from the whole class onto the board, and revise vocabulary taught at group level.
- Finally put learners into pairs to discuss the follow-up questions.

Reading and listening

1.1 The main aim of these activities is to provide some context for the following reading, but they are also useful in their own right.

Suggested steps

- Start by talking about what you can recall of your own school.
- Give everyone two or three minutes quiet thinking time first, to try and remember what they can.
- Then put them in pairs to talk about what they remember.
- Focus attention on the map. Make sure students understand the task.
- Play the recording.

Answers

2 A = office; B = playground; C = second year classroom; D = first year classroom; E = clinic; F = field; G = field [Gymnasium not mentioned]

- Play it again if necessary, though once will be enough with most groups.

Grammar focus

1.2 This revises a fairly simple grammar point, but one that many learners at this level are still not using accurately or appropriately.

- Learners 'predict' what word goes in each gap, then listen to the excerpts in the recording to confirm. They may have difficulty *hearing* what words go in the gaps, because they are not stressed.

Answers

3 There was an office block on the left.

There were a couple of fields.

- Drill the pronunciation of these sentences, focusing on the weak form of the verbs:
/wəz/ /wə/
- Give learners five minutes to draw the map. Stress that what is important is what they *remember*, not the reality. The map described in the listening was probably not accurate either—it is just what the speaker remembers.
- Learners describe the map to a partner. Monitor, focusing on organisation of the talk.
- Highlight the importance of organising what we say in extended monologues like this (see the Speaking Syllabus, page ix of the Teacher's Introduction). In fact, the word *topic* was related originally to the idea of maps, so organising speaking like a map is a good point to start from. Listen to recording 1.1 again if necessary and focus on the way the speaker describes the school as if he is walking through it. Ask learners if they did this when they spoke.
- Then get learners to describe their school again to a new partner, focusing on the way that they organise what they say.

As you read

This text is biographical narrative, which is not at all common in the IELTS exam, but the aim is to get learners to engage with the text. Too often learners preparing for an exam—especially a relatively academic exam like IELTS—tend to treat the text as an object with information in it that needs to be extracted in order to answer some questions. This is a very cold, intellectual activity,

and it does not encourage learners to treat reading as a meaningful, enjoyable activity in itself. So, while this text is quite difficult, it should draw learners in because it is about the first day at school, an emotional event that everyone has experienced.

Suggested steps

- Explain the background to the text: that it is from the autobiography of Sally Morgan, and give a little information about the author to provide a context. Sally Morgan is an Australian artist who grew up not knowing that one of her grandmothers was Australian Aboriginal. The book is about her journey back to her grandmother's birthplace to discover her cultural identity. The chapter is about school, but it is called *The Factory*. They will discuss why later.
- The previous speaking activities should have activated the relevant ideas in learners' minds, but reinforce this by spending a couple of minutes talking about the visual: what does the school look like, who can you see, how do you think they feel, etc. Use the picture to pre-teach *verandah* if you think it is necessary.
- Tell learners that they may not use their dictionaries as they read. They should not need any extra vocabulary to complete the tasks.
- Do reading task 6. Give 5–6 minutes, so that learners can get into the text.

Answers

6a Negative 7 Her mother; Miss Glazberg (the teacher).

- Learners read the story again and do reading task 8.

Answers

8 Sally: worried; confused; angry; afraid
Mother: happy, guilty, upset

9 Because the school is like The Hospital: (line 2)—a place with negative feelings; the school feels like a factory—grey, with lots of orders/rules

Note: *Vegemite* is a dark, yeast spread that is put on bread in Australia and New Zealand. It is similar to British *Marmite*.

- Questions 10 and 11 should draw personal responses. It may help to brainstorm a set of public buildings (doctor's clinic, dentist, supermarket, train station, etc.) before learners work on ideas individually and then talk in pairs.

Treat question 11 like a planned speaking task in phase 2 of the IELTS speaking exam. See Speaking Syllabus (page ix).

Suggested steps

- Get learners to read the instructions and plan what they are going to say. Don't help.
- Do the speaking task in pairs, (the listener should time the speaker) and monitor to see how much difficulty they are having speaking for long enough. Some will have no difficulty, others may dry up after thirty seconds.
- Focus on ways of extending what they said. Put learners into new pairs two or three more times. They should find it easier each time.
- You may choose to give some feedback on grammar or pronunciation problems that came up, but the main focus at this stage of the course should be building learners' confidence to speak fluently.

Extra activity: Grammar and pronunciation

See the Grammar Syllabus (page x) for an overview of the approach to grammar in this course.

The link here is to the use of *have to* in the reading text:

- 'All children have to go to school some day'
- 'So, when you turn six, you have to go to school, that's the law'

Again, the focus is on a fairly basic point that most learners at this level will know—namely the distinction between *have to* and *must*. But the activity also opens out into a more general feature of the modal system as a whole in English—that is, that modals in English express internal, subjective meaning, while their non-modal

'synonyms' generally express more external or objective meaning.

Suggested steps

- Put learners in pairs to brainstorm school rules, and then identify two that seem unfair, unreasonable or unnecessary.
- If possible, use one of your learners' sentences that contains *must*; if not, write up these two sentences:
 - i You must begin formal education by the age of five.
 - ii ...you have to go to school, that's the law...
 - a The speaker or writer made the rule.
 - b The speaker or writer is stating someone else's rule.
- Ask learners to match each example sentence with the correct explanation.

Answers

i = a

ii = b

- So, *have to* and *must* are very similar, but when the speaker has authority, we usually use *must*, and when the speaker is stating a rule that was made by another authority, we usually use *have to*.
- Write up these two sentences:
You may not smoke cigarettes.
You aren't allowed to smoke cigarettes.
- Ask learners what they think the difference is between these two sentences.

Answer

May not expresses speaker's authority; *allowed to* means external authority—i.e., someone else made this rule. **Note:** a more common way of saying *may not* is *can not*.

- As a follow-up activity, get learners in pairs or groups to discuss the rules in their country for smoking, driving, school, etc. Learners should be using mainly *have to*, rather than *must*, as they will be discussing external rules in their discussions. Alternatively, you could ask each group to take on the role of the

rule-making authority and create a short list of rules; in this case, they would be justified in using *must (not)* or *may (not)*. Groups could put their rules on the wall so that they can walk around and compare.

Pronunciation: *going to*

- The aim here is to move learners towards natural rhythm, which involves the use of weak forms where words are not stressed. Some learners, however, go too far towards casual informal forms (*gunna/gonna, wanna*) which can sound affected and as bad as a misplaced, dated idiom.
- Draw learners' attention to the relevant extracts from the Sally Morgan story:
 - 'You're *gunna* leave me here, aren't ya?'
 - 'So I'm *gunna* spend all day listenin' for bells?'
- Discuss with learners why the forms like *gunna* and *ya* have been written that way—to reflect the pronunciation of a young child speaking to her mother.
- Model these three pronunciation variants for learners, and get them to discuss when and where each one might be appropriate:
 - /jə ɡənə li:v mɪ hɪr a:ntʃə/ We speak like this when we are speaking quickly and informally with friends and family.
 - /ju: ə: ɡəʊŋ tu: li:v mi: hɪr a:ntʃu:/ We don't really speak like this, because it is difficult to understand when the main words are not stressed more than other ones.
 - /jɔ: ɡəʊŋ tə li:v mi: hɪr a:ntʃə/ This is clear, natural speech for most everyday situations, and it would be appropriate in the IELTS speaking test.
- Drill learners on the pronunciation of sentence iii.



Listening

1.3 The content of this lecture is quite dry and difficult, but difficulty of the content is compensated for through a simple task. It should be possible to draw out inherent interest in the notions of deep and surface learning. Fundamentally the distinction is between whether

learners are learning something because they *have to* or because they *want to*. The listening then provides the basis for intensive vocabulary work.

Suggested steps

- Put learners in groups of three to discuss the pre-listening questions, and give them at least five minutes. It may not be immediately obvious what the terms mean, but learners will get there if they think about it.
- Focus learners on the task: they will need to skim read the box first. They should disregard any vocabulary they don't know at this point. Some may already be able to predict where the headings go, which is fine; they will simply be listening to confirm their predictions.
- Play the recording.

Answers

3 A = surface; B = deep

4 More common: surface. More successful: deep.

- Focus learners on the *Listen again* task. This requires more detailed listening

Answers

5 A * fail to distinguish principles from examples

B * make use of evidence, inquiry and evaluation

- Do the post-listening activities in groups.
- You may wish to wrap the discussion up by focusing on whether learners are taking a deep or surface approach to English and IELTS.

Text organisation

If your class is struggling with the vocabulary in the lecture, you may wish to do this activity after the vocabulary focus.

The aim here is to focus learners' attention on the fairly predictable patterns that lectures follow, as understanding of these patterns can help comprehension. You may need to clarify the metalanguage (*characteristics, definition, evaluation*) first.

Answers

- 8** 1 Introduction
 2.1 Definition (of 'deep approach')
 2.2 Characteristics
 3.1 Definition (of 'surface approach')
 3.2 Characteristics
 4. Evaluation

With a stronger class, you may wish to brainstorm a list of other topics that could be described using the same pattern (e.g. *different ways of ...*), then learners could plan and give short talks on the topic, using this organisational structure.

Vocabulary focus

See the Vocabulary Syllabus (page xi) for an outline of the way vocabulary is dealt with in this book.

There is a range of activities here, focusing on dictionary skills, ways of defining or explaining vocabulary, and an introduction to the types of things that learners need to know about a word. The aims are both to 'teach' the vocabulary in the activities, and to develop independent learning skills for vocabulary.

Approach

The aims of this activity are to focus learners on the need to match vocabulary in context with the correct sense in the dictionary, and to raise their awareness that while they may know one sense (typically the more 'concrete' one) of common academic vocabulary, they may not know the word in its academic sense.

Answers

- 1** Noun sense
2 This will obviously vary for individuals, but most will have learnt the verb sense first
3 Noun is more abstract
4 The noun; 'Academic' meaning will be much more common in IELTS.

Definition match

The aim here is both to highlight vocabulary learners should know or learn, and to encourage a sentence approach to definition, as sentence definitions contain more information than traditional dictionary definitions: compare *concentrate = to think carefully about something with If you concentrate on a thing or an activity that you are doing, you think very carefully about it*. The second definition makes it very clear that this is a verb, and that it is followed by the preposition *on*.

The aim of the categorisation task is to help learners remember the words by relating them to a context of use.

Answers

5, 6	<i>context</i> (7)	<i>other family member</i> (8)
<u>assessment</u> (n)	education	<u>assess</u>
<u>concentrate</u> (v)	education	<u>concentration</u>
<u>distinguish</u> (v)	education	<u>distinction</u>
<u>principle</u> (n)	education	
<u>requirement</u> (n)	general	<u>require</u>
<u>evaluation</u> (n)	general	<u>evaluate</u>
<u>concept</u> (n)	general	<u>conceive</u>

There is an awful lot to knowing a word well. The aim of the mind map is to summarise points covered in this section. Further aspects of lexical knowledge will be covered in following units.

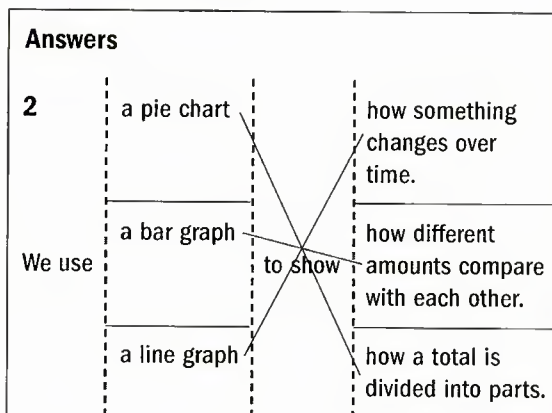
Typically, only some elements of what there is to know about a word can and will be covered in class. Learners should be encouraged to do as much independent work as possible fleshing out their lexical knowledge.

**Writing**

This section is based around a collection of data on computers in education.

See the Writing Syllabus (page vi) for a guide to the approach to writing in this book. It is important to note that in this course we focus on thinking about the topic before we get into too much detail of the actual writing itself. We believe this helps learners to write better texts.

In this unit, we focus on understanding the main point of a graphic, and on distinguishing main and subordinate points.



Clarify the words 'main' and 'subordinate' first, as they are important concepts and words.

Answers
<p>3 Main point: a Most Australian students are good at using the Internet.</p> <p>4 a Line graph: Primary school use was catching up with secondary school use.</p> <p style="padding-left: 20px;">b Bar graph: Word processing and Internet remain the most common uses for computers by US school students.</p> <p>5 The other three uses showed increases in 2001, but fell again in 2002.</p> <p>'Research' has become the least common use for computers in US schools.</p>

Evaluation task

The aim here is to get learners thinking about the issues to do with good writing without actually having to write the text themselves. But if you have a strong class, you may wish to get them to write their own description of the graph and then compare it with the two student texts provided.

Answer
<p>6 Report B uses the main points of the graph better. Report A mainly gives the figures represented by the bars on the graph, whereas Report B looks at the movement of figures over the three years represented by the graph.</p>

Grammar focus

Grammatically, the most difficult sentence in a graph description is probably the first one. This activity deals with one element of that difficulty: the verbs like *show* and *indicate* which learners often have problems with. Later units will deal with the complex noun groups in these sentences.

Answers
<p>1 show + noun phrase</p> <p>2 a what you can understand from the facts</p> <p style="padding-left: 20px;">b what you can actually see</p>

The point in exercise 3 is that when *show* is followed by a clause (meaning **ii** in exercise 2), *that* is used after *show* to introduce the clause; it is not possible to use *that* when *show* has meaning **i**.

Answers
<p>3 b OK</p> <p style="padding-left: 20px;">c OK</p> <p style="padding-left: 20px;">d <i>that</i></p> <p style="padding-left: 20px;">e <i>that</i></p>

Reading

Do this speaking activity (exercise 1) immediately before the following reading, as it is really intended to draw out learners' background knowledge and opinions before the reading. Getting learners to list the advantages and disadvantages is a way of getting them to think a little more deeply and discuss their views.

The three texts are linked thematically by their focus on effective education. The second task focuses on attitude, because that is how mature readers would tend to approach this type of text: we may read later for the facts or arguments that support an attitude, but our initial interest is usually in the writer's perspective. These texts are much shorter than normal Academic IELTS reading texts, but the tasks focused on attitude and topic are very similar to IELTS tasks.

Give five minutes only to work through the two skim-reading tasks.

Answers	
2, 3 Text A: Negative	To improve schools, forget computers
Text B: Neutral/Balanced	How computers are used is the key to learning
Text C: Positive	Online learning today

Allow up to ten minutes for the fourth task, but do not allow use of dictionaries. Learners should be able to figure out the gist without them, simply by using the overall attitude of the text as a clue.

Answers	
4 Text A: Research; Expert opinion	
Text B: Research	
Text C: In fact, this is mainly based on unsupported assertion, but the writers do cite Toffler, presumably as an expert.	

Learners can give their own biases on who they agree with without needing to understand too much detail, and that's fine and to be encouraged, as we need to encourage learners to engage with a text. In order to disagree, they should probably offer some justification, and this will require more detailed understanding of the argument they are disagreeing with, which will require more detailed reading and—possibly—you could allow use of dictionaries at this point.

Speaking

The sentence completion task is actually a disguised grammar awareness task, designed to draw attention to infinitives of purpose (*to do sth*) and the 'means' structure *by + -ing* (or even the more general *preposition + -ing* structure). You could briefly draw learners' attention to the second structure in particular, and to the point that it basically answers the question 'how?'

Give learners a lot of time to do this: they will struggle for a while, but eventually having to think of ten ways to complete the sentences will push them into more creative thinking. Monitor closely and feed in vocabulary as it is required.

Grammar focus

The aim of this activity is to extend learners' range of 'formulaic' responses, to increase their ability to express what they mean precisely, and to encourage them to take a position on issues as a lead in to the later writing activity in this unit.

In the spoken practice activity after they have categorised the responses, monitor to ensure that learners are elaborating on their initial answers.

See answers in the table below.

Writing

See the Writing Syllabus, page vi, for a guide to the approach to writing in this course.

This set of activities aims to give learners input and practice on a fundamental step in writing a discursive essay, such as that required in the

Answers				
3 (Learners may have others to add)				
Strong positive	Positive	Uncertain	Negative	Strong negative
Definitely.	Yes, I do.	I'm not sure.	No, not really.	Absolutely not.
Absolutely.	Of course they do.	Maybe.	No, I don't.	
	Of course they should.	Perhaps.	Well, maybe some people do, but ... (though could also signal uncertainty)	

IELTS writing test, task 2: taking a position and supporting it. Learners also do listening and discussion activities to allow them to clearly formulate their own view.

Suggested steps

- Ask learners to look at the selection of headlines, all dealing with issues in education, and identify what the issue is in each case.

Answers

To improve schools ... / Schools go hi-tech – the value of computers in education.

Greater Flexibility ... –more choices in secondary education for teenaged students.

University fees rise–the increasing cost of tertiary education.

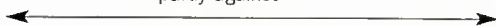
Ontario Universities ... –the negative effects of increased numbers of students in (Canadian) tertiary education.

- Encourage learners to outline their views on all of these issues and provide support for their view in discussion with other learners.
- Shift the focus to the question of computers in education so that all learners give their basic position on the issue.
- Lead learners through the questions, which are designed to make them aware of the (mostly unconscious) process of taking a position on an issue.

Answer

1

· yes/for/pro · yes and no/ partly for, partly against · no/against/contra



- By question 3, learners should be able to give a clear position and a number of reasons for this position—encourage them to provide at least three supporting reasons.

Listening

- The main purpose of the listening questions is to give learners more ideas to support their own views; the listenings also provide learners with models of discussions.

Answers

4 The first pair focuses on whether computers are really useful.

The second pair focuses on other ways of improving education.

Part 1

1st speaker's position: not very clear, but the speaker provides reasons against computers in education.

Supporting reason against computers:

- Some students just don't like computers.
- Some students may already use computers too much in other parts of their lives.
- Computers can't provide the valuable interaction that other humans can.
- Not all schools are able to provide the same level of computer access.

2nd speaker's position: mostly in favour of computers in education.

Supporting reasons for computers:

- Computers provide motivation because they're interesting.
- Computers allow students to learn without interaction, which is good for some.

Supporting reason against computers:

- Technical problems can reduce time spent learning.
- Students with less knowledge of or access to computers are disadvantaged.

Part 2

1st speaker's position: computers have a place in education, but other factors are more important.

Supporting reasons for other factors to improve education:

- Usefulness of computers depends on the skill of the user.
- Teachers who make learning fun and memorable are important.
- Low number of students per teacher is more important than lots of computers.
- Teachers need more support in several areas to do a better job.

<p>2nd speaker's position: computers have a place in education, but other factors are more important.</p>	<p>Supporting reasons for other factors to improve education:</p> <ul style="list-style-type: none"> • Students need human interaction. • Other kinds of technology, such as video, are also useful. • Teachers with a strong personality are important. • Teachers need to be paid more. • There needs to be a balance between technology and other resources.
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For the final writing activity, you may feel that learners need more support in terms of increased time, collaborative writing, help from the teacher etc. At this stage, it's important to give learners all the support they need, to give them the confidence to work unsupported later on.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript

abstract	academy	access	analyse
annual	appreciate	approach	appropriate
assess	attitude	aware	chapter
clause	concentrate	concept	contribute
convince	core	crucial	data
dominate	emerge	evaluate	expert
file	flexible	grade	instruct
<i>interact</i>	invest	issue	motive
neutral	obtain	policy	positive
previous	primary	principle	research
respond	reveal	secure	seek
significant	simulate	stable	structure
subordinate			

Topics and tasks for extension

- Who should pay for education: the state or individuals?
- The relative benefits of practical, vocational education and training versus academic, theoretical education.
- What subjects should be compulsory at school?
- Should teachers' pay be linked to exam results?
- How should the government spend its money? Make a list of the five main priorities and rank them.
- Describe your childhood home as you remember it.
- Libraries are a waste of money and space as they can be replaced by computers. Do you agree?
- The following is from Sally Morgan's autobiography, immediately after the extract on page 4. What do you like to read?

'By the beginning of the second term at school, I had learnt to read, and was the best reader in my class. Reading opened up new horizons for me ...'

My Place, Sally Morgan

2

It never rains but it pours

Introduction

The theme of unit 2 is water, which serves as a concrete example of a significant contemporary environmental issue. Because the environment is a topical issue everywhere in the world, it is likely to come up regularly in the IELTS exam. While some of the content is moderately technical or academic, most of the issues are part of familiar experience and learners should have a good degree of background knowledge to draw on.

There are two main subtopics:

- the ways that we use water, and
- bottled water.

IELTS exam skills in the unit

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none"> • Identifying topic • Interpreting statistics • Predicting and recognising bias • Locating information 	<ul style="list-style-type: none"> • Generating ideas • Organising ideas • Writing topic sentences • Organising a process description • Structuring a balanced argument • Signposting written texts 	<ul style="list-style-type: none"> • Recounting a past habit • Organising extended monologue • Discussing a proposal • Doing a survey 	<ul style="list-style-type: none"> • Identifying topic • Noting detail • Recognising signposting • Relating spoken and visual information • Identifying reasons • Identifying attitude • Noting opinions



Tuning in

This activity provides the opportunity to personalise the topic of water, by focusing on one of its most important uses: recreation.

- As an introduction, ask learners to describe what they can see in the pictures. Feed in vocabulary (e.g. *making a sandcastle*)
- Then treat the activity like a planned speaking task in the exam. See Speaking Syllabus (page ix).

Grammar focus

- **2.1** Learners guess what goes in the gaps, then listen and complete the answers.

Answers

we used to go we'd usually stay we'd go down

- Clarify that *we'd* is the contracted form of *we would*.
- 3** The difference between the Past Simple verbs—*we went*, *we stayed*—and *we used to go* and *we would go* is basically emphasis: *used to* and *would* emphasise that this was a past habit.
- The difference between *used to* and *would* is related to when we use them. We usually start or introduce a personal narrative with *used to* and then continue giving further details with *would*. However, we do not use *would* to describe the past tense of stative verbs.
- 4** No.

Ask learners to do the first speaking activity again with a new partner.

Reading

This activity introduces the slightly more academic angle of 'water as a problem'. It uses excerpts from newspaper articles for this purpose to highlight that the types of global issues that are often in the news are the types of issues that the IELTS exam covers—because IELTS must be fair to everyone by dealing with issues that everyone knows something about. This activity further aims to:

- practise skills in reading for gist
- highlight the importance of collocation
- activate background knowledge prior to the following listening.

Suggested steps

- Ask learners what kind of stories to do with water are sometimes in the news
- Learners predict what each headline is about
- Do the headline–article matching activity with a strict time limit of no more than two minutes. They do not need a detailed understanding of the texts to complete this activity.

Answers

2

1 c 2 d 3 b 4 f 5 a 6 e

Learners read again individually to identify the issues, but can work together and use bilingual dictionaries if necessary to identify or establish an English word for the issue and causes, solutions, etc. Take the exploration of the issues as deep as your class's English level and world knowledge will allow. They may be able to teach each other quite a lot here.

Possible answers to 3

1 Issue: drought. Affects many parts of the world but particularly Africa, Australia.
Causes: natural climate variations, global warming, deforestation.

2 Issue: flooding. Affects most parts of the world but particularly, recently, China, Bangladesh and India, South Eastern Africa, Europe.
Causes: largely a natural phenomenon but more noticeable because of higher population densities, and exacerbated by greater run-off due to deforestation and silting of rivers.

3 Issue: building of large dams. Worldwide.

4 Issue: monsoon; monsoonal Asia—India and East Asia. Causes: natural phenomenon.

5 Issue: lack of clean water. Worldwide, but especially developing countries.
Causes: pollution.

6 Issue: decreasing supply of drinking water. Worldwide.
Causes: pollution; overuse for irrigation.

Extra activities: Collocation

See the Vocabulary Syllabus page xi

- Ask learners to list all of the words in the texts to do with *water*. Then ask them to identify any collocations with the word *water*.

Water vocabulary (collocations underlined)

drought	floods	river
rainy season	flooding	monsoon
<u>water-related illness</u>	<u>drinking water</u>	
<u>fresh water</u>	drinking	irrigation
<u>water supply</u>		



Listening

Suggested steps

- **2.2** Play the tape once right through for learners to note down topics only. If the word *hydroelectricity* did not already come up in the reading activity, clarify it after the first listening. Even if learners do not know the word exactly—how to spell it for example—they will have understood the general concept from the following description.
- Play the tape again, pausing after each section for learners to complete notes. Reassure them that they only need to note key words. They can then expand notes working with partners later.
- After all three topics/texts have been played get learners to work together to expand on notes, filling in gaps using prior knowledge of the topic. Allow lots of time for this. They should be aiming to reconstruct the *meaning* of what they heard, not the exact wording.
- Play the tape again if necessary for learners to fill in gaps.

Answers		
Topic 1: <i>monsoon</i>	Topic 2: <i>water pollution</i>	Topic 3: <i>hydroelectricity</i>
<p>Definition:</p> <p>Climate where wind changes direction with season</p> <p>Area:</p> <p>Indian Ocean; China, Japan, Korea; South East Asia—Thailand, Indonesia</p> <p>Effects:</p> <p>Cooler temperatures; damp down dust storms; water for agriculture; but also problems—floods, storms, or no rain at all</p>	<p>Causes:</p> <p>Direct: rubbish, factory waste.</p> <p>Indirect: fertiliser & pesticide run-off; air pollution (from cars & factories) → rain water</p> <p>Solutions</p> <p>Better technology; personal choices not to pollute</p>	<p>Advantages:</p> <p>Less pollution; water free & renewable</p> <p>Disadvantages:</p> <p>Need lots of water; all good locations gone; expensive; takes a long time to build</p>

It would be appropriate to spend some time clarifying vocabulary from the listenings: *fertiliser, pesticide, renewable*.

Focus on signposting

2.3 This activity focuses on the signposting of text structure, both because this will aid listening comprehension, but also as a model for extended speaking turns.

The activity is more like a dictation, which will focus learners on details of language form. If they are unable to take down the exact wording on their own, they should be able to reconstruct the wording with help from partners and grammatical knowledge.

Answers to exercise 2

- First of all, ...
- Secondly, ...
- And a third advantage is that ...
- One important drawback is that ...
- Which leads to the second problem ...
- But perhaps the biggest issue is that ...

You may like to point out that this is not the only signposting language in the talk. Both parts have

'topic sentences' to introduce the main points: *There are quite a lot of pluses compared to other ways of generating electricity, and Basically because there are lots of drawbacks, and the two sections are separated by a transition marker, to indicate the move from one aspect of the topic to another: In fact it looks so good, why don't we use it all the time?*

So the language highlighted in this task is simply another layer of explicit signposting that provides further help to the listener, and which therefore learners should aim for in longer speaking turns.

Speaking

Once again, treat this activity like an IELTS phase 2 speaking task (see Speaking Syllabus, page ix). If all of your class are from the same country, brainstorm a list of possible problems to talk about, then allocate the topics to different groups so that not everyone is talking about the same thing.

- Give learners specific aspects of their partner's presentation to focus on:
 - i was the information clear?
 - ii was the talk logically organised? (did it follow the structure: situation → problem → solution?)

- iii was the talk clearly signposted? (did the speaker use words like 'another problem is ...', 'however', 'firstly', etc., to show where a new section or point was beginning?)

Let learners do the planning phase of this task in pairs or groups, so that they can draw on each other's general knowledge to give a more detailed talk. Put them into new pairs to exchange talks.

Note that while learners should follow the structure: Situation-Problem-Solution, they do not need to use the wording provided, which is simply an example.



Writing

Brainstorming: Listening

2.4 Brainstorming is particularly useful in the IELTS writing test, especially for task 2, when exam candidates have to work under time pressure.

As well as provide practice in this skill, this activity aims to:

- develop ability to organise ideas into general-particular relationships
- clarify some key structures used to express purpose.

Before learners do the initial brainstorming task, emphasise that one key to effective brainstorming is to accept all ideas without evaluating them. The aim of brainstorming is to get ideas; deciding whether or not they are good ideas is a later step. Doing both steps at the same time is too slow.

Answers

1 drinking

as part of other drinks

washing (cars, bodies, clothes, dishes, houses, windows, teeth)

production (e.g. paper)

cooking

social uses

(swimming, boating, fishing, skiing, skating)

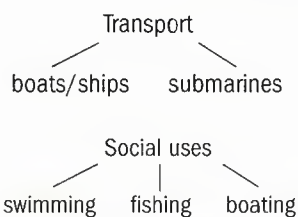
cooling and heating

producing electricity

transport

watering plants

4



Grammar focus

2.5 These structures for expressing purpose are simple but often used incorrectly by learners.

- The unmarked ('most common') option for expressing purpose is *to + infinitive*.
- After the verb *use*, the unmarked option is *for + verb-ing*.
- to + infinitive*, as in the example, is possible, but obviously easy to confuse with *used to + infinitive* to describe past habits; note the differences in pronunciation:

Water is used to [/ju:ztə/] wash your house.
(purpose)

When I was a kid, we used to [/ju:stə/] go to...
(past habit)

Answers

7 Water is used to wash your house.

Water is used for washing the car.

8 a Water is used to ~~generating~~ generate electricity.

b It is used for ~~transport~~ transporting goods.

c (OK)

Topic sentences

This activity focuses on one important form of paragraph structure, and particularly the use of topic sentences.

Answers

9 c

10 Topic of whole text: *water*
paragraph: *production of our food*
joining words: *first of all*

Suggested steps

- Option 1: learners write one paragraph, check each other's, then write remaining paragraphs.
- Option 2: put learners in groups of four. Allocate one topic to each individual in the group. Write, check, then put the four paragraphs together into one coherent text.
- Focus your feedback and correction mainly on paragraph structure.



Listening

2.6 This activity provides practice in listening for main ideas and also models the description of graphs. The language used in oral descriptions will be different from the language of a written description, but in both cases the main points need to be identified and organised into a coherent text.

Suggested steps

- Put learners in small groups and give them at least five minutes to teach each other any unknown vocabulary and to guess which category of use is represented by which colour—and to justify their guesses. They may be wildly wrong, but they should get some useful speaking practice and this will also provide additional motivation for the listening.

Answers

dark blue = electricity light blue = irrigation
 yellow = industry pale green = public supply
 green = rural use

- Play the tape again for learners to complete listening task 2.

3 Public supply = population pressure
 Irrigation = better technology
 Rural = more intensive

Extra writing activity: Identifying and organising key points

Ask learners to:

- look again at the graph of trends in water use in the USA.
- note down the four most important points in the data.
- compare their main points with a partner. Did they identify the same points?
- put the points in order, from most important to least important.
- compare with classmates. Do they have the points in the same order?

This activity provides practice in analysing and organising data, which is important to scoring well in IELTS task 1. There really is no single correct answer, but learners should be able to justify their

own answer. Even the description given in the listening is simply one of a number of valid responses to the data. Learners may do the whole activity by reproducing the structure of the listening: that is OK, as it will still have drawn their attention to the importance of analysis and organisation.

At this point in the course, taking writing just to this planning stage is adequate, but if your class are strong or desperately want actual writing practice, you could ask them to write a description of the graph for homework.



Writing

This activity provides practice in describing process diagrams, which are a possible alternative to graphs and tables in task 1 of the writing test. It also provides an opportunity to focus on the grammar of article use.

By pooling general knowledge, learners should be able to explain what is happening in the diagram.

Answers

2 c, e, a, d, b

Grammar focus

Suggested steps

Ask learners to cover the diagram and previous text before they do this activity.

Once they have filled in the gaps, get learners to compare answers and see if they can explain why they have put *a*, *the*, or *zero article* in each gap.

You may need to go over the following rules:

	Form	Used with	Meaning	Because
Definite article	<i>the</i>	Countable and uncountable nouns	'You know which one I am talking about'	I already mentioned it You can see or know which one I mean in the context (e.g. Please close the door).

				There is only one (e.g. the sun).
Indefinite article	a	Countable singular nouns	'You don't know (yet) which one I am talking about'	I haven't mentioned it yet. I am talking about all of them, not one in particular.
Zero article		Uncountable nouns and countable plural nouns	'You don't know (yet) which I am talking about'	I haven't mentioned it/them yet. I am talking about all of it/them, not any particular ones.

- They should make sure their reports:
 - clearly state the reason for the decision;
 - are well organised; and
 - have well-constructed paragraphs.

Reading

This activity introduces the theme of bottled water which is taken further in later reading, listening and writing activities. The task requires relatively deep, critical thinking, so it is important to make sure that learners do react *personally* to the two labels first. This is something that most people do every day when they are shopping.

- You could make the first question more concrete by asking learners to brainstorm adjectives to describe the labels: e.g. *fresh, pure, clean, active, healthy, invigorating ...*
- Again, the final question about labels in general can be made more concrete by asking learners to think of two particular competing brands of a single product, which they choose, and why.

Speaking

See Speaking Syllabus page viii. To make this task 'real' and motivating, give examples of major construction projects which have required movements of the local population. This will be most relevant if there are local examples of hydro-dam projects, but it could be to do with road building, airport expansion, or construction of a nuclear power plant. Then ask learners for further local or international examples.

- Put learners in groups of at least four for this activity.
- Make sure they understand the map first. Where contour lines are close together, the land is steep.
- Every member of the group should make notes on their decision.
- Put learners into new groups to explain their decisions to each other.
- Finish with a class vote.

Extra activity: Writing

- Ask learners to use their notes from the speaking task to write a brief report (100–150 words) on the class decision, and the reasons for the decision.

Interpreting statistics

Like the earlier listening about water use, this activity aims to provide a model of descriptions of graphs. The activity also focuses on word attack skills.

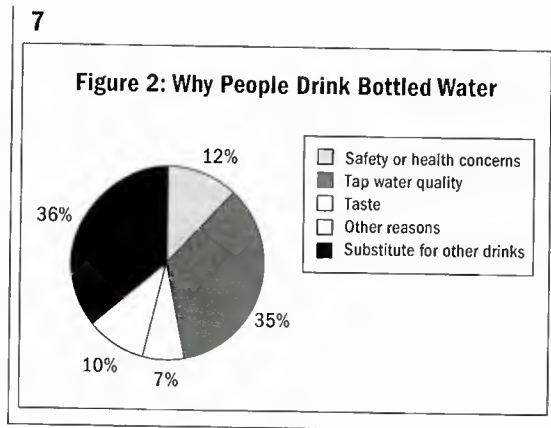
Answers

4 a

Reading skills

5		
Word	Meaning in context	Guessable because
<i>imbibe consumed</i>	drink / drank	Synonyms used to avoid repetition of <i>drink</i>
<i>tripled</i>	multiplied by three	Mathematics in the rest of the sentence.
<i>decade</i>	a 10-year period	Difference between the two years mentioned in the sentence.
<i>inventory</i>	a check or a survey	Sentence indicates a study of some sort.

7



Speaking

This activity provides some freer speaking practice as well as some variety away from the topic of water.

Suggested steps

- Brainstorm a list of possible survey topics as a class, then allocate one topic each to pairs or groups of three.
- 3–5 questions should be enough. With weaker students you may need to do some work on the grammar in the questions.
- The survey can be done either through written questionnaires or oral interviews. Before learners conduct the survey, you may like to do a little work on polite ways of asking for permission to carry out the survey: e.g. *We are from the IELTS class. We are doing a survey on ... Do you mind if I ask you a few questions?/Do you have a few minutes to fill in a questionnaire?* etc.
- In presentation of survey results, focus on organisation of the information. If your learners have fewer problems with this, you may like to focus on pronunciation or grammar.

There is obviously an opportunity for extra practice in writing up the results if your learners need or would like it.

Reading

This activity aims to get learners to bring their normal first language responses to a text to reading in a second language. In particular, it encourages them to make predictions based on what they know—or think they know—about the

author. We can occasionally miscue based on these predictions—in other words, we may misunderstand because we don't read what we expect to read. But generally the world knowledge that we bring to a text, including knowledge of the author and their biases, makes for more efficient and accurate reading.

Suggested steps

- To establish the general principle of author bias, put a list of examples that will be familiar to your learners on the board. e.g. what will newspaper X say about the government, a foreign government, etc. If your learners do not already know it, teach the word *bias*.
- Put WWF and IBWA on whiteboard: explain what the abbreviations stand for. Elicit from the class their probable aims: WWF = to protect the environment by putting pressure on governments and individuals to change policy and actions, etc.; IBWA = to help sell more bottled water.
- Ask learners to do the prediction task in pairs. Do not give any feedback at this stage.
- For the skim reading task, enforce the time limit to get learners used to reading for a specific, limited reason.
- Do task 3, which is designed to get learners to read more carefully, but also to demonstrate that not all predictions will be correct.

Answers

3a	IBWA text	WWF text
Attitude to bottled water	<i>in favour</i>	<i>against</i>
Reasons	quality taste convenience	bad for the environment cost health quality
3b	Not mentioned— fashion	

Finally, ask learners to think about whether their personal opinion has changed. This is very important, as it encourages learners to engage personally and critically with the text. You might like to structure this activity by asking: which text they most agree with; whether their opinion has changed, not changed, or is wavering as a result of reading.

Vocabulary focus

See Vocabulary Syllabus page xi.

Answers

3 Words to do with the environment:

<i>conservation, conservationists</i>	<i>nature</i>
<i>environmentally (un)friendly</i>	<i>energy</i>
<i>contaminated</i>	<i>sustainable</i>
<i>conservationists</i>	<i>energy efficient</i>

Grammar focus

Note: this use of *can* in generalisations is very common, but seldom taught. Notice that it is usually used with negative points.

Answers

1 a The quality is no better.

Original = *the quality is often no better*

b Original = *tap water can be inconsistent.*

c Original = *that can leave a bad taste in your mouth.*

d Original = *bottled water is often no healthier or safer to drink than tap water*

e Original = *some bottled waters are exactly the same standard as tap water*

f Original = *bottled water is generally safer in areas where tap water is contaminated*

3 These modifiers are used to make our writing sound:

a fair and reasonable

b balanced and thoughtful.

Grammar focus

Answers

1 a – strongest

c

b – weakest



Listening: discussion

2.7 This activity provides practice in listening for points of view, and also potentially provides learners with more ideas before the writing task that completes the unit. As with many listening activities in the book that focus on opposing points of view, there are male and female speakers to make it easier to distinguish who says what.

Note that the second listening task does not totally reflect the structure of the conversation. In other words, it is not true that the woman states an opinion to which the man responds each time, but it is still possible to identify the points as below.

Some classes may need to listen a couple of times to complete task 2.

Answers

1 The woman is more in favour of bottled water.

2

Woman's opinion	Does the man agree or disagree?
Bottled water tastes better than tap water.	agrees
Bottled water is a healthy choice.	disagrees
Bottled water is reasonably cheap	(more or less) agrees
Tap water really isn't safe in some places	–
Packaging is wasteful	agrees [or rather, she's agreeing with him]
Bottled water is here long term, not just a fashion	–

Writing

The aim of this activity is to get learners to at least consider both sides of an issue. Note that not all IELTS essay tasks require them to *write* about both sides of the issue—it depends on how the task is worded. But they should still consider both sides of the issue when they are planning, because this will probably make their own argument stronger. The activity also recycles the paragraph structure focus from earlier in the unit. Learners have already been provided with most of the main arguments on this issue, so that they can concentrate at this stage on *how* to write rather than *what* to write.

- Learners may add their own ideas here, but arguments mentioned in the reading and listening texts include:

<i>For</i>	<i>Against</i>
Health and safety	Not necessarily healthier or safer
Taste	Bad for environment
Convenience	Wastes money
Not <u>that</u> expensive	Just a fashion

- You may like to draft one paragraph with the whole class, on the board. Focus on the structure of the paragraph, making sure that there is a clear topic sentence and at least one or two supporting sentences. Encourage learners to draft the paragraph quickly, and get grammar and wording right later.
- Then learners draft remaining paragraphs individually or in pairs. Point out that they can't possibly write one paragraph for every point, because they only have 250 words, so they will have to choose what to include and what to leave out.
- Do not worry at this point if introductions and conclusions are not well written—that can come later.

Cohesion: signposting in written language

'Signposting' is a term used to identify cohesive devices that allow readers or listeners to orientate themselves within a spoken or written text: for example, to identify that one section has finished,

that another section is beginning, how one section relates to others (by time, logic, etc.). As learners tend to overuse, and often misuse, adverbials such as 'On the other hand,' and 'By contrast,' it is important to get them using a range of other options.

Answers

4

another

third

most important

5 and 6

Paragraph 2: Quality is in every container of bottled water.

Paragraph 3: Taste is the other major reason people prefer bottled water versus tap water.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript

acknowledge	alternative	analyse	annual
aspect	attitude	authority	aware
benefit	category	chemical	commission
communicate	conclude	<i>construct</i>	consume
controversy	decade	define	dispose
distribute	element	emphasis	energy
enormous	environment	factor	fund
furthermore	generate	<i>grade</i>	identify
illustrate	indicate	inspect	institute
intense	interpret	label	logic
minimal	minimum	monitor	<i>nuclear</i>
obtain	<i>plus</i>	potential	predict
principal	route	site	source
statistic	structure	substitute	sustain
trace	trend		

Topics and tasks for extension

- Describe your local recycling procedures.
- Find a diagram of the water (hydrological) cycle and write a description.
- Water is a scarce and valuable resource. What are some other scarce and valuable resources in your country?
- What are the main ways of generating electricity in your country (nuclear, hydro-, etc.). Why? Are there any plans to develop alternative ways of generating electricity?
- Brainstorm a list of ways of conserving water.
- Is there any product you buy mainly because of its packaging? Describe it. Why does the packaging appeal to you?
- What kind of natural environment most appeals to you: forest, the sea, desert, the mountains ...? Why?

3

All work and no play

Introduction

The theme of unit 3 is work, which is central to everyone's life and experience and therefore a core IELTS topic, in the speaking test in particular.

Topics covered include:

- finding a suitable job
- stress at work
- alternative work arrangements
- unemployment
- job satisfaction.

IELTS exam skills in the unit

Speaking	Listening	Writing	Reading
<ul style="list-style-type: none"> • Exchanging personal information • Explaining and elaborating • Discussing social issues • Accommodating other points of view 	<ul style="list-style-type: none"> • Identifying topic • Noting detail • Taking dictation 	<ul style="list-style-type: none"> • Generalising (accurately) from data • Adding supporting detail • Ordering ideas logically 	<ul style="list-style-type: none"> • Locating and noting key details • Responding to a survey • Predicting from headings and background knowledge • Locating and understanding detail

Tuning in

Check with learners that they understand what a proverb is (a short, well-known expression that offers some advice about life in general).

Answer

1 If you work too hard without taking any time for leisure and relaxation you will be a very boring person.

Proverbs can be good discussion starters for language classrooms, but warn learners that it is not natural to use them in everyday conversation, except, perhaps, humorously.

Reading

- Ask learners what information they expect to find in a job advertisement: = identification of job, description of job, description of company, description of qualifications and experience required, description of personal attributes required, info on how to apply. Direct them to the first ad to identify/circle these elements.
- Ask them to complete the table and discuss follow-up questions. The jobs have been chosen to cover a range of areas: commerce, science, computing, accounting, so most students should find a job of some degree of interest.

Answers				
	Job	Qualification	Experience	Personality
1	Marketing Specialist	Tertiary	2 yrs +	Self-motivated, practical, enthusiastic
2	Technical Manager	Chemistry degree	Proven skills in project management & communication with clients	
3	Database Administrator	Database certification, computer-related tertiary qualifications preferred	Significant in database & network admin	Excellent attitude, good communication skills
4	Accounts Officer		2-3 yrs, strong customer service background	Bright, enthusiastic Interpersonal & communication skills

Extra activity: Vocabulary

As a way of getting learners to focus on key vocabulary, you could:

- ask them to think of or find other members of the following word families: (e.g. —*motivated* motivation, motivate, motivating)

specialist	analyse	qualification
enthusiasm	apply	innovation
growth	management	development
accounts		

- ask them to identify collocations from the texts, e.g. *analyse the market, identify opportunities, implement strategies, effective strategies, tertiary qualifications ...*

Vocabulary and grammar

From around intermediate (IELTS 5) up, many learner problems with English relate to the grammar surrounding particular words (*What preposition is used with this word? Is this followed by a gerund or infinitive?* etc.) rather than the tense system which most of the traditional grammar syllabus is concerned with. This activity is designed to highlight this area for learners. It can be added to the elements that are involved in knowing a word, which were the focus of an activity in unit 1.

Answers

4 You are responsible for something.

You apply for a job. (not in text, so learners may need to consult dictionary)

You have experience in a particular job.

You have a good attitude to work.

You work for a company. (*in* is also possible. *For* suggests an employer-employee relationship)

You have skills in a particular activity.

You specialise in a particular area of work. (not in text, so may need to consult dictionary)

Through this activity you can highlight different ways of learning what prepositions go with what words:

- noticing/noting down combinations of noun/verb/adjective + preposition that learners encounter in texts, as here
- using a dictionary, also as here
- paying attention to semantics/meanings: the use of prepositions is not arbitrary, otherwise they would be unlearnable. Here, for example, *in* is used between something that we can think of as a particular activity (experience, skill, specialisation) and another more general activity.

The main focus here has been highlighting the need to learn what prepositions go with what, and ways of learning them. However to consolidate this particular set of vocabulary, you could ask learners to write a set of questions using this vocabulary that they can ask each other. For example: *What area of work do you specialise in/would you like to specialise in?* etc.

Listening

- Tell learners they are going to interview each other about their education and work experience and/or plans. Ask them to write questions that will get the information in the Student's Book (e.g. *What did you study at school?*) Note that learners nearly always need to answer questions like these in phase 1 of the IELTS speaking test.
- Do some correction of the questions, either as a whole class or with individuals.
- Pair learners to interview each other and make notes.
- Tie the activity together by asking how many learners have clear future plans, and of these, which appear to be the most popular careers.
- Learners listen and make brief notes to complete table.

Answers		
2		
	Student A	Student B
Favourite subjects at school	Art, economics	Languages, history, geography
Interested in what career?	Advertising	Not teacher
Possible study paths	Polytech—practical course Uni—1st degree then specialise e.g. film & TV degree then postgraduate diploma in advertising	Arts degree
What to do next	Make list of all courses available—from website	Research other career paths for language, social science grads

Reading

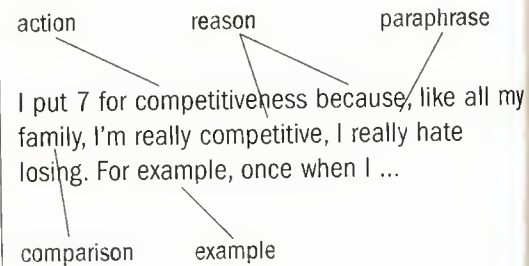
- The main aim of this section is to encourage learners to elaborate on what they say, rather than saying just the bare minimum. This is important in the speaking test if they are to demonstrate fluency and ability to organise discourse.
- Clarify the word stress; the pictures may help.
- After learners have made a list of stressful situations, ask if stress is always a bad thing.
- Learners do the self-test. Do not allow dictionary use until after they have completed the test. They should be able to work out meanings from context.

Speaking

- Ask learners to label the different parts of the example explanation.

Answers

3



Strictly speaking the 'paraphrase' is part of the reason, but this is difficult to represent without making the diagram and therefore the activity too complex.

You could then ask stronger learners to go straight into an explanation of their own answers, focusing on elaboration in the same way. For weaker learners, you could provide more support by asking them to write (in spoken style) an explanation similar to the model. The extra time provided by writing should allow the mental processing time necessary for learners to actually focus on elaboration. Once they have done one or two explanations that have been scripted like this they should be able to continue without a 'script'.

As learners explain answers to each other, monitor closely and ensure that they are elaborating on their comments.

Extra activity

If your learners find the elaborating task easy, you could add in a further level of precision to the explanation task by focusing on modifiers. This type of modification and precision is potentially rewarded in the IELTS speaking test.

- Put the following activity on the board and ask learners to complete it before explaining their answers to the self-test.

Put the following statements in order, from 'strong negative' to 'strong positive'.

I'm really competitive; I'm not very competitive; I'm pretty competitive; I'm fairly competitive; I'm not competitive at all; I'm extremely competitive; I'm very competitive; I'm quite competitive

Note: *quite*, *fairly* and *pretty* are more or less the same in strength. *Fairly* is more common in British English, *pretty* is more common in American English, while *quite* is neutral.

As further practice, you could ask learners to complete the following stems, writing true statements about themselves with different adjectives and then explain them to a partner.

- I'm quite ...*
- I'm not ... at all*
- I'm really ...*



Listening

Answers

- Type As
- This is obviously a matter of opinion, but some learners may feel that their own culture tends to be more relaxed, or some may feel that Type A behaviour is a feature of modern societies in big cities, etc.
- Type As make progress up a company quickly, but are not so good at the top because they are not patient enough and don't take a broad view of the business situation.



Listening

This section provides practice in both listening for and noting detail and identifying topics.

- A typical working week in most countries where English is the first language is 9 am to 5 pm, 5 days a week (usually Monday to Friday), 40 hours a week. You can make this lead-in more concrete by asking learners if they know about their grandparents' working week, their parents' working week, and if and how it has changed.

Note: the detail column in Exercise 5 may be challenging for some weaker learners who may need extra listenings.

Answers

3

Background

Last two generations, little change or variation job for life

hours typically 9-5

Now

more changes in career

not just 9-5

Reason for alternatives

Attracting staff who

 can't work traditional hours

 won't work traditional hours

e.g. those:

–returning from maternity leave

–caring for elderly relatives

–wanting to spend more time on leisure or with family

4 and 5 Some alternatives

alternative	definition	detail
1 <u>job-sharing</u>	One job shared by two people	Full-time job shared by two; people needs good communication
2 <u>part-time</u>	Working less than full-time	Less need to communicate
3 <u>flexi-time</u>	Flexible working hours, agreed with employer	Flexible start/finish times Short/compressed work week

alternative	definition	detail
4 <u>telecommuting</u>	Working from home for part or all of week, in constant communication with office by phone, fax, computer	May need to attend meetings at work
5 <u>work from home</u>	Working from home, but without need to stay in constant contact with office	Less need to visit office; may be far from office

The follow-up task on generational changes provides an opportunity to widen the context beyond work and, possibly, to revise the use of *used to* and *would*, which was covered at the beginning of unit 2.



Writing

This section aims to consolidate previous work on identifying main points, but it goes one step further and requires learners to actually interpret the data accurately. Learners are also required to take the further step of adding specific support to a general description.

Data from a wide range of countries is included, but you could make the activity more relevant to your own learners by sourcing local data.

Lead-in activities

Learners should have some sense that part-time employment generally increased during the 90s, partly because of choices by workers, but also because employers provided less full time work, so that they could increase and decrease their workforce more easily. The USA was an exception because of their economic boom during the 90s.

Answers

Generalisations a - e

4 d is false, according to table 3: (Although most part-time workers were women) the majority of women worked full time.

5 c covers all tables

6 a = table 2, b = tables 4 and/or 2, e = table 1

Point out that these tables contain a lot of detailed information. Readers *do not* need or expect to see all of this information repeated in a written description of the data; if they want the detail, they can look at the tables. Readers *do* expect to have the main points highlighted. This is a very important point about the function of written descriptions of graphic data. IELTS exam candidates who do not understand this tend to write far too much detail in the exam, which has the effect of making the text incoherent, as it is very difficult to tell what the point of the description is.

Possible answers to exercise 7

Table 3:

In some countries the percentage of part-time female workers remained fairly stable. In other countries, there was a significant increase, particularly after 1995.

Table 4:

The overall trend was towards an increase in male part-time employment. This increase was quite sharp in some countries.

Possible answers to exercise 8

(This will of course depend on what learners wrote for exercise 7)

Table 3:

In some countries the percentage of part-time female workers remained fairly stable, fluctuating between 28 and 28.2 in Canada, and 40.3 and 40.6 in the UK, for example.

In other countries, there was a significant increase, particularly after 1995, when there was an increase of more than 50% in Korea and Japan, and more than 10% in Germany.

Table 4:

The overall trend was towards an increase in male part-time employment, with all countries outside North America showing an increase over this period. This increase was quite sharp in some countries, particularly Korea and Germany.

Grammar focus

This section focuses explicitly on language which learners may have used in the previous activity—the use of non-finite dependent clauses to add supporting detail.

As the Student's Book points out, this grammar has the advantage of adding variety, highlighting main and subordinate information, and providing conciseness. All of these are desirable attributes of good writing, and will help the writer to score well in the exam, but this use of dependent clauses should not be overdone, as it becomes boring and less effective if overused.

Answers

1

a The percentage of part-time employees rose sharply in Japan over this period, increasing from 20% to over 24%.

b The percentage of British women in part-time employment was very stable, remaining between 40% and 41% throughout the decade.

Speaking

Use the photos to set the topic of 'unemployment'. What problems do they illustrate? Do you see these kind of scenes in your country?

Then you may like to do a 15-minute focus on the word family for *employ*. Ask learners to make a list of all of the words in the family, with an indication of whether the word is a noun, verb, adjective, etc.

Answers

employ (v)	employer (n)
employee (n)	employment (n)
unemployed (adj)	self-employed (adj)
unemployment (n)	

Note: all of these words are stressed on the syllable *-ploy-*, although *employee* is sometimes stressed on the first and final syllables, particularly when in contrast with *employer*.

Learners will have a wide range of knowledge of and interest in the topic of unemployment. Some of your learners may already have studied economics and have a quite technical view of the topic, while others will 'only' have a sense of it as

a problem reflected in beggars on the street. But everyone will have some ideas on the topic, because it is a pervasive issue and in fact many will be studying for IELTS to counter the future threat of unemployment.

Vocabulary focus

This special class of adjectives is useful for talking about social issues.

Note: these adjectives are plural and indefinite (even though they have a definite article): they mean 'all unemployed', 'all elderly', etc.

To practise the vocabulary, write the following questions on the board and ask learners to discuss them in groups.

'What does or should your society do to look after the poor/the elderly/the sick?'

Accommodating other points of view

As mentioned in unit 1, task 2 of the IELTS writing exam requires candidates to take and express a clear position on an issue.

Speaking is a little different. It can sometimes seem very rude, aggressive or arrogant to state a very strong opinion—especially if we do not know the person that we are talking to well. So, in discussions, we often 'accommodate' the other speaker. This means that even if we don't really agree with someone, we often adjust what we say so that it seems like we agree more. This activity is to help learners develop the ability to do this in English.

This is, in fact, largely a grammar activity, as learners will require a wide range of grammar to modify the statements.

Examples

Quantifiers and determiners:	<i>most, some, all, almost all, etc.</i>
Modal verbs:	<i>may, might, must, etc.</i>
Modal adjectives and adverbs:	<i>probable/probably, possible/possibly, definitely, etc.</i>
Adverbs of frequency:	<i>always, often, usually, etc.</i>
(Additional) subordinate clauses:	<i>although ...</i>

This activity can be recycled with any controversial issue at later points in the course.

A listening is provided as a model for this activity. One way to focus the listening would be to ask learners to write down the sentence that the three students in the recording finally agree on. Then ask them to compare the grammar of the original and the modified version.

Answers

Original: The unemployed don't want to work, because everyone who really wants a job can find one.

Recorded version: Although some unemployed don't want to work, many unemployed really want a job, but just can't find one.

As a further example, you could do one example with the class on the board: *Do you agree with this? OK, how could we change it so we all agree? What words do we need to add/change? ...*

 **Reading** 

This section aims to develop skills in previewing a text and in reading for detail.

Before you read

There is scope to extend the discussion about things that make us happy in our jobs into precise descriptions of the attributes of a good job. If necessary, pre-teach *public/state/private sector* and *civil servant*.

For the previewing task, point out to learners the advantages of getting a good idea of what you are going to read from headlines, titles and headings.

Answers

3

- job satisfaction has *fallen*
- the main reason is probably *stress*
- the article reports information from a *survey*
- it was written in *2001*

Attitudes to the public/state sector will vary with country, culture and political persuasion. In some countries, the public sector will have high status, will be viewed positively for its public service

ethos, and it may even be well paid. In other countries it will be viewed as bureaucratic, underpaid, overstaffed and under-worked. Provided the issue is not too sensitive, some discussion of these points may be useful prior to reading, as the prediction task partly depends on these attitudes.

For example: *Would you rather work in the state sector or the private sector? Why?*

The instruction for this task says read the text quickly—and strong readers should be able to do the task in about four minutes. But if you have a lower intermediate class, give them 10–12 minutes to complete the task. Make sure that learners discuss their answers with each other before you give them the answers: if they disagree, they should discuss the point until they both agree.

Answers to 4 and 5

1 T Para 2

2 T Para 3

3 F Para 3 (*virtually eroded* = the gap has narrowed but not disappeared) **Note:** *virtually* is a very important word, and you should spend some time clarifying its meaning to learners after they have completed this task.

4 NG We know that the public sector is less happy than before, but don't know from information in the text if this means most are unhappy.

5 NG Satisfaction levels for university teachers not mentioned in relation to other workers.

6 NG

7 T Para 9

8 F Paras 9 (u-shaped with age) and 10—highest among staff in their fifties and sixties.

9 T Para 11—high in small workplaces

10 F Paras 13 and 14

Vocabulary focus

The aim of this activity is partly to build up vocabulary for task 1 writing.

Answers					
1 and 2		<i>Verb</i>	<i>Adverb</i>	<i>Adjective</i>	<i>Noun</i>
Para	1	<i>has fallen</i>	<i>sharply</i>		
	2				<i>increase (+)</i>
	4	<i>has dropped</i> <i>has risen</i>	<i>dramatically</i> <i>(quite) dramatically</i>		
	5			<i>heavy</i>	<i>decline (-)</i> <i>increase (+)</i>
	7			<i>steady</i>	<i>decline (-)</i>

Draw learners' attention to the preposition used after 'change' nouns = *in*. Point out that *heavy* is not a common collocation with *increase*, although

it can be used with things that have something to do with weight or cost.

Grammar focus

Note that we cannot use the Present Perfect to talk about the 1990s, now that they have finished. This point is picked out in 2.

Answers

1

A	B
Present Perfect	Past Simple
focus is on the result	focus is on the event
probably said in or close to the 1990s	probably said much later
about a period still continuing or relevant	about a period clearly finished

2 Past Simple, as clearly finished as less relevant.

3 With higher level learners for whom the Present Perfect presents no challenges at all, you might like to offer the following structure:

There has been a big increase/fall in unemployment.

This is in fact probably a more natural structure for introducing a new topic.

- It is important in the speaking phase that learners expand on their observations with reasons, consequences, personal reactions, etc. Monitor closely for accuracy of the target structure.

Listening

The delivery of these questions is slightly slower than the speed of natural speech. However this activity is basically a *dictogloss* (Wajnryb, R. *Grammar Dictation*, OUP, 1990): a dictation at a speed which is too fast for the listener to write everything down. The only reasonable strategy, therefore, is for the learners to reconstruct the text by:

- focusing on the overall meaning of what they hear
- writing down key words
- sharing ideas with other learners
- using grammatical knowledge to 'fill in the gaps' between the key words.

You could make this a competitive activity in groups of four, with groups coming up with their own strategies for writing everything down. Some may choose to try and write all questions down, while others may assign different questions to different members of the group, so they can pay attention selectively.

Answers

1 (Stressed words underlined for pronunciation focus following)

a Have you recently been able to concentrate on whatever you're doing?

b Have you recently lost much sleep over worry?

c Have you recently felt that you were playing a useful part in things?

d Have you recently felt capable about making decisions about things?

e Have you recently felt constantly under strain?

f Have you recently felt you couldn't overcome your difficulties?

g Have you recently been able to enjoy your normal, day-to-day activities?

h Have you recently been able to face up to problems?

i Have you recently been feeling unhappy or depressed?

j Have you recently been losing confidence in yourself?

k Have you recently been thinking of yourself as a worthless person?

l Have you recently been feeling reasonably happy, all things considered?

5 the big words

6 more loudly; longer (big words)
more quietly; shorter (little words)



Writing

The aim of this section is to provide practice in generating main ideas for an essay, organising them, and providing supporting ideas in the context of a topic which is more personalised than most IELTS essay topics.

1 Possible factors

family pressure	family tradition
role models	status
earning potential	fit with own abilities
peer pressure	advice
job security	interest
conditions (place, hours etc.) of work	

2 Possible groupings

internal/personal reasons	social reasons
economic reasons	the job itself

The important point to stress here is that there is no single correct order. What is important is that one idea follows from another coherently. For example, it would be incoherent—and difficult for the reader if the order was:

- Most important factor → least important factor → moderately important factor.
or
- Personal reasons → Societal reasons → Family reasons

Because this is a fairly personal task, it may be worth passing essays (without names on them) around the class once they are finished, to see if learners can guess who wrote which.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript

academy	accommodate	accurate	adjust
alternative	aspect	assess	<i>assume</i>
attain	<i>capable</i>	civil	clause
<i>colleague</i>	commit	concentrate	constant
decade	decline	definite	depress
distinct	economy	edit	erode
evident	factor	<i>finance</i>	flexible
function	generation	highlight	initial
interpret	logic	<i>maintain</i>	mental
modify	normal	option	overall
period	previous	<i>professional</i>	psychology
publish	range	relax	relevant
sector	select	specific	stable
stress	target	technique	tradition
vary	virtual		

Topics and tasks for extension

- Design your perfect job: duties, responsibilities, pay and conditions, location, etc.
- Would you work if you didn't have to? Why (not)?
- List and rank the attributes of a good *teacher/manager/doctor*, etc.
- Is it good for students to work part-time while studying?
- What do you do to relax?
- Describe the perfect weekend.
- Research (library/internet) job distribution in your country: what percentage of the workforce works in the public sector, the private sector, agriculture, fishing, manufacturing, services, etc. Draw a graph or graphs and give a spoken or written description of the information.
- How do most people go about finding a job in your country? Through the newspaper, family, friends, etc.?
- Having a competitive personality is an advantage in life. Do you agree or disagree?

4

Well connected

Introduction

The theme of unit 4 is connections, in the physical, electronic and cultural senses. It encompasses several themes that regularly come up in IELTS exams: transport, communications, development.

The main subtopics are:

- electronic communication
- communicating with other life in the universe
- transport links
- socio-cultural isolation.

IELTS exam skills in the unit

Speaking	Listening	Writing	Reading
<ul style="list-style-type: none"> • Doing a group project • Describing an object • Persuading someone • Describing a geographical feature • Describing historical events • Organising extended monologue 	<ul style="list-style-type: none"> • Identifying objects and their attributes • Distinguishing contrasting features • Identifying attitude 	<ul style="list-style-type: none"> • Describing a system • Using supporting examples • Taking a position • Choosing an organisational structure 	<ul style="list-style-type: none"> • Locating specific information • Understanding the main point

Tuning in

The aim here is to orient learners to the first sub-topic of the unit—gadgets and devices, particularly for communicating.

The Mars explorer robot also foreshadows the topic of interplanetary communication, which is picked up later in the unit. Once they have discussed what the objects might be, play the tape so that they can hear the answers.

Answers

- 1 FIDO, NASA's robot for exploration of Mars.
- 2 A 'false' tooth with a microchip embedded for receiving information secretly. Messages vibrate through the jawbone so that the receiver can actually hear them.

Extension

You could use the recording to focus on language used to speculate:

- 1 *That ... looks like ...*
- 2 *Could be ... I suppose*
- 3 *Maybe ...*

Learners will have plenty of opportunities in this course to use this language, but if you want to provide an opportunity for practice here, you could find more photographs of unusual objects or common objects from an unusual perspective, and ask learners to speculate about them.



Listening

4.2 The listening picks up the theme of gadgets and provides practice in listening for both gist and detail.

Before you listen

Learners should be able to make an extensive list of things that have a microchip in them—from watches, to cars, to washing machines, to personal computers ...

The point of Kaku's conference talk is that in the future, when microchips are even cheaper, they will be everywhere.

Answers

2 a watch:	v to access the earth's entire database
b tie clasp:	iii to access your cell phone or laptop
c earring:	iv to access GPS (the global positioning satellite system)
d glasses:	ii to access the Internet
e clothes:	vi to monitor your heartbeat
f toilet:	i to monitor your diet
3 for parents?	earring
for meetings?	glasses
at parties?	glasses
in the countryside?	clothes



Speaking

The focus of this activity is the topic of communications technology and gadgets, for which learners should have been well prepared by the two preceding activities. It should be useful in preparing learners for the kind of monologue that is required in phase 2 of the IELTS speaking test.

See Speaking Syllabus page ix.

Grammar focus

This activity focuses on some useful verbs and provides a way of feeding back on the fairly open speaking activity above. Doing this type of feedback activity is very important, as it helps to ensure that learners pay attention to what their partners are saying during more open activities.

Vocabulary focus

In this activity, the intention is for learners to use their existing knowledge of the vocabulary to make word groups according to their own criteria. They should not take a lot of time, at this stage, to thoroughly research and record these items.



Speaking: Paraphrasing

Paraphrasing is a very useful skill in general, and a particularly useful strategy in the IELTS speaking test: rather than betraying a lack of knowledge of vocabulary, it in fact demonstrates that a candidate can cope with a very common problem for second-language speakers.

Suggested steps

- Take learners through the explanation, clarifying and giving more examples as necessary. This is not intended to be a grammar-focused activity, but you might like to point out to learners that, as in the example given, defining a word very often involves using the structure:

<i>a thing</i>	<i>that goes over a river</i>
(<u>'group' noun</u>)	(<u>defining relative clause</u>)
- When learners are preparing their paraphrases, encourage them not to use their dictionaries where possible—the point about paraphrasing, after all, is that it needs to be done on the spot with the language resources the speaker has available.
- Get learners to form small groups to share their paraphrases. This can be done as a game, where the listeners judge the effectiveness of the paraphrase by guessing which item of vocabulary the speaker is paraphrasing.



Writing

This section clearly deals with the kind of process description that can occur in IELTS Academic writing test, Task 1, and focuses on a common grammatical feature of this kind of description: the passive voice.

Suggested steps

- Elicit the answer to the lead-in question from your group of learners as a whole (answer: it's a satellite system).
- Learners should work in pairs or small groups and try to describe the system orally, using the vocabulary given previously, with no preparation time or other support. It is useful for the teacher to monitor the learners' performances here to see if they are using the passive voice spontaneously or avoiding it; however, the main purpose of the exercise is to get learners to look closely at the diagram.

Grammar focus

- Get learners to do the sentence selection exercise individually then compare their answers with each other.

Answers

3 1 → 2a 2a → 3b 3b → 4a

- The 'incorrect' choices are of course only unnatural in the context and are not incorrect in any other way.
- Following this example of the passive being used in the context of a description, the next section presents a guided explanation of why the passive is used. Guide learners through the explanation, clarifying where necessary. Further work on the passive is provided in Unit 5.

Answers

4 1, 2a, 3b, 4a

5 Topic of 1: Television programmes

6 Topic of 2a: The material

Topic of 2b: The people at the TV station

- The main problem with the passive for most learners at this level will be to do with function—when to use it. But you may feel that a brief focus on form (*be* + past participle) would be useful for your learners at this point.

- The writing here is principally a chance for learners to use the vocabulary and the grammar in context, in a fairly controlled way. The writing itself could be done out of class and any correction should focus on the appropriate use of passive forms. For more ideas on correction, see page vii.



Listening: Is there anyone out there?

Before you listen

This is just a brief reading activity to set up the topic of life in other parts of the universe. There are two possible ways into the text. Either:

- Use the visual of the stars to prompt class discussion about interest in space: anyone with specific interest in stars? Anyone want to be an astronaut? Travel to the moon? etc.
- Alternatively, do a quick quiz on the solar system or space in general: e.g. *How many planets can learners name in English? What order are the planets in? How close is the nearest star?* etc.

Then do the reading activity. It's not really appropriate to have a tight time limit, even for this short text, as it is both moderately difficult and contemplative in nature and learners should have some time to think about what they are reading. There is some difficult vocabulary, but the general meaning should be clear from the context.

Answers

1 a (d is possible, but really too specific for the general meaning of this passage)

4.3 This listening is in the form of a radio interview and is in this way similar to some listening texts encountered in the IELTS listening test. The subject matter, the attempts being made to make contact with life forms from outside our solar system, should be inherently interesting to most learners.

Suggested steps

- The visuals providing the lead-in here may seem quite incomprehensible to learners at first glance, but with the prompts given and some discussion, they should begin to get

some idea of what the visuals represent, and start to express their own position on the issue of whether life exists beyond the earth.

Answers

3 The visuals show:

a A series of signals received by a radio telescope pointed at a certain sector of space; the series looked, to a researcher, to be a coherent piece of communication.

b A transcription of a signal sent out into space, expressed in binary code.

c Information for other life forms about the positions and relative sizes of the sun and planets in our solar system, and the relative sizes and distance between the earth and the moon.

4 The only 'message' to be received was the 'Wow!' signal. (a)

5 Problems in communicating with extra-terrestrials

1 size of space

2 knowing which direction to send messages in or to listen

3 means of communicating—no shared language

7 SETI

Group of astronomers—amateur and professional

Well established

Focus on listening

Covering wide area of space

Project Encounter

Business

Fairly new

Focus on transmitting

Covering narrow area

8 The 'Wow!' signal is associated with SETI; the others are associated with Project Encounter.

The astronomer believes SETI is more likely to succeed.

As learners discuss their opinions and any change in them after the listening, the important point is that they *have* an opinion that they can support, hopefully using the evidence from the listening—and perhaps from their own experience.

Grammar focus

This short section aims to raise learners' awareness of ways of expressing degrees of likelihood in English. It is particularly important to show learners that modal verbs are not the only nor even the most common way of expressing likelihood.

Answers

11 The chances of finding life elsewhere in the universe are incredibly small.

It's almost certain that we are not alone.

There must be life on other planets.

We may have to face the fact that primitive life is common in the Universe but that the development of intelligence is highly improbable.

I suppose there could be, but I don't think it's very likely.

12 The chances of + verb-ing + are good/poor/low/slim (B)

It's unlikely/possible/likely/certain + (that) + clause (C)

There must/could/can't + infinitive (A)

Speaking

This activity aims to provide practice in extended monologue speaking tasks. See page ix for ways of dealing with this type of task.

Major roads, bridges, tunnels, rivers, etc. play an important part in the economy, history and culture of most countries—Route 66, Sydney Harbour Bridge, the Nile, the Channel Tunnel, etc. So although this task looks quite abstract, with some thinking and planning time learners should not have too much difficulty thinking of something to say. You should, however, model the task yourself first.

Reading

The aim of this reading section is to provide practice in reading historical texts, in reading texts about physical features (rather than just social issues), and in comparing roughly parallel texts.

Before you read

- Do not give answers on parts of world the canals link—they can get this from the text if they do not already know.

Answers

- 3 Panama on left, Suez on right.
- 4 One through mountainous tropical jungle; the other through flat desert.
- 5 Panama vastly more difficult, but don't tell learners this at this stage, as they can get it from the text.

The Panama text in particular is quite difficult, but the task should be comfortably achievable. Unknown vocabulary should be guessable from context, and there is a follow-up vocabulary task so that learners can focus on any words they want from the text. If you have two distinct levels in your class, you may like to do a split reading activity, with the weaker group reading the Suez text and the stronger group reading the Panama text, before exchanging information with each other.

Answers

6

	Suez	Panama
Parts of the world they connect	<u>The Mediterranean and Red Seas</u>	<u>The Atlantic and Pacific Oceans</u>
Early history	<u>First considered in ... (or before) 1000 BC</u>	<u>First considered in ... 16th century</u>
Final construction	<u>Begun in 1859</u>	<u>Begun in 1878 [but lapsed and recommenced 1904]</u>
Workforce	<u>..... 2 million plus workers</u>	<u>70,000 workers [on American project]</u>

	Suez	Panama
Total deaths	<u>125,000 – caused by accidents, disease, e.g. cholera</u>	<u>20,000 [French project] + 5–6000 [US project] – caused by malaria, yellow fever</u>
Completion	<u>In 1869</u>	<u>In 1914</u>
Control	<u>Earlier foreign control by British, but now controlled by Egyptians</u>	<u>Earlier foreign control by USA, but now controlled by Panama</u>
Design: sea-level or locks?	<u>sea level</u>	<u>locks</u>
Canal length	<u>163 km</u>	<u>80 km</u>
Annual traffic	<u>< 15,000 ships; 300-400 million tonnes</u>	<u>< 15,000 ships; 140 million tonnes</u>

The follow-up discussion topic (the cost of progress) is picked up again at the end of the unit in the essay-writing task, so try not to widen out the topic too much at this point to other projects that have been costly.

Vocabulary focus

Possible answers to exercise 9

Geography	Politics	Disease	Canals
mountains	diplomat	cholera	lock
sea	signed an agreement	outbreak	ship
sand	external debt	yellow fever	cargo
peninsula	(re-) nationalised	malaria	dig
isthmus	governor	death	shipping
city	signed a treaty	surgeon	trench
torrential rain	presidency	eradicate	sea-level
geographical barriers	uprising	(a disease)	waterway
terrain	declaration of independence	transmit	
lakes	province	(a disease) incidence	

It is important that learners try to guess meanings before checking their dictionary: *eradicate* and *transmit* are important words in this text, but they should be guessable from context.

Speaking

Note that the achievements that learners talk about need not be—and probably will not be—engineering achievements: they could relate to any kind of national achievement.

The task will need sensitive handling in a mixed nationality class, as some may consider their greatest achievements to have been military events that came at the expense of other countries represented in the class.

The speaking skill focus is on organising the talk coherently. This is really recycling in spoken mode the same point that was made in the essay-writing task at the end of unit 3.

Reading

The section stretches the theme of connections out to cultural connections, and in particular, the impact of tourism on culture.

Until recently the government of Bhutan placed very tight restrictions on the number of tourists entering the country, with a quota as low as 5000 visitors per year. This is an excerpt from an official government text, and it is therefore quite dense, but the main points are very simple.

Learners may be able to predict the answers to the first gist reading task, but that is fine: they can simply read to check their predictions.

Answers

- 2** The photograph of Bhutan is on the left.
- 4** The tourism policy of the government of Bhutan is to control numbers in order to minimise problems and maximise benefits.
- 5**
- | | Paragraph |
|--|-----------|
| A The general policy | 2 |
| B The benefits of tourism | 4 |
| C The current state of the tourism industry in Bhutan | 1 |
| D The negative impacts of tourism | 2 |
| E The basic principles of the policy | 3 |
| F How tourism is controlled | 5 |

Vocabulary focus

Infrastructure is a useful word at this level and in fact it is in the Academic Word List, and a key concept in this text, so this activity is essentially to help learners remember this word.

Some collocations will be more appropriate than others, but many of the possible combinations in the table can be argued for. The point of this activity is awareness rather than accuracy.

Possible answers to exercise 9

economically viable	high value
minimise + problem	culturally acceptable
worldwide phenomenon	manageable level
low volume	achieve + objective
promote + understanding	

Extra vocabulary: Word family

Give learners the following task.

- The words *contain*, *detain*, *maintain*, *obtain*, *retain*, and *sustain* all share the root *-tain*, which basically means have, get, or keep. Use your dictionary to find the difference in meaning between them all. Make sure you write down at least one noun (and preferably two or three) that collocates with each word, because this is one of the important differences between them. (*Contain* is an exception, because it is a very, very common word and therefore it doesn't have typical collocations.) Which word from this family seems least academic?

Answers

contain = have inside—collocates: *ingredients*, *information*

detain = keep, hold a person back—collocates: *person/suspect/criminal*

maintain = keep at a certain level—collocates: *standards/level/control/quality*

obtain = get, after some effort or after asking for it—quite formal—collocates: *information/advice/permission*

retain = keep, even after someone tries to take it away—collocates:

control/leadership/power/moisture

sustain = make something continue, even though it requires effort—collocates:

interest/growth/conversation

Note: 'contain' is the most general, least academic of these words.

Listening

The previous reading activities should have provided adequate lead-in for the listening, but before listening you may like to ask learners whether they would be interested in going to Bhutan and whether the policy sounds like a good idea.

Answers		
Item in the conversation	Positive feelings	Negative feelings
Her overall impression of Bhutan	✓	
The limited number of tourists allowed in Bhutan	✓	
The policy of having an official guide		✓
The guide that she had on her visit	✓	
The policy of the Bhutanese having to wear national costume		✓
Bhutan's policy of cultural isolation	✓	

Speaking

So that this activity becomes a more structured conversation:

- Get learners to think about their own answers to questions 11 and 12 first.
- Then ask them to write 3 or 4 questions that they can ask each other on this topic.
- Then put them together to ask and answer questions. The useful language that is provided is simple; the point is to extend learners' active vocabulary range beyond the basic 'I'd really like to ...'



Writing

This activity aims to tie together work thus far on:

- generating ideas;
- providing support for main ideas; and
- taking a position on an issue.

The final planning task highlights the idea that there is no one correct way to answer an essay question—there is no set formula—and that learners need to make a personal decision on the

The topic is very abstract, but the material in the unit should have provided enough background information and stimulus for learners to complete the tasks reasonably comfortably.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript.

access	accommodate	achieve	administrat
appreciate	approach	assume	benefit
category	channel	code	commence
<i>confer</i>	construct	contact	coordinate
<i>corporate</i>	<i>despite</i>	device	enable
enormous	establish	export	external
extract	feature	finance	found
function	incidence	infrastructure	<i>intelligence</i>
link	maintain	margin	maximise
minimise	network	objective	panel
<i>participate</i>	policy	principal	project
promote	regulate	resource	<i>restrict</i>
reverse	revolution	route	seek
sustain	transmit	unique	version
<i>via</i>	volume		

Topics and tasks for extension

- Draw a diagram of who you communicate with (i.e., who you receive messages/information from, and who you send messages/information to) and how. For example, you may communicate with strangers, colleagues and friends by phone (land-line or cell-phone); you may receive news about the world from TV or the Internet, etc. How connected are you? Compare with a partner.
- Life would be better if we were all less connected. Do you agree?
- Describe your most important possession and why it's important.
- What gadget would you most like to own, and why?
- Would you pay to visit the moon or another planet as a tourist? Why (not)?
- What infrastructure developments does your town or country need?
- Hand-written letters are better than email. Do you agree?
- Find a diagram that explains how a cell-phone network works and write a description.

5

The games people play

Introduction

The theme of unit 5 is recreation.

The main subtopics are:

- games, sports and general pastimes
- how we use our time
- TV, video and computer games
- public funding of recreation.

The content of the unit is lighter than other units, although there is some fairly concentrated writing work.

IELTS exam skills in the unit

Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> • Describing leisure activities • Clarifying and checking information • Responding to yes/no questions • Describing daily activities • Presenting information • Discussing a proposal 	<ul style="list-style-type: none"> • Noting detail • Noting statistics • Copying down personal details 	<ul style="list-style-type: none"> • Locating and understanding claims • Identifying attitude 	<ul style="list-style-type: none"> • Organising descriptions of graphs: coherence and cohesion • Writing a conclusion to an essay

Tuning in

Possible categories

Sports: competitive, non-competitive
 Exercise/fitness activities Family activities
 board games martial arts creative/crafts
 games of strategy games of chance
 individual/group

Grammar focus

Answers to exercise 7

Similarities	Difference
Both X and Y	Neither X nor ...
X and Y are both ...	Unlike X, Y is ...
X and Y both ...	X is ..., whenever Y is ...
Like X, Y is ...	comparative adjective

Speaking

You could treat this like an IELTS phase 1 speaking task, by getting learners to write questions to ask each other first.

The language is fairly simple—learners will know the rules—but as with many of the other grammar activities in the book, the aim is to extend learners' active language range.



Listening



The game Go has been chosen as the topic because it is very popular in large parts of the world, and completely unknown in others.

It is important to draw out as much background knowledge as possible about the game before the listening. You can do this by seeing if learners can fill in any of the answers before listening. They can then listen to check. If you have no-one in your class who knows the game, you can see if learners can guess the aim of the game from the sample boards in the illustration.

Answers

(note items 8 and 9 are deliberately difficult in order to challenge stronger learners)

History	Game invented in <u>1 China</u> about <u>2 2000BC/4000 years ago</u> First played in Japan in <u>3 740 AD</u> Moved to Europe in <u>4 late</u> <u>19th century</u>
Name in other countries	The word Go comes from <u>5 Japanese (I Go)</u> Known as wei chi in <u>6 China</u> and baduk in <u>7 Korea</u>
Board	Played with black and white stones on board with <u>19 x 19</u> <u>8 intersecting lines</u>
Aim	To surround opponent's stones and <u>9 capture territory</u>
Interesting because	Rules very <u>10 simple,</u> strategy very <u>11 complex</u>
Played by	More than <u>12 50 million</u>

Grammar focus

This section looks at another reason for using the passive. In Unit 4, the point made was that the passive is used to control the topic of a text. Here, the point is that the passive is also used to control what comes at the end of the sentence, which is the normal location of new or focal information in English.

Answers

2 'It' refers to Go.

3 Go ('It', 'The game') is the topic in both sentences.

4 a in Japan since 740AD;

b on a board with 19 by 19 intersection lines

Rule

In English we usually put the topic at the beginning of the sentence, and important, new information at the end of the sentence.

5 Because the old information, the topic, is at the end, and the new, important information is at the beginning. (Note, however, that 'new' in English is really signalled in spoken English by where the main stress falls, rather than word order, and so it would be possible to put the stress on 'Millions of people' and thus make this acceptable. But it would not be normal.)

While the main aim of the following speaking activity is not to practise grammar, the context will make the passive preferable in many instances, and this is something to listen for and correct or give feedback on.



Speaking

These strategies are not central to the IELTS exam: exam candidates can ask for clarification, but they are not encouraged to do so. But checking understanding is crucial in communication and language learning in general and is included here for this reason. Indeed, in learning, it can help to provide feedback to learners that their communication (organisation, grammar, pronunciation, etc.) needs to improve.

The point to get across to learners is that clear communication is the responsibility of both

speaker and listener: not just the speaker, and not just the listener.

Answers

- 1 Communication breakdown: listener doesn't understand.
- 2 Both (c)

Brainstorm what speaker and listener can do to avoid or solve this problem (this is a fairly comprehensive list, and not all strategies will be necessary or possible on every occasion).

Speaker	Listener
If possible, plan what they are going to say	Concentrate, pay attention
If possible, rehearse/practise	Give feedback to indicate that you are listening and following
Organise information logically	Ask for clarification if something is not clear
Check what the listener already knows	Summarise main points back to speaker to check that you got them
Pay attention to accuracy of grammar, vocab and pronunciation	
Pay attention to feedback from listener	
Check whether the listener is following	

Brainstorm some ways of:

- checking understanding: *OK?/Got that?/Is that clear?*
- asking for clarification: *Sorry, I didn't get that last bit./Sorry, can you say that again?/What does ... mean? etc.*

You could practise these strategies simply by doing the next speaking activity, or you could do a quick drill: e.g. *describe to your partner how to get from school to your place/to your favourite café etc.*

The game described here need not be a board game. As most tasks like this so far in the book have been one-way monologues, you may need to highlight to learners that this task is more interactive: i.e., they should ask for clarification where necessary.

Grammar

The aim of this activity is to expand learners' active range of formulae for responding to Yes/No questions. This is a loop or test-teach-test activity: learners play the game once, then you focus on grammar, then they play the game again. Learners do not *need* to read the instructions for the game: you could just explain them, but in any case make sure everyone fully understands the rules before you start. Do one or two examples with the whole class first, either with them asking you Yes/No questions, or with you asking a stronger student questions. You may like to point out a useful strategy: just asking Yes/No questions usually does not work: it is best to ask a wider range of questions and then just throw in a Yes/No question to catch the other person off guard.

Note that the game is actually a two-way conversation: not just one person asking the other person questions, so the questioning role should move backwards and forwards between the two players.

As a slight variation on the main rules, you can get learners to change partners every three minutes, with the winner being the person who has most beans after, say 15 minutes.

Answers to exercise 8

Form	Example
Auxiliary and modal verbs	I have; I do; I might; I used to; I don't.
Other verbs	I think so; I hope not; I'd like to; I love it.
Adverbs of frequency	Sometimes; Quite often; Never; Usually.
Adverbs of degree	Not much; Quite a lot.
Modal adverbs	Definitely; Maybe; Possibly
Other adverbs	Of course; Naturally.
Adjectives	I'm not sure.

You can use the Yes/No game for a quick 10-minute revision or warmer activity at any point during the course.

Speaking

This activity is partly for speaking practice in its own right, but it is also intended as a lead in to the following intensive writing work.

Before students talk about their charts in pairs or small groups, clarify the following grammar points.

Grammar spot

Notice the two main grammar patterns with *spend time*.

You *spend time*/5 minutes/2 hours etc.

on the housework/your homework/an activity, etc.

or *doing* the housework, travelling, etc.

For controlled practice, you could get them to write a couple of sentences from their notes using the target grammar patterns. Then let them compare how they spend their time, orally.

Writing

The main aims of this section are to familiarise learners with a less common type of graph, to provide them with a model with which they can compare their own writing, and in particular to raise their awareness of features of good text organisation and linking.

- Once pairs have identified the key points in the data, ask them to organise these points into a coherent order: e.g. biggest to smallest, time order etc.
- The actual writing of the texts should be done individually. At this stage in the course it is not really important to put learners under time pressure, so give them as much time as they need to write a 'good' text.
- Once learners have written their texts, ask them to put them aside. They will come back to them later.
- For the text organisation activity, the learners may find it easier if you photocopy the sentences and then cut them up, so that they can move the sentences into the correct position.

Answers

2

(1/F) The two charts show the percentage of adults that are participating in six activities (sleep, employment, travel, housework, eating/personal care and free time) every hour, across a 24-hour period. (2/H) The first chart maps time use on an average weekday and the second, time use on an average weekend day.

(3/B) On weekdays, 77% of adults are awake and up by 8am. (4/I) Most are then at work or studying until at least 4pm. (5/D) Beyond 4pm, people are then doing housework, eating or enjoying leisure time. (6/E) Main meal times fall between 8-9.30am; 1pm and 5-9pm. (7/G) By midnight, 81% of adults are asleep, while 12% are still enjoying free time and 4% are working or travelling.

(8/C) On weekend days, people tend to get up later (69% by 9am), work less and do more housework, travel and leisure activities during the day. (9/J) Peak meal times do not vary greatly compared with during the week, but longer is spent eating and on personal care at other times of the day at the weekend. (10/A) On average, adults go to bed an hour later at the weekend (89% by 1am).

- Learners should be able to achieve 100% accuracy on this task after consulting with each other, but provide correction if necessary.
- Once they have ordered the text, they should compare it with their own written earlier. The model is a good one for being concise, but it is important to find the positives in the learner versions as well; some learners can write texts which are in some way as good or better than this, and this should be acknowledged when there is any comparison with models. Emphasise also that choices have been made (in what to cover, how to organise it, and how to word it), and that there are many valid choices.

Answers

6 c Time

a General - Particular

Grammar focus

The focus in this instance is brief, but both items are common and will help learners achieve the precision that tends to be lacking from learner English.

Answers

7 *tend to, on average*

Reading

This section aims to develop learners' skills in reading discursive texts, and particularly in identifying the writer's attitude and claims. There is also some work on the phrase *to have an effect on*—which is key academic vocabulary.

- The aim of the lead-in is to get learners emotionally involved in the topic, and you might like to do it either:
 - as a role play between a parent and a teenager (i.e., *why aren't you doing your piano exercises/why can't I play computer games?*)
 - as a three-way advocacy discussion (i.e., divide class in three to prepare arguments on one of the activities, then bring them together to discuss).
- The headline activity requires learners to commit to a position on the issue while providing some focus on grammar.

Answers

4 absolutely no ...; very little ...;
a very significant; quite a major ...;
a very major ...

- Give students a few minutes to think individually about support for their opinion, before they discuss their views. This is aimed at both critical thinking skills and to encourage provision of more and 'better' support in essays.
- Reading 1: keep to a tight time limit.
7 Answer: *no effect* (para 5) (provided behaviour is distinguished from play)
- Reading 2: give plenty of time—up to 15 minutes—to complete 8 and 9.

Answers

8 a A; b D; c N d A e A
f A g D h A

9 Two mistakes: 1 (effectively) comparing boys and girls (paras 1 and 2); 2 not distinguishing between aggressive play and aggressive behaviour (paras 3–6)

Vocabulary

13 *flawed* = have something wrong with them → because make mistakes, cause = negative, therefore *flawed* = negative
sky-rocketed = rose. Statistics support; sky and rocket both have suggestion of 'up'; may infer that it is opposed to 'fell dramatically', therefore 'rose dramatically';

14 *violent, killing, aggression, violence, combat, non-violent, martial arts, aggressiveness, aggressive, injure, injured, victim, enemy*

Listening

5.2 This activity provides further practice in listening for fairly simple detail, but also provides some balance in the attitude towards video and computer games. You can pre-teach *console* from the visual. Some reading is required, so give learners time to read through the notes before they listen.

Answers

1

2 Challenging

1 Fun

3 Can play with friends and family

5 A way to keep up with technology

4 Offer a lot of entertainment for the price

3

Most popular console games:

(a) driving/racing games: 39%

action games: (b) 38 %

sports games: (c) 38 %

(d) role-play/adventure games: 31%

Most popular computer gamespuzzle/board/card games: (e) 35 %(f) action games: 28%(g) sports games: 23%simulations: (h) 23 %**Demographics**(i) 62 % of computer game players and(j) 72 % of console game players are male.96% of those purchasing console games are over the age of (k) 18; compared to(l) 90 % of those purchasing computer games.

- After follow-up questions on whether any of the findings were surprising, whether they would hold for the students' own countries, etc., you might like to give learners the following speaking and writing task to work on in pairs or small groups.



Speaking

With a partner, learners design a survey which they can give to another class to find out:

- the most popular leisure activities
- who they do these activities with
- why they choose these activities: e.g. to relieve stress.

They should then draw a graph or graphs of their findings, and present them to another class.



Writing

This section consolidates work on taking a position on an issue and on paragraphing, but it focuses in particular on the structure of the conclusion and on some of the language used to grade statements of opinion.

A partial model text is used.

- As a warmer, ask learners to discuss whether pop music generally has a positive effect, negative effect or no influence on society in general or teenagers in particular. (Pop music is the only issue addressed in the essay which has not already arisen in the unit.)

Answer

1 authors are generally negative in tone.

You could extend exercise 2 with the following procedure:

- Divide class into 2 groups—those who agree with essay attitude and those who disagree. Seat them on different sides of class. Groups needn't be equal.
- Elicit from the whole class (i.e., *both* groups) how the intro would be different for a more positive attitude. Make a plan of the alternative intro on the board: it can be much shorter, but it should cover all aspects of the essay topic—i.e. effects of music, television and video games.
- Pairs or individuals in both groups write up the alternative intro.
- Pairs or individuals write body paragraphs, according to their own view. This will be quicker for those agreeing with the original essay, as they can use existing topic sentences. You could model one paragraph on the board.
- Hand around drafted paragraphs for peer comments on content, organisation and language.

Focus on the conclusion

Then focus on the conclusion. Point out that *concession* (actually teach this word) is a useful (though not necessary) tactic, as it gives the impression of reasonableness, i.e., indicates that you have at least thought about the other side of the argument.

Answers

3 a In conclusion, television, music, and video games are all things that are fun and sometimes educational for kids.

b However, these media can be a bad influence on children, depending on the content. Children are extremely impressionable and if they are exposed to violent television, music or video games then they will start to emulate that show, artist or song, or video game with their behaviour.

c These are all so powerful that they should be used to teach children how to problem solve and help them expand their minds, not show them how to kill someone or teach them other violent behaviour.

4 The word that separates the two sides of the issue is *however*.

Black/white/grey

This activity can be done following on immediately from the writing, or could be dealt with separately. The aim is to highlight for learners that being genuinely unsure on an issue is a natural and valid response. They do not need to take a black or white, categorical position just for the sake of IELTS, or writing in English in general. However, it is important that there is a difference between being uncommitted after you have thought about something and just being vague or unclear because you haven't taken the time available (even under exam conditions) to consider a position and structure an argument.

Answers

7 *In conclusion, television, music, and video games are all things that are fun and sometimes educational for kids. However, these media can be a bad influence on children, depending on the content. Children are extremely impressionable and if they are exposed to violent television, music or video games then they will start to emulate that show, artist or song, or video game with their behaviour. These are all so powerful that they should be used to teach children how to problem solve and help them expand their minds, not show them how to kill someone or teach them other violent behaviour.*

Answers

8 (It is the relative rather than absolute weight that is important here)

a i Video games can be fun and sometimes educational for kids. Less definite

a ii Video games are fun and educational for kids. Strong

a iii Video games are always fun and educational for kids. Very strong

b i Less definite

b ii Very strong

b iii (Quite) strong

c i Strong (modal makes this slightly less definite than categorical c ii)

c ii Very strong

c iii Less definite

d i Strong

d ii Less definite—tentative

d iii Very strong

After learners write their final sentences, they can find a new partner, read their sentences to one another and elaborate, giving reasons. They should also go back to the conclusions to the essay they wrote earlier and make any necessary grammar adjustments.

Speaking: Public facilities

The aim of this activity is to provide learners with practice in organising spoken arguments.

- Make sure that everyone understands the task scenario: the local government has some unused central city land that it can devote to a new purpose. The aim is to propose a use for the land. Substitute a real local issue of this type, if there is a relevant/topical one. Even if you do not have a real scenario you can use, learners may like to suggest other public recreation uses for the land. The activity may work better if you set a maximum budget for the project.
- Explain to learners that they should not dismiss any of the possibilities too quickly: i.e., they should go through the list of options and discuss the pros and cons of each before deciding which is best.
- The aim of the poster is to force learners to organise and summarise their argument: it is basically a written plan of what they want to say. Make sure that learners understand this point, either before they start the task, or as you are monitoring group work.

Extra activity: Starting a club

The aim of this task is to provide learners with oral fluency practice, and to give them practice in using language for a wide range of functions: organising themselves, making and shaping suggestions, describing their club, and persuading others to join.

The poster phase of the activity is important in providing learners with a focus in organising their groupwork, and in providing support when they move to the next phase.

Instructions: With 2 or 3 other students:

- Decide on a student club that you could start (language club, sports club, computer club, etc.).
- Decide on the aims/purpose of the club.
- Decide on how often and where you are going to meet.
- Decide on fees (how much does it cost to join?) and rules.
- Make a poster for your club.

Once posters are complete: One person from each group should sit at a table with the poster. Other students move around the class finding out about other clubs, and joining if it is interesting. The aim of each club is to recruit as many members as possible. Keep a list of all new members, (be careful: you can't join two clubs which meet at the same time). After 20 minutes, see which club has recruited the most members.



Listening

This activity provides practice in listening to transactional *monologue and dialogue*, which is one of the types of listening situation that is tested in IELTS. The activity is simpler than most in the book, but does require correct detail.

Answers

2

- 1 Tramping/Hiking 2 Chess
3 Asian Students' Association 4 Photography

3



Family Name: *McKenzie* First Name: *Stephen*
Address: *63B Featherston Ave., Eastern Bay*
Post code: *6419*
Phone: *7492 6472*
Email: *stephen.m@freemail.com*
Fee: *\$25*

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript.

affect	appropriate	available	communicate
<i>complex</i>	<i>concept</i>	conclude	contrast
definite	distinct	<i>element</i>	equip
estimate	expand	expose	inevitable
injure	interact	major	media
method	military	modify	neutral
obvious	participate	period	pose
precise	predominant	principle	professional
project	range	<i>relax</i>	<i>release</i>
<i>remove</i>	research	respond	<i>reveal</i>
sex	<i>simulate</i>	statistic	strategy
style	<i>technical</i>	<i>technique</i>	technology
<i>tradition</i>	vary	whereas	

Extension topics and tasks

- People who play professional sports are paid too much. Do you agree or disagree?
- Most people who play computer games are male. Why? Do you think differences between male and female behaviour are natural, or caused by society?
- Do a survey of exercise habits in your class/school, etc.
- Design and carry out a survey that will gather the same information as that in the computer games report.
- Exercise should be a high priority in government policy. Do you agree or disagree?
- How much time did you have for leisure and play as a child? What did you do with it, and how is it different from what you see today?

6

The first six billion

Introduction

The theme of unit 6 is population. The dominant theme is general population 'problems', but specific urban sprawl issues are also covered and there is also a slight detour into advertising.

IELTS exam skills in the unit

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none">· Predicting from headings and background knowledge· Identifying topic· Evaluating information· Recognising main ideas· Recognising information structure	<ul style="list-style-type: none">· Describing data accurately· Joining ideas with logical connectors· Including opposing points of view	<ul style="list-style-type: none">· Organising extended monologue on an issue· Exchanging information· Checking and clarifying information· Describing an advertisement	<ul style="list-style-type: none">· Relating spoken and visual information· Noting detail· Noting main ideas· Evaluating opinions

Tuning in

The aim of the quiz is to pique student interest in the topic and to draw out some of their background knowledge.

You may need to pre-teach the expression 'densely populated'. The answers are true as of 2003; you may need to update in some cases.

Answers

- 1 False. In 2003, the population of China was around 1.3 billion, while the population of India was around 1.05 billion.
- 2 True. According to U.N., in October 1999.
- 3 True if you count total metropolitan area (city plus the surrounding area): Tokyo, Japan: 28 025 000; Mexico City, Mexico: 18 131 000; Mumbai, India: 18 042 000; São Paulo, Brazil: 17 711 000; New York City, USA: 16 626 000; Shanghai, China: 14 173 000; Lagos, Nigeria: 13 488 000; Los Angeles, USA: 13 129 000; Calcutta, India: 12 900 000; Buenos Aires, Argentina: 12 431 000;

Seoul, South Korea: 12 215 000; Beijing, China: 12 033 000; Karachi, Pakistan: 11 774 000; Delhi, India: 11 680 000; Dhaka, Bangladesh: 10 979 000; Manila, Philippines: 10 818 000; Cairo, Egypt: 10 772 000; Osaka, Japan: 10 609 000; Rio de Janeiro, Brazil: 10 556 000; Tianjin, China: 10 239 000.

If keeping to strict city limits, in 2003 there were probably only around 10 cities with populations over 10 million.

- 4 False. Of countries with a large population, Bangladesh is the most densely populated.
- 5 False. It is expected to fall during the early 21st century (as people are marrying later and having fewer children), but during the 1990s it was still rising slowly.
- 6 False.
- 7 False. The population of Asia is about five times as large, and in 2003 the population of Africa was also greater than that of Europe.
- 8 False in 2002: 46%, but may have become majority since then.
- 9 True.

Grammar focus

3 Only 'It is true' indicates 100% certainty. Any use of a modal—even strong verbs like *must*, or strong adverbs, like *definitely*—means that there is some room for doubt.

4 The modal verbs (*must, could, may*) are more personal and subjective. Even though they express a personal opinion, the adverbs (*definitely, probably, possibly*) sound more objective.

Listening

Along with practice in listening for gist, this activity aims to provide exposure to a range of types of graphic which might be used for task 1 in the IELTS Writing test.

Answers

- 1
1 graph b
2 graph e
3 graph d
4 graph a
5 graph c

Grammar focus

In task 1 of the Writing test, the very first sentence is probably the most grammatically difficult part of the text, because it usually requires a complex noun group to describe the topic of the graphic. This activity focuses on the typical grammar patterns which are necessary for this function.

Reading

The text is fairly dry, dense and 'academic', but learners should be able to deal fairly comfortably with the content because of the previous listening and because of the general knowledge they can draw on. One aim of this section in fact is to move learners towards the denser texts they can expect in the IELTS exam.

Note that some learners may encounter 'new' academic vocabulary in the text. Keep your teaching of this vocabulary to an absolute minimum, as learners should be able to figure out most words from the context, and there is an activity focusing on inferring vocabulary from context after the reading.

- Learners should be able to make reasonable predictions about most of the headings. Only 'Regional Distribution Changing' and 'Fertility is Declining, but Unevenly' present any great difficulty, and as the instructions indicate these can simply be ignored at this stage.
- Allow 5–7 minutes only to complete tasks 2 and 3. It should only take a maximum of 3–4 minutes to complete the heading matching.

Answers

- 2 B 3 D 4 H 5 –
6 A 7 F 8 E 9 G

Possible answer to exercise 3

'More young people'

- The aim of activity 4 is to get learners to engage personally with the content of the text, so there are no right or wrong answers. For example, for paragraph 1, some may think it

Answers to exercise 3

show + noun + prepositional phrase

the countries with the greatest population density

world population projections for the next 50 years

the population densities of different countries

show + noun + relative clause

the way the population profile of the country is changing

the regions that America's immigrants came from

show + question word + clause

how many people are moving from the country to the cities

how birth and death rates change as a country develops

where America's immigrants came from originally

is good news that people are living longer, while others may see this as bad news, since lower death rates are one of the main causes of current population 'problems'. Allow up to 10 minutes for the detailed reading required for this task, and another 10 minutes for learners to explain their answers to each other.

Answers to exercise 5

Choosing to marry later, to use contraception, to send girls to school, to eat better, to move to cities, to have smaller families, to migrate.

Vocabulary focus

This activity focuses on the skill of using context to figure out meaning, and on choosing when it is necessary to use a dictionary. Learners will already have been using these skills as they completed the main reading tasks.

What's the difference between ...?

- The exact answers in these cases are not as important as sensitising learners to the general principles that:
 - there is always some kind of difference between 'synonyms'
 - more formal, written styles of language tend to favour more precise vocabulary.

Answers

- There is a grammatical difference between an *estimated* (= adjective) and *approximately* (= adverb), but the key point is that an *estimated* is more precise as it highlights the fact that someone has made an estimate, whereas with *approximately* the number could simply be rounded up or down.
- This is largely a difference of formality—*sufficient* is more formal—although it is also more common for 'sufficient' to be followed by a purpose, as it is here (i.e., *sufficient for the purpose of feeding six billion people*).
- 'Projected to' highlights the use of mathematical calculations to say what will happen in the future, whereas *predicted to* could simply be a guess.

Grammar focus

The language of cause and effect is critical in academic communication. There are literally hundreds (perhaps thousands?) of ways of expressing cause and effect in English. This activity focuses on a small group of verbs which express some of the key concepts.

Note: The verb *cause* may seem slightly odd in this context as it is actually usually linked to a problem—and in this activity it is linked to something good. You should be able to ignore this point because the verb *cause* itself should not be problematic for learners and they will probably be focusing more on the other verbs in the set.

- 'Education leads to smaller, healthier families' is the heading for paragraph 3.

Answers to exercise 10

- i *contributes to*
- ii *causes*
- iii *is linked to*
- iv *leads to*

 **Listening**

6.2 and **6.3** While this activity will provide some listening practice, the main aim is to provide models for the following speaking activity.

Answers

<i>Egypt</i>	<i>New Zealand</i>
Situation Rapid growth after WW II - x 2 every 20 years to 60 mill in 2000	Situation Slow growth High immigration
Problem Not much habitable land—mostly around Nile, so population crowded along Nile	Problem Profile changed: older population; people having families later and smaller

Egypt	New Zealand
High population relative to land they can grow food on—so need to import	Integrating new immigrants into society
Young population—high demand on education system, difficult for economy	



Speaking

If learners have problems thinking of a topic to talk about, refer them back to the graphs at the beginning of the unit: a wide range of issues are covered there, and at least one will be relevant in every country in the world.



Writing: Analysing data

One of the assessment criteria for task 1 Writing is that exam candidates describe the data accurately. Some exam candidates tend to make claims that cannot be supported by the data. For example, they may claim that the population is falling, when in fact it is the rate of growth that is falling, rather than the actual population. This activity focuses on correct interpretation of the data.

Answers

1

- | | |
|-----|------|
| a F | d NI |
| b T | e NI |
| c F | f NI |

Grammar focus

Answers

2

- | <i>positive comparison</i> | <i>negative comparison</i> |
|--|--|
| a The population of the least developed countries is growing <u>even faster than</u> the population of the less developed countries. | c The part of the population aged between 0 and 59 is <u>not growing as fast as</u> the part aged 60 and over. |

expressing equality

e In the less developed countries, the part of the population aged between 15 and 59 is growing almost exactly as fast as the population as a whole.

Contrast

b Populations are growing fast in poorer countries, whereas in the richer countries, populations are in fact shrinking.

d Although the number of young and middle-aged people in developed countries is decreasing, the number of older people is still growing quite quickly.



Writing: Text organisation

This activity is based around an advertisement for a charity that was part of a series used in British newspapers in the early 1990s. Another advertisement from the same series is used later in the unit to focus more on advertising. Some learners may be offended that these ads are for Christian charities. Assure them that the texts are not being used to proselytise—but are being used simply because they use very effective rhetorical strategies.

- Asking learners to think of a reason why third world debt has cost them two goats, etc. should stimulate interest in the text.
- A more interesting way to do the reading phase (i.e., reading to check predictions) is to photocopy and cut up the text, and ask learners to work out the order of the text. This focuses attention on the causal links and overall text structure.

Grammar focus

This activity exploits the fact that this text sets up a fairly natural context for conditionals: here only 'first'—or 'real'—and 'second'—or 'unreal' conditionals are covered. With a stronger group, you might like to take a slightly freer approach and simply ask learners to write three sentences beginning with *if* in response to the text: this will also throw up past unreal or third conditionals, as well as some mixed conditionals.

Do not provide too much help with this activity. Everyone should be able to come up with some way of completing the sentences, and at this point it does not matter whether the sentences are grammatically correct—the aim here is to focus on meaning.

Answers

5 b = probably won't happen, or it's not possible; a = might happen, it's possible.

6 The structure of type A is usually *If + present, will + infinitive*. The structure of type B is usually *If + past, would/could + infinitive*.

7 Both types are about d) the present and future—or better, about the present *or* future—it depends on the context. The point here is that

tense (present or past) is used to express reality or likelihood, rather than time. Time is established by context.

Once learners have checked the grammar of their sentences, you might like to do the following activity as a follow-up speaking or grammar practice:

- Divide the class into two groups, and assign the roles of charity official (i.e., pro-charity) and banker or economist (anti-charity). Give groups time to think of reasons for their position. Then put them together to debate. After five minutes or so, ask if one has persuaded the other.

Answers to exercises 8-10

<i>and/so</i>	They were farmers	Situation
	They grew vegetables.	
<i>and</i>	They even had a few animals.	Problem
	Their government had to put up prices to help pay its debt.	
<i>but</i>	The price of seed went up ten times.	Problem
	They could not afford to grow enough to eat.	
<i>so</i>	They had to sell their animals.	Problem
	They had to sell their land.	
<i>and/so/then</i>	Their son became ill.	Problem
	They could not afford the medicine.	
<i>and</i>	They could not even afford a headstone for his grave.	Problem
	They suffer, like millions of others, because of the Third World Debt.	
<i>and</i>	They cannot change the situation on their own.	Solution
	They need you to write to your bank.	
<i>so</i>	They need you to write to your MP.	Solution
	They need your help a lot more than British banks need their money.	

Note that it is the absence of linkers in the text that partly explains its effect. Because the explicit linkers are not there, the reader is engaged by having to supply the links that are missing. In other words, the reader is more or less forced to think about cause and effect, problem and solution.

Answers to exercise 9		
and	but	so
in addition	however	this means that
finally	unfortunately	for this reason
secondly		therefore
also		as a result
furthermore		consequently

Point out to learners that the text is well organised despite the lack of linkers. Coherence is much more important than cohesion. Nevertheless, explicit signalling of cohesion can help the reader to notice or process the organisation more easily.

Writing

The focus in this section is to get learners to consider and deal with opposing points of view in their writing.

Answers

1 Excerpt A: disagrees (states own view second and, where both views are covered, English discourse structure tends to favour own view second)

Excerpt B: agrees

You may like to point out the language used in excerpt A to distance the writer from the opposing views: *Many people believe ... They claim ...* To a mature reader, this indicates that the writer doesn't agree with these beliefs or claims. This language is focused on more explicitly in unit 8.

- When you divide the class, it is better that learners are grouped according to what they believe. In other words, it does not matter if you do not have two equal groups—as long as

you have some representatives of both sides of the argument.

- Spend a lot of time on the planning phase. You might like to get learners to pass their plans around the class for critique.
- This is a good point in the course at which to start putting time pressure on the learners when they write. They have had plenty of input of ideas, and lots of time to think and plan, so forty minutes to write should really not be a problem. By the time they do the exam they will need to think and plan and write in forty minutes, without the benefit of helpful readings and discussion.

Speaking

This unit has been very focused on problems. The content of this material is still a problem (Third World Debt), but it provides a springboard from which to move on to a less inherently 'negative' topic, i.e., advertising.

- The advertisement uses an accumulation of contrasting facts. Like the earlier advertisement, there are no explicit logical linkers—the reader is left to supply them (*whereas, while, although, by contrast, on the other hand ...*)
- Before moving on to the wider topic of advertising, you could, as a class:
 - discuss the 'facts' in the advertisement
 - research more recent statistics—these are from 1989
 - use the text for some writing and grammar practice.
- As a class, write a topic sentence that would link all of the 'facts' into a single paragraph: e.g. *The distribution of wealth and resources in the world is unfair.* Then, individually or in pairs, learners can link sentences into a coherent paragraph; e.g. *For example, even though the world produces enough food to feed all its inhabitants, a child dies from ...*
- Then move on to the advertisement description task. You could ask learners to prepare for this task for homework.



Listening

6.4 Give learners 5–10 minutes to think and talk about their own opinions on these questions first.

Answers

1

Significant effect? Woman: yes Man: no

Waste of money? Woman: yes Man: no

Man

People know when ads are manipulating them

Can ignore them

Ads reflect behaviour, don't cause it

Ads not just about money: e.g. ads for charities

Woman

Ads are always one step ahead of the audience in techniques

Fashion ads have a lot of effect

Advertising more about brands than products now—tell us we need the brands for our lifestyle

Money spent on advertising charities better spent on direct help

Learners should be able to identify the overall attitudes of the two speakers from the first listening. You could then play the recording again and ask learners to note down any examples or reasons that the two speakers give.

Finally, ask learners if they have changed their opinions in any way after listening to the discussion.



Reading

This text now moves the theme to urban population issues.

This provides a relatively neutral lead-in to the topic. You could add a further stage by asking learners to make any changes to the area that they would like.

In order not to continue with an overly negative view, it may be worth brainstorming advantages and disadvantages of living in the city vs. living in the country. This will remind everyone that there are in fact good reasons for living in cities, before you start focusing on their problems!

- During the lead-in, elicit and pre-teach the word *sprawl/urban sprawl*.

The text is dense, and made more difficult by the nature of the task (the text is jumbled), but background knowledge should make the text and tasks manageable. The very first paragraph is the most difficult because of its density and vocabulary.

Answers to exercise 3

- describes the problem that the USA needs to solve—para 2
- describes the situation in the USA now.—para 1
- outlines the solution to the problem.—para 3

- Take as much time as the class needs with this task. Spending more time on this section of the text will make the remainder of the text easier.

Vocabulary

Answers to exercise 4

<i>countryside features</i>	<i>transport features</i>	<i>places for leisure & shopping</i>	<i>places for work</i>
farmland	highways	megastores	offices
meadows/forests	transit stations	strip malls	schools
subdivisions		movie theatres	

- The task matching problems to solutions is difficult, but it forces learners to look for the main point of very similar paragraphs. You may need to point out that many of the paragraphs talk about cars and transport in general, but that paragraphs E and G both focus on the social consequences. The task will be more manageable if you photocopy the text and cut up the paragraphs so that learners can move them to different categories and match them.
- It may take up to twenty minutes for learners to complete the task, and longer for learners to discuss their answers with each other and come to a consensus on the correct answers.

Problems	Solutions	Topic
B	D	Driving vs. walking
I	C	Loss of rural/open space
G	E	Social consequences
J	H	Car vs. public transport
F	A	Sense of community

- Once everyone is happy with the matching of paragraphs, ask learners to read the text again, moving from a problem to its solution, then the next problem with its solution, and so on. The text will then make more sense as a coherent whole.
- As part of the follow-up discussion, ask whether learners actually think 'smart growth' is a good idea. Higher density living and less freedom to use cars may not seem like a good idea to everyone.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript.

abandon	access	approximate	<i>assign</i>
brief	clarify	community	comprehensive
confirm	consequent	constant	contribute
cycle	decline	device	distribute
encounter	enhance	erode	estimate
feature	fluctuate	<i>focus</i>	fund
furthermore	<i>globe</i>	<i>immigrate</i>	<i>imply</i>
<i>individual</i>	insert	integrate	intense
isolate	<i>labour</i>	link	major
manipulate	migrate	network	objective
overall	positive	predict	project
proportion	recover	region	series
shift	significant	so-called	stress
subordinate	sufficient	transit	trend
vehicle	visual	whereas	

Extensions topics and tasks

- Brainstorm a list of charities and their goals.
- Write an advertisement for a charity.
- Foreign aid is a nice idea but a waste of money. Do you agree or disagree?
- Draw a map of the perfect town.

7 Telling tales

Introduction

The theme of unit 7 is narrative in its various forms. There are some story-telling activities, which can be very good for developing confidence in fluency, but story telling as a topic as well as an activity is also explored. Topics covered include:

- traditional stories
- urban myths and legends
- animation and comics
- the influence of television.

IELTS exam skills in the unit

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none">• Identifying main point• Locating information• Reading literary language• Recognising an underlying premise	<ul style="list-style-type: none">• Taking a position• Writing an introduction to an essay	<ul style="list-style-type: none">• Telling an anecdote• Arguing a case• Doing a survey• Discussing a social issue	<ul style="list-style-type: none">• Following an anecdote• Identifying stages in a process• Identifying key information in a social dialogue

Tuning in

- Before learners try to match the texts to the pictures, see what they can tell each other just from the pictures.

Answers

1

Text a - picture 1: Aladdin, from *The 1001 Nights*, a cycle of Arabic tales.

Text b - picture 3: The 12 Tasks of Hercules, a figure from Greek myth

Text c - picture 2: The Pied Piper of Hamelin, a traditional European tale, made famous in English by Robert Browning's 19th century poem

Text d - picture 4: Momotaro - Peach Boy - traditional Japanese tale.

- If your learners do not know some of the tales, you could ask them to do some research—read a full version of the story—and then re-tell the story to classmates.
- As learners will be telling familiar tales during this lesson, they should be able to move attention from *what* they need to say to *how* to say it: in other words, they should be able to concentrate more on vocabulary and grammar than ideas. It would therefore be useful to get them to focus on their accuracy.
- With a multicultural/multilingual class, it can be interesting to focus on one particular story and see what versions exist in different countries.

Vocabulary

This section introduces the notion of genre, without actually using that term! Most of these terms should be familiar to learners at this level, but the difference between them may not be clear to everyone, or even to some native speakers. But the point of this activity is really to push learners into oral explanations of reasonably precise distinctions between terms that are indeed familiar. In other words, the focus is more on the principle of differences between words in general, rather than these actual words themselves.

- Ask learners to discuss the differences first without a dictionary. Some learners may have a fairly accurate understanding already.

Answers exercises 5 and 6

myth = ancient, explanation of natural world, clearly untrue

fable = involves animals behaving like humans, some moral point

legend = at least partially based on real figure or historical events

urban myth/legend (latter = American English) = typically contemporary well known story that many believe but probably not true

anecdote = a personal story about an interesting event

fairy tale = traditional, involving magical events

- The activity should be done in pairs, with books closed, after learners have consulted dictionaries and feel comfortable with the definitions. The aim is for learners to identify the key points of difference outlined above. This should provide useful speaking practice.
- Learners will probably have thought of examples of each type as a natural part of tying down their meanings, but this activity just makes sure that they have, and allows you to check that they understand the terms. There will be some unavoidable fuzziness and cultural difference: for example, are tales of

King Arthur myth or legend? But again, this really does not matter and in fact is good, because it allows for real discussion of the categories and examples.

- Before pairs tell their stories to another pair, they should practise telling them to each other first. The task for listeners of identifying what kind of story they have been told is to provide both a reason for listening and to further consolidate the vocabulary.
- The final activity focuses on the second sense of *myth* outlined in the example dictionary definition. This sense is in fact far, far more common in current use, and indeed far more common in academic language. It is a particularly important sense for readers to understand, since it signals the writer's attitude towards a point of view. Because the task will be fairly challenging for most learners, provide learners with a few examples of your own, and give them plenty of time in groups to think of their own examples.



Listening

7.1 This section provides practice in listening to short narratives, and provides a basis for grammar work on tense and aspect. It is important for learners to have practice in listening to narrative, because comprehension of narrative requires a relatively high degree of attention to detail. Whereas in an informational lecture a listener may, for example, not understand an early point, but successfully grasp a later one, comprehension of later points in narrative typically depends on an understanding of what has gone before, as well as an understanding of who the participants are.

Completing all of the tasks will require multiple listening to the tape.

The previous vocabulary activity included work on the definition of urban myths/legends, and learners may even have told some urban legends, but if not you may need to make sure they understand what they are before starting on the listening. You could elicit or give the following features of urban legend:

- appears mysteriously and spreads spontaneously in varying forms
- contains elements of humour or horror (the horror often 'punishes' someone who flouts society's conventions)
- makes good storytelling
- does NOT have to be false, although most are. ULs often have a basis in fact, but it's their life after-the-fact (particularly in reference to the second and third points) that gives them particular interest.

As a more specific way of cueing into these particular stories, and to pre-check vocabulary, you could put these key words on the board, and ask learners if they know or can make up urban myths based on these elements.

alligator	razor blade	slide
grasshopper	mouse	burger
gold bracelet	blood	

With a strong group you may ask learners to do the third task (are they based on fact?) at the same time as listening for the key story elements. With weaker groups, the task could be done on the second or third listening.

Listen again

This activity focuses learners on a common feature of spoken language. These recordings are edited transcriptions from authentic recordings, and in all four cases the original speaker used the word *anyway*. But it is used in all kinds of spontaneous speech—not just narratives—to indicate that the speaker is coming to—and often coming back to—the main point. It is not easy to set up natural productive practice activities that force the use of this type of term, so the activity focuses on getting learners to notice and understand its use. When they are ready to use it themselves, they will. (See the Grammar Syllabus page x).

Learners should realise that it will be inserted at one of the boundaries indicated by the slash - /- but if not, you may wish to draw their attention to this point.

After you listen

This task does not require learners to tell yet another story in full: it simply requires them to reflect on whether or not the stories are true. You could also ask learners to reflect on the moral/message, if any, of the stories: e.g. 1 and 4: cities are not nice places; 2: public swimming pools are unsafe—it is more natural to swim in the sea; 3: fast food is bad for you.

Answers				
1				
Speaker	1	2	3	4
Who was involved in the myth?	Alligators, people in Florida?	Speaker, older brother, 'guys' at pool	Woman—friend or friend of friend	Guy in Egypt; woman; taxi driver
What was the main action?	Alligators got in pipes, swimming pools, toilets	Put razor blades on slides, people were cut	Bit into chicken burger—dead grasshopper inside	Woman got into taxi with an arm with gold bracelets, she'd cut it off
Based in fact?	Probably	Not sure	Tone suggests not	Not sure

Answers**2**

a no, maybe it was in Florida ... Anyway, there was apparently this problem

b he would have been 14 or so. Anyway, in the water slides, the tunnels, ...

c it must just be a piece of crisp vegetable or something ... anyway, she took another bite ...

d gold bracelets all they way up their arms. Anyway, this guy I know—he'd been working in Cairo for years ...

3 Meaning: a (Note: this is the meaning in this case: in other cases it may mean, we've just been talking about something not related to my main point/topic—now I want to get onto my main point.)

Grammar focus

7.2 Narrative tenses are not traditionally seen as a requirement for a relatively academic exam like IELTS. But the speaking test is really a test of general ability to communicate in English, and narrative of some type is actually quite possible in phase 1 and 2 of the interview.

This section also focuses on a general feature of English grammar that is central to the way English works—the use of aspect. Many learners think of different verb forms relating mainly to time—past, present, future. This activity focuses on the use of verb forms to foreground and background information—to show what we want the listener to focus on. Usually, simple forms (Past Simple, Present Simple) foreground events—so that the listener focuses on them, while continuous/progressive forms (Present Continuous, Past Continuous) place events in the background. This is a fairly straightforward notion for learners to grasp, particularly if you use visual analogies: painters and photographers typically do not create flat images: they put some things in focus, usually in the foreground, and others in the background. Speakers and writers do the same thing with language, using aspect.

Answers

6 and 7 she was *sitting* there eating it, then she *got* this crunchy bit

said that this guy he knew *had been driving* through one of the poor parts of Cairo in a taxi, when the taxi *stopped*

Note that with the second extract Past Continuous (*was driving*) would also be possible. The Past Perfect Simple locates the activity—or the start of the activity—more explicitly further back in time. With the first extract, Past Perfect is not possible with the first clause, as this would locate the event before the events mentioned in the earlier part of the story.

8 Grammar summary

When telling stories ...

- we use the Past Simple tense to describe the central actions of the story.
- we use the Past Continuous and Past Perfect Simple or Continuous tenses to describe states or actions that form the background to the story.
- the Past Continuous tense describes states or actions that happened at around the time of the main actions; the Past Perfect Simple or Continuous tense describes states or actions that happened before the main actions.

 **Speaking**

This speaking activity is fundamentally to provide oral practice of the grammar points, so you should monitor and correct learners. The activity moves from urban legends—about others—to anecdotes, about learners themselves.

Answer

1 All the urban myths are about accidents. They are telling their stories as excuses.


Note that as these stories illustrate, it is not simply a matter of Past Simple being used for

central events, and Past Continuous and Past Perfect being used for background. Some events have a natural sense of being background (*on my way home*—in the accident stories), or the grammar indicates that the event is a background circumstance (*As I reached an intersection*—a dependent clause), and therefore the verbs can be in Past Simple even though they are not 'central', foreground events.

An alternative to the accident anecdote is to ask learners to show each other a scar, and ask them to explain to each other how it happened. You should provide an example of your own first. This is obviously very personal information, so learners will need to know each other quite well to do this!

Listening

7.3 This section provides practice in following a spoken description of a process. The listening is quite difficult, but most young adults have some background knowledge about the animation process, and the lead-in to the listening is designed to draw this knowledge out in order to make the listening phase easier. It is important, therefore, to draw out and pool as much background knowledge as possible during the lead-in speaking phase.

- **1** and **2**. You can make the first questions more concrete by asking learners to describe to each other a specific animated film that they have seen: *What was the plot? Who were the characters?* etc.
- Put learners in small groups to pool knowledge. Writing a numbered list of the people and process will force deeper thinking, e.g. 1 First they think up a story.
-  The final stage before actually listening is for learners to match the stages and sub-stages. The vocabulary in some of the sub-stages is obviously quite difficult (e.g. *story is pitched*), but it should be reasonably clear from the general context what most sub-stages mean. Encourage learners to paraphrase the sub-stages into simpler, more concrete language, e.g. *Voices are recorded* = *Actors start recording the script*.

Finally, learners listen to check their guesses. This can be made easier by putting learners in groups, with each member of the group focusing on one or two stages only, and then learners pooling information at the end.

Answers to exercise 6

Development

- a story idea is pitched
- text outline is written
- storyboards are drawn
- voices are recorded

Pre-production

- art dept creates look and feel
- models are made
- sets are made

Production

- shots are laid out
- shot is animated

Post-production

- lighting completes the look
- computer data is translated into pictures
- final touches are added

Reading

The aim of the initial graphic novel activity is to engage learners' interest and lead them in to later speaking and reading activities.

Background: Learners are unlikely to know or be able to guess the origin of this story sequence. It is the best-known part of a cycle of stories centred on the exploits of Maui, a mythical character known throughout the South-east Pacific but mostly associated with the Maori people of New Zealand. Amongst his many heroic deeds, Maui, while on a fishing expedition with his brothers, caught the giant fish that became New Zealand's North Island, and the events leading up to Maui's catch are the subject of the sequence shown here. You could give this information to learners, or ask them to go away and research the background—and the continuation of the story—themselves.

B Have you seen any good films recently?

No I haven't.

I have, actually. I've seen ...

Not really.

C What have you been reading recently?

Nothing much. [A subtle point: this is an 'uncountable' answer, and therefore possible for a general question like this, but not possible for specific questions about ('countable') books or films.]

I've read a couple of Hemingways and I'm halfway through a book about ... [this is possible with the Present Perfect Simple question, but less likely, because the speaker says they are halfway through something]

I've just finished this great book called ... [also possible here, because the continuous/progressive question doesn't specify whether the person has finished the reading or not, so the person answering can talk about something they have finished or something they haven't finished].

3 We can't say 'have you been seeing any good films?' because 'see' refers to a completed action (it has perfect aspect itself, in fact), and it is therefore basically more natural to use the verb form that definitely refers to a completed action, i.e., the Present Perfect Simple.

William Shakespeare (1564–1616) *Romeo and Juliet* (the famous young lovers in the play of the same name, by probably the most famous playwright and poet in history)

Charles Dickens (1812–1870) *Oliver Twist* (a poor young orphan in the novel of the same name, set in London in the 19th century; Dickens's novels generally dealt with contemporary social themes)

Ernest Hemingway (1899–1961) *The Old Man and the Sea* (in the novel *The Old Man and the Sea*, about one man's struggle against nature)

Ian Fleming (1908–1964) *James Bond* (the famous spy with the code number 007, in Fleming's many novels featuring James Bond, e.g. *The Spy Who Loved Me* and *From Russia With Love*)

Mark Twain (1835–1910) *Tom Sawyer* (the central character in *The Adventures of Tom Sawyer*, Twain's novel about a young boy in Mississippi in the 19th century; Twain remains one of America's most famous writers and humourists)

If learners are interested, you might like to set up an extra activity in which they research one of the writers above and make a brief presentation to the class about the writer and his/her works.

Speaking

This section and the *Reading* section that follows it deal with literature. This is an example of a topic that is never going to appear explicitly in an IELTS exam, because it demands specific, cultural knowledge; but candidates can of course use references to literature to support their position on a topic such as the one in the *Writing* section to follow.

Answers to exercises 1 and 2

Agatha Christie (1890–1976) Poirot (the Belgian detective who was the main character in many of Christie's famous murder mystery novels, e.g. *Death on the Nile* and *Murder on the Orient Express*)

Reading

Answers to exercises 1 and 2

The play is Shakespeare's *Romeo and Juliet*. In this famous tragedy, Romeo and Juliet belong to two families, the Montagues and the Capulets, who are bitter enemies. Romeo and Juliet fall in love and secretly marry, then, when the demands of their families threaten to separate them, miscommunication causes first Romeo then Juliet to commit suicide. This extract describes the moment when Juliet finds Romeo's body and prepares to commit suicide herself.

This extract is an example of the poetic language used in England 400 years ago; as such, learners will find the extract difficult to

understand exactly. However, the play and scene are famous enough that they should be able to get the gist of the scene.

An indication of the current relevance of this particular play and many other classic works of literature is the way that they can still be successfully 'translated' into modern contexts, as in the 1996 movie adaptation of *Romeo and Juliet*.



Writing

The main aim of this section is to develop learners' ability to write a well-structured introduction to an essay.

The first step is to make sure everyone understands the essay rubric. The basic thesis is that traditional books will not exist in 100 years.

At this stage of the course you should be starting to focus on speed in basic skills, including the brainstorming phase of writing. One way to do this is to divide the class into groups and make the brainstorming task into a race. For example, who can be the first group to think of ten threats to books and ten advantages of books. (Setting a high target number forces more creative thinking as they struggle for the last few examples).

Once the lists have been built up:

- 1 ask every individual to choose what they consider to be the most important points to address.
- 2 ask everyone to take a position on the issue and explain their position to a partner. It might be interesting at this point to see how many students support each view.
- 3 ask everyone to write a plan for their own essay. They could pass the plans around for peer criticism. Then put the plans aside to focus on the introduction.

Answers to exercise 4

The structure of the introduction

Books have played a vital role in human civilisation. They have been central to religion, science, education, and

Step 1

entertainment. But many people believe that the book is a thing of the past not the future, and that it is unlikely to survive the century. My view is that despite the many threats to its dominance, the book will remain as strong at the end of the century as it is at the beginning.

Step 2

Step 3 (c)

5 i b and c

ii b and c

iii a

iv b (and c, implicitly)

6 i Future

ii Present Simple

iii Present Simple

iv Present Simple

7 i a ('I')

ii a ('I')

iii b (although asking the reader a question indicates personal style)

iv b ('this essay')

Point out that all of these ways of introducing an essay are quite common, and all are OK, though of course they all have advantages and disadvantages. For example, if learners state their own view at the beginning of the essay it can make the rest of the essay easier to understand—and that is a good thing. But some writers think that an essay is less interesting if the reader knows the writer's opinion right at the beginning. The point is that learners have options.

They do need to keep it brief, though. When writing the introduction to a book, some authors state the question *and* outline the organisation of their book *and* state their own view. But books are much longer than an IELTS essay.

Learners also have a choice as to whether they adopt a personal style (*I think, I believe..., I will argue that ...*) or a more impersonal style, without use of the first person singular. It can be very appropriate for discursive essays to be personal in style, since they are after all stating a personal opinion.

Speaking

The point of this activity is that everyone has a preferred mode of 'story telling'. Some people prefer to listen to oral stories, some like to read the novel, some like to see the movie in the cinema, some prefer a DVD they can 'interact' with, some like to listen to readings on the radio.


- To wind up the brainstorming phase, you could ask learners to classify the items in their lists.
- Let learners choose their own area in which to focus their survey, but for the final sharing of information to be more communicative, they will need to survey different groups (other classes in the school, different nationalities in the school, their own families and neighbours ...).
- Note that if you have a group learning in an environment where English is not spoken in the community, it would be quite valid for them to carry out the survey in their first language, as long as they report back in English.

- Learners will probably need to listen again to note down the language used for making arrangements.
- You could do some follow-up practice by handing out the movies page from the newspaper and asking learners to arrange to go to a movie together.

Speaking

The topic of media influences on teenagers has already been covered in unit 5, but here the focus is brief and in any case it is more specifically on the most pervasive medium—television. The texts and activities deal with *The Simpsons*, a long-running and popular American cartoon show about a 'normal' family in a 'normal' American town. *The Simpsons* has been very influential, inspiring a number of other cartoon shows aimed at young adult and adult audiences rather than at children. The topic also provides a context in which to focus on a very important item of academic vocabulary—*reflect*.

Listening

 **7.4** This activity provides practice in listening to everyday dialogue, one of the text-types covered in the IELTS listening test. There is also some focus on the language used to make social arrangements in English. Even though this is not required productively in the IELTS exam, it is an element in overall communicative competence in English.

Answers to exercise 2			
	Conversa- tion 1	Conversa- tion 2	Conversa- tion 3
Kind of entertainment	Theatre	Movie	Football match
Reasons	Reasonable price and good review	Good way to relax after hard work	Will be a good match
Meeting time/place	Ken's Yakitori at 6.30pm	6pm in front of ticket desk	5.30 at bus stop

Answers

1 Clearly, both views – 'view A' and 'view B' can be justified. Ask learners to think of specific examples before they explain their views to each other.

3 a comedy, cartoon (although not really for children)

b a 'normal' family in a 'normal' American town

4 Text 1 = people think society reflects *The Simpsons* (View B), although the two people in this dialogue do not agree

Text 2 = *The Simpsons* reflects (American) society (View A)

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript

accurate	adapt	adjust	<i>apparent</i>
authority	challenge	civil	classic
<i>complex</i>	consist	credit	devote
<i>dimension</i>	<i>document</i>	drama	edit
emerge	<i>emphasis</i>	establish	extract
format	found	identify	illustrate
image	indicate	involve	journal
method	nevertheless	option	perceive
<i>phase</i>	phenomenon	publication	publish
reject	relevant	resource	role
series	style	summary	survive
team	transform	trend	undergo
valid	vary	<i>version</i>	vision
visual			

Extension topics and tasks

- Describe your favourite TV programme. Why do you like it?
- Do you think that the Internet will eventually replace TV and cinemas?
- What stories are commonly told to children in your culture? Why are these stories popular?
- Design/create a modern superhero.
- Was creative art (including literature and music) a major part of your education? Do you think it should have had more emphasis or less?
- An international popular culture is emerging, spread by international films, music and computer games. Is this a good thing?

Sugar and spice

Introduction

The theme of unit 8 is trade, particularly trade in food commodities. Topics covered include:

- important commodities
- cultural food and drink ceremonies
- important trade routes
- the impact of explorers
- the impact of cash crops.

IELTS exam skills in the unit

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none"> • Reading and summarising main ideas • Recognising an underlying main idea • Recognising information structure • Recognising discourse patterns 	<ul style="list-style-type: none"> • Describing a graphic and discussing its implications • Critiquing and editing descriptive texts • Covering both sides of a discursive argument 	<ul style="list-style-type: none"> • Describing a cultural activity • Describing geographical features • Making and supporting a point • Describing a historical figure • Discussing an issue 	<ul style="list-style-type: none"> • Noting details from a discussion • Listening to confirm predictions • Identifying the main point

Tuning in

8.1 This section on food staples and commodities aims to build interest in the topic through the challenge element of the quiz.

Listening

Answers			
	Name	Origin	Important dates
A	rice	Thailand (first cultivated)	4000 BC
B	sugar	Papua New Guinea	8000 years ago
C	wheat	Middle East	(not mentioned)
D	chilli	Central America, Bolivia?	Time of Christopher Columbus
E	coffee	Ethiopia	1500 years ago

Speaking

This task requires learners to draw on general knowledge. The true facts (e.g. that coffee is the world's second most traded commodity of any kind after petroleum) really are not as important as learners' justifications of their own lists. There are two key elements to the task:

- the brainstorming and discussion by learners in their pairs as they build up their list and criteria;
- the explanation of the ranking to another pair.

If learners are struggling to think of ten items, a good place to start would be their own diets, but they should widen out to think about what people eat and drink in other cultures as well.

An easier but less productive alternative would be to ask learners to simply rank the five items in the visuals in order of importance. Almost any answer on the relative importance of the commodities can be justified: everyone likes sugar and its cultivation and trade have had a significant impact on world history (cultivation of sugar was labour intensive, so a major reason for the slave trade was to provide labour for its cultivation); coffee is the world's second most traded product after oil; chilli is the most important spice in many cuisines; and wheat and rice are the two key staples in different parts of the world.

Speaking

This task will clearly be more interesting with a class of mixed nationalities or cultures, but is still possible with classes that are not mixed. Learners can be asked to either describe a ceremony as if they were describing it to a foreigner (e.g. the IELTS examiner), or they can draw on ceremonies from other countries by doing some research or drawing on travel experience. In some cases, knowledge of ceremonies is restricted to an initiated few (e.g. Japanese tea ceremonies), in which case not everyone will be familiar with a ceremony from their own culture anyway.

If you do not have a mixed class and do choose to do this as a research activity, tea ceremonies are a productive topic. For example, Chinese, Japanese and Russians all have very different tea ceremonies.

Reading

Note: this reading and the following speaking activity would be a 'gentler' note on which to finish the unit, and you may choose to move straight from the 'commodities' listening and speaking activities to the Silk Road readings, then come back to this activity after the coffee trade listening and discussion, and the essay task, at the end of the unit.

The reading activity is really intended as a foundation for the following speaking task on food and drink ceremonies in different cultures.

- All of the pre-reading discussion activities fundamentally get at the point that there are usually age, class, gender, etc. issues attached to who drinks what, and where (e.g. at home, at men-only cafés) etc.
- Arguably tea and coffee are drunk primarily for social reasons, though the fact that they are both addictive is also a factor.
- The reading task itself is open, requiring a productive response from learners, because the text is very simple.

Answers to exercise

Paragraph 1: Who does what and in what order.

Paragraph 2: How much and when sugar is added

Reading

The aim here is to provide practice in reading descriptive and historical texts. The skill focus is on:

- identifying the point of the text
- recognising the organisational principles of the text and
- figuring out unfamiliar vocabulary from context.

Suggested steps

- Write 'Silk Road' on the board and ask learners what, if anything, they know about it. Where was it? When was it important? Why was it important? If learners do not know much, use the visuals to elicit ideas. Most importantly, elicit the point that the environment is harsh.
- Before learners do the first reading task, explain that the text is full of detail, but in reading this type of text they should be trying to figure out *why* they are being given the detail—what is the point? Part of figuring out the point is figuring out how one part of the text relates to the other. A text has *structure* and *organisation*; it is not just a linear accumulation of sentences. The note-taking task is an attempt to demonstrate this visually.
- Give a 2–3 minute time limit for the first task (good readers will be able to do it in a minute or less).

Answer

1 a ... very difficult to travel through.

- Detailed reading. Give plenty of time for this—up to 15 minutes. The aim at this stage is to get it right, rather than do it quickly.

Vocabulary

- The brackets contain clues to the way that learners can use the context.
- Exercise 5 recycles the same skills, but with more control by, and less support for, learners.

Answers

6 sense 4, 'basic qualities'.

OALD senses 4 and 5 are the most important ones in academic communication.

- Again, exercise 7 recycles the same skill, but with less support: learners need to look the word up themselves.

Linking ideas

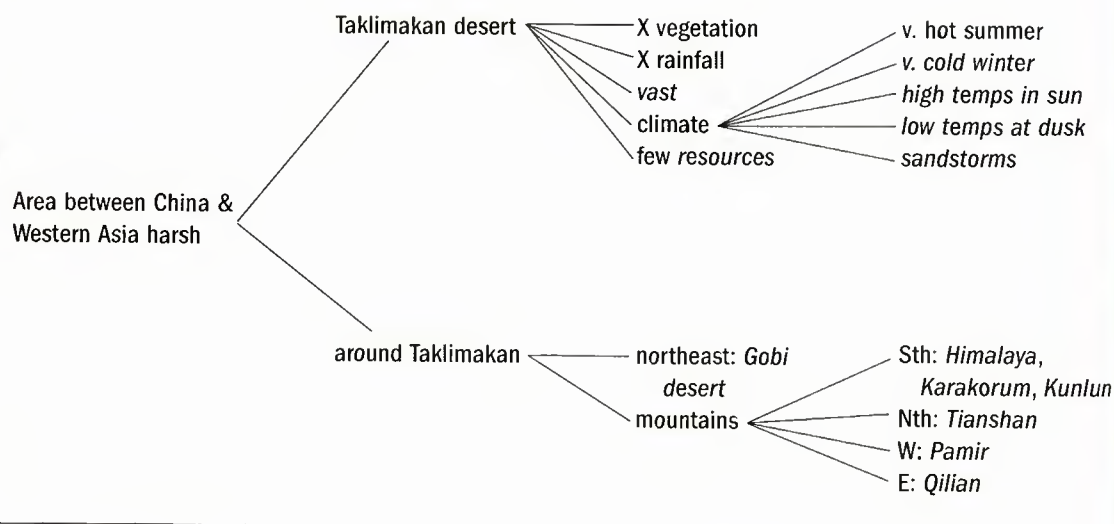
This task is simply a more explicit way of looking at the organisation that was focused on in the note-taking task.

Answers

9a There are many General → Particular relationships in the paragraph:

e.g. sentence 7 *The climate is harsh.*
(general) – sentences 8, 9, 10, 11
(particular)

Answers to exercise 2



b Contrast: sentences 8 (In the *summer* ...) and 9 (In the *winter* ...)

c Cause and Effect: sentence 11 *Sandstorms* ...: Cause: strength of wind ... Effect: Sandstorms are dangerous.

Speaking

The aim here is to provide a break from the intensity of the reading activities, but also to develop skills in organising spoken language so that it actually makes a point.

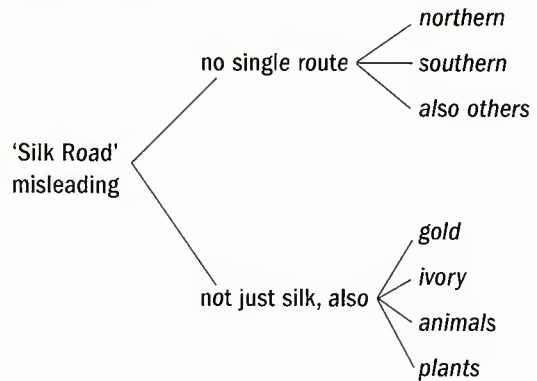
- Most learners will know enough basic geographical information about their country to do this task. It does not actually matter too much if the information is true or correct—it is more important that it be well organised!
- The map will guide their thinking and free more mental resources for focusing on language. The map should not be too detailed, though; it is simply for support.
- The aim, when learners organise their talks, is to get learners to move beyond the listing of facts. For example, encourage them not just to say 'there are mountains over here and here' (= bare fact); rather: 'It is difficult to live in this area because it is very mountainous. There are mountains to the north and east ...'
- Monitor closely to check that learners are actually organising their talks in this way. You could ask listeners to take notes. The notes will be a good indicator of how well organised the talk was: if the main points are clear, note-taking will be easy.

Reading

This reading lesson aims to recycle the skills worked on in the earlier reading.

- Pre-teach the word *misleading* (= if something is misleading, it makes you believe something that is not really true).
- The vocabulary is slightly more difficult, but a tight time limit of around seven or eight minutes would be appropriate now that learners are more familiar with the nature of the task.

Answers to exercise 1



Focus on text organisation

The linkers task aims at both reading and writing skills. In reading, these words are cues to the way the text should be understood. It is particularly important to draw learners' attention to words like *equally*, which are not generally explicitly focused on and which are in any case less salient for learners because they are not typically at the beginning of the sentence. Hopefully, drawing attention to these words in reading texts will encourage learners to use them in their own writing.

Answers to exercise 2

In part 2 the particular points are linked by *firstly* and *secondly*.

In part 1, the second point is linked by the word *equally*.

In which case, part 1 or 2, could the linking word be replaced by *furthermore*? Part 2 i.e., *Furthermore, the Silk Road was not a trade route that existed solely for the purpose of trading in silk*

In which case, part 1 or 2, could the linking word be replaced by *also*? Part 1 i.e., *The land surrounding the Taklimakan is also hostile*

The *furthermore/also* task is quite subtle. They are not interchangeable.

You could do some brief follow-up discussion to relate the text to the present: e.g.

Sample questions and topics for discussionModern trade routes

What important historical trade routes—on land or sea—do you know of? What goods were traded along these routes?

What are the most important modern trade routes into and out of your part of the world?

OR Who are your country's main trading partners?

Cultural impacts

Look at the map of the silk route. What do you think were the cultural impacts of trade along this route?

 **Speaking**

The graphic serves as a prompt for some phase 3 IELTS speaking discussion practice, and for some optional writing practice.

It highlights the exponential increase in speed of transport and communication. The globes become smaller to illustrate that the world feels like a smaller place because we can travel around it more easily. Note that the final line indicates that information moves instantaneously, not goods or people. One possible question learners may come up with is whether instantaneous movement of physical things over large distances will ever be possible or even a good idea.

Suggested steps

- You could write question words on the board to get learners started. *What ...? Where ...? How...? Do you think that ...? Why ...? Is it likely that ...? When ...?*
- Remind them that they are typically asked to describe, explain, justify and speculate in the final phase of the IELTS interview.
- Check the grammatical accuracy of questions.
- You may wish to feed in some floor-holding gambits before learners re-pair to answer each other's questions:
e.g. *That's an interesting/difficult question ...*
I've never really thought about that before ...
Will travel get even faster? Well, ...

Writing

You could skip this activity if you feel that learners will be doing enough writing in this unit, or you could ask them to do it for homework. It is useful, however, to focus on the different nature of the two elements of the task.


The first part is more descriptive, and thus like task 1 in IELTS. The second part requires discussion and argument, and is more like task 2. Stress that they will not need to write essays like this in the exam.

**Listening**

This activity provides practice in listening to numbers, as well as an example of another type of graphic that is possible for task 1 writing.

Before you listen

- Learners should be able to make reasonable guesses as to what the figures represent: i.e. either value or quantity of goods traded (they actually represent the value of goods traded in billions of US dollars).
- Encourage learners to consider what actual countries are covered by the regional headings (e.g. *North America = Canada and the USA and, as the lecture makes clear, Mexico*).
- World knowledge should enable learners to make reasonable predictions about the data. Note that there is not too much information about actual products traded in the listening, so steer learners away from this if they make too many predictions in that area.

 **As you listen**

8.2 Note: Although the IELTS reading exam does include 'True/False/Not Mentioned' tasks, the listening exam does not include 'not mentioned' as a possible answer. This is because it is not a fair testing device in listening, since even native speakers may simply miss something and with a single listening it is not possible to go back and check as it is with a reading text. 'Not mentioned' is a fair and useful *teaching* device, however. Learners may in fact find that *none* of their predictions are covered. That is fine: research indicates that comprehension is aided simply by pre-formulation of personal questions about a text, whether those questions are answered or not.

Answers to exercise 3					
from ↓	to →	Western Europe	North America	Asia/Pacific	Rest of the World
Western Europe		1,677	255	195	333
North America		188	391	207	205
Asia/Pacific		252	376	722	96
Rest of the World		312	287	174	285

Note that before learners can answer their T/F/NM items, they will first need to grasp actual facts (e.g. the value of exports of North America to Europe), so they are needing to listen on a couple of levels at once. This is challenging, but also realistic. But it is probably better to delay feedback on the second task (T/F/NM) until after the third task (filling in the details). There will not, of course, be any general answers to the first part, since pairs will have different items, though you should get feedback on how many of their items were addressed.

It is important that everyone has the correct figures finally, as the following writing task requires them.



Writing

This section provides a review/overview of the key assessment criteria for IELTS writing task 1.

Three learner texts are provided for evaluation, because while all three have some significant

weaknesses, two—(A) and (C)—represent valid and interesting responses to the task. The point, again, is that there is no single formulaic way of approaching an IELTS writing task. Good writing is about making communicative choices.

Answers

1 Possible generalisations

For Western Europe, trade within the region is more important than trade with other regions.

Volume of trade has more to do with political power and wealth than with population size.

Some countries and regions apparently accept quite a large imbalance in their export/import trade with other countries and regions.

The Asia/Pacific region tends to export more to other regions than it imports.

Although the Rest of the World encompasses a large population and many countries, there is relatively little trade within the region.

3 Possible assessment responses

Criteria	Text A	Text B	Text C
Task completion			
Does the text include all key info, and only relevant info?	<i>Good – final para borders on explanation rather than description, but fine</i>	<i>Irrelevant commentary on WTO</i>	<i>Some interesting points made in main body para, but a little short on detail and text is only just long enough</i>
Is the info accurate?	<i>No – should be about past, not present;</i>	<i>Short text – and some key points missed or vague</i>	<i>Second half of main para difficult to follow</i>
Is the info clear?	<i>Grammar in main body para makes some info unclear</i>		

Criteria	Text A	Text B	Text C
Organisation and linking			
Is info organised in a logical order?	<i>Excellent</i>	Yes	Yes
Are main points and supporting points clear?	Yes	<i>No – there's not really any higher order generalisation</i>	Yes
Are ideas clearly linked?	<i>A little awkward, could be better</i>	<i>Simple listing</i>	No
Vocabulary and grammar			
Are the most appropriate words used?	<i>Some issues, e.g. 'side', but generally good</i>	<i>No – and no range</i>	Reasonable range, some good vocab, but quite a lot of errors in grammar
Is the grammar accurate?	<i>Not very—e.g. it is clearly</i>	<i>Actually fairly accurate, but because forms so simple</i>	
Is there a good range of grammar and vocabulary?	<i>Pretty good</i>		

All three texts would benefit from attention to detail in grammar. The learners could probably self-correct most of the errors, even under time pressure. All three writers also need to focus on the words they use to link ideas together (cohesion), and not just on putting them in a logical order (coherence). Text B requires a lot of attention to analysing the data and planning the text before writing it up. Text C needs to focus on describing salient points, and not just those of personal interest to the writer.

The second graphic (on page 94) has been placed here to put into practice points arising from previous activities, and also because the general message is slightly more positive regarding current trading trends than for example the message in the fair trade or Columbian impact topics.

It could be done under timed test conditions, or for homework.



Listening

8.3 This section provides practice in listening to historical narrative and analysis.

The pre-listening task focuses only on facts about Columbus, but it would be useful to also draw out some more emotional/attitudinal information. e.g.

What, if anything, did you learn about Columbus at school?

Was he viewed as a great/good/indifferent/bad man? Why?

What do you know about other explorers and the impact they had?

Answers to exercises 1 and 2

Christopher Columbus

Born: August 25, 1451

Died: May 20, 1506

Country of birth: Italy

Adopted country: Spain

Occupation: sailor

Main achievement: discovering the New World—starting European colonisation

Answers to exercises 3 and 4

The order of the notes below gives the answer to task 3. The note-taking task is made difficult by the density of the information, but background knowledge and co-operation between learners should make reasonable note-taking achievable.

Positive

intellectual	Exchange of ideas with other peoples, cultures Physical facts confirmed: the world not flat, not centre of universe
practical	Food: corn, potatoes, peanuts, tomatoes to Europe Rice, wheat, onions, sugar to New World Animals: horse and cow Vehicles, wheel

Negative

cultural	Destroyed advanced cultures because didn't think of them as humans for 50 years—just labour source
medical	90–95% population native Americans wiped out by epidemics within 100 years of Columbus

Grammar focus

This activity focuses on the use of unreal past and mixed conditionals, or what are traditionally known as third and mixed conditionals.

Answers to exercise 7

a Columbus **was** one of the first Europeans to arrive in the New World, so Spain **was** the first coloniser of the Americas.

b Europeans **colonised** the Americas, so the main languages in the Americas **are** European.

c If Columbus **hadn't been** one of the first Europeans to arrive in the New World, Spain **might not have been** the first coloniser of the Americas.

d If Europeans **hadn't colonised** the Americas, the main languages of the Americas **wouldn't be** European.

- The situations in **a** and **b** are true, so the result clauses (starting with *so*) are also true.
- a** refers to a past consequence (Spain was the first coloniser) of a past event (Columbus was first). **b** refers to a present consequence (the main languages are European) of a past event (Europeans colonised the Americas).
- English represents unreality by a movement back in tense: to indicate unreality in the present, present tense (real) becomes past tense (unreal); to indicate unreality in the past, past tense (real) becomes past perfect (unreal).
- A modal verb is used to introduce the result or consequence: usually *would*, but *might* and *could* are also common. For a past consequence/result, as in **c**, the modal is followed by *have + past participle*. For a present consequence/result, as in **d**, the modal is followed by an infinitive/base form.
- After the written practice activity, you might like to discuss with learners whether it is worthwhile to think about what might or might not have happened if the past had been different.

Speaking 

This task picks up on the theme of important historical figures. Learners repeat their talk a number of times so that they can work on improving their performance.

Learners may not have a very accurate idea about the facts of the person that they choose to talk about. You could:

- ask them to do some research in preparation for the task (or do the research in class time if you have easy access to a library or the Internet)
- simply accept that learners' talks will be vague and based on their own understanding and memory, rather than actual fact. This is OK—a lot of what we say is like this, though learners may need some reassurance.

In some cultures this task will present no difficulty at all, as it is customary to learn biographies by rote. If you are teaching in this kind of situation, make the focus of the activity grammatical accuracy, as learners should have little difficulty with organisation or fluency. Note that because some cultures do memorise biographies, this is not a likely speaking or writing task in the IELTS exam, because it would not be fair.

The teacher's role in this task is to:

- ensure that learners do not all choose the same person to talk about (and, if you have a multicultural class, that they do not choose a military figure whose achievement came at the expense of another group—unless you are confident that the learners are mature enough to discuss the issue sensitively)
- manage the timing, in particular when learners move from one partner to the next
- make sure that the correction phase happens each time
- make sure that everyone knows that they will need to recall what they have heard at the end, but don't allow them to take notes. This will ensure that active listening occurs.

To draw the activity to a close, it might be interesting to classify people according to their types of achievement: e.g. *political; exploration; art; music; sport ...*

Listening

8.4 This listening draws the theme back to commodities and trade. It would be useful to go back to the visual of a coffee plant on the first page of the unit and discuss what learners know about where and how coffee is produced.

Then focus them on the headings in the table and ask them to figure out:

- 1 what it is about: e.g. flavour: *does it taste good?/what does it taste like?*
- 2 lifetime of plants: *how long does a plant last?*
- 3 what a 'good' answer would be: e.g. for farmers, a plant that lasts a long time is a good thing because it is cheaper.

They should ignore unknown vocabulary as it will be explained during the talk.

Answers to exercise 2

	Shade	Sun
Kilograms per hectare per year	550	1600
Lifetime of coffee plants	30–34 years	12–15 years
Flavour	less bitter	more bitter
Producer	mostly small-scale growers	mostly large-scale growers—companies
Weeding	lower	higher
Chemical fertilisers	lower	higher
Pesticides	lower	higher
Irrigation	lower	higher

After you listen

Answers to exercise 3

Teresa Saldana wants us to buy only shade grown coffee, because it is better for the environment, tastes better, and is better for small farmers.

The follow up questions are quite tricky, but the diagram is so graphic that learners should feel some degree of emotional involvement and therefore interest, and the questions also draw on general principles of economics that most learners know something about.

Answers

5 Possible drawbacks to paying farmers more and directly:

- if the price of coffee goes up, it may reduce the market, so farmers may lose money
- farmers will need to learn about marketing and other elements of doing business, and may not actually want to; or may lack the education to do the business
- generally, less intensive farming may mean a lower population can be supported.

Most learners should be able to think of a commodity—agricultural, mineral, or industrial—that has well-known impacts (economic, employment, social, environmental, health, perhaps military—e.g. uranium) on their society.

Example:

Milk production in New Zealand

+	-
Lots of foreign exchange	Requires a lot of fertiliser—pollution
Keeps the country green (grass for cows)	Bovine excrement and flatulence also directly affect the environment—greenhouse gas and run-off into streams
Provides a basic element in diet: protein, calcium	Forest cleared for farming
	Fat in milk is bad for health



Writing

This section focuses on the text structure and language that we use to express opposing points of view in an essay.

It obviously does not hold in all cases but generally in English if we are covering both points of view:

- 1 we put our *own* view second
- 2 we provide more supporting argument and detail for our own view
- 3 we signal through grammar and vocabulary that we are distancing ourselves from the other point of view: e.g. *Some people* (= but not me!) *believe/think/claim/argue that ...* (= these are 'only' beliefs, thoughts, claims, arguments, not facts)
- 4 we signal through grammar and vocabulary that our own opinion is more obviously true: *Clearly/obviously, It is clear/obvious that ...*

Note also the use of concession in the conclusion paragraph of the example text: 'Although there were a large number of ...' This paragraph structure is really just a particular example of point 1 above, and was covered in more detail in unit 5.

Answers

1 Possible free-trade supporter's views

- Growers can also grow plants more intensively and therefore produce more coffee.
- More coffee produced by cheaper methods means that consumers pay less for coffee in the end.
- If consumers are happy to buy coffee because it is cheap, demand will be assured and the growers (and everyone else in the coffee process) will have financial security.

2 a *positive*

b *after*

c *more*

d *more distant*

e *more certain*

The practice writing topic is very specific: free trade in coffee vs. fair trade in coffee. This may be challenging for your learners. However, the fact that they only need to write 250 words should make it more manageable. Alternatively, you could open the topic up onto a more general one on free trade: e.g. 'All countries should be able to trade freely with whoever they wish', and this will make it possible to draw on a wider range of arguments.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript.

achieve	<i>apparent</i>	assist	brief
chemical	<i>civil</i>	clarify	coherent
commodity	<i>confirm</i>	<i>consequent</i>	contrast
<i>contribute</i>	criteria	define	<i>domestic</i>
economy	encounter	<i>energy</i>	erode
evaluate	export	<i>focus</i>	globe
impact	<i>internal</i>	isolate	<i>labour</i>
mode	obvious	outcome	<i>partner</i>
physical	portion	region	rely
reverse	sole	somewhat	<i>source</i>
<i>sphere</i>	<i>straightforward</i>	vehicle	via

Extension topics and tasks

- What products does your country trade with which countries?
- Describe your most memorable meal: what was the occasion, who was it with, where was it, what did you eat and drink?
- Would your country be better off without expensive foreign imports?
- Will humans move to all parts of the universe in the way that they have moved to all parts of Earth?
- Water is becoming a precious commodity. Design a water-drinking ceremony!
- Research a commodity that is important to your country. For example: who are the main producers, how has the price changed over the last 10-20 years, what is likely to happen in the future. Give an oral presentation of your findings to your class.

No man is an island

9

Introduction

Some people will object to the title of the unit, seeing it as somewhat sexist. There is an activity picking up on this very point later in the unit.

The theme of unit 9 is individuals and society. Topics covered include:

- social groupings
- social psychology
- family life cycles and consumer behaviour
- sexist language
- the 'average' family
- the nature/nurture debate
- genetic engineering/cloning.

IELTS exam skills in the unit

Reading	Writing	Listening	Speaking
<ul style="list-style-type: none">• Understanding academic explanations• Relating examples to general principles• Relating text to personal experience• Identifying the writer's position• Identifying supporting arguments• Recognising text structure	<ul style="list-style-type: none">• Sexist and non-sexist language• Structuring paragraphs• Choosing different types of supporting evidence and arguments	<ul style="list-style-type: none">• Following a description of a social process• Identifying claims	<ul style="list-style-type: none">• Describing a person• Discussing social behaviour• Describing social relationships• Describing social issues• Discussing ethical issues

Tuning in

This task begins by introducing the idea of social groupings. The task allows learners to be creative in building up imaginary profiles. If you feel the people in the visuals are irrelevant or too far from the experience of your own learners, choose pictures of your own, or even get learners themselves to choose some from magazines or the newspaper.

The activity taps into the fairly universal tendency to stereotype, but if you feel that your learners may struggle with this type of task, build up a

profile for one of the people on the board as a class, or let them listen to the model performances of the task before they build up their own profiles. The key notion to get across in terms of introducing the unit is that the individuals are members of social groups (class, gender, fashion ...)

- Encourage groups to build up as much detail as possible e.g. *occupation: banker*—what exactly is his job at the bank, how much does he earn? *Marital status: married*—happily? This will make the activity more enjoyable as they get further into an imaginary world, push

their vocabulary further and give maximum opportunity for spoken fluency practice.

- Make sure learners understand the word 'values' (= the things in life that we think are particularly important, and that influence our choices, e.g. *health, family, work, material possessions* ...), because it is picked up again in the reading activity on page 103.
- Monitor closely and feed in vocabulary as it appears necessary, and pay close attention to use of third person singular in present tense if your learners are still having problems consistently producing this.
- The listening provides a possible opportunity to compare cross-cultural stereotypes. Interesting cross-cultural comparisons may emerge in multicultural classes as well. This is one activity which may be worth doing in mono-cultural rather than mixed groups. Note that you should push your learners to provide much more detailed profiles than those in the recording.

Extra activity

You could set up a life insurance interview role play. One learner plays the insurance agent. The other plays one of the profile 'characters'. The insurance agent interviews the character in detail to assess insurance risk. This will provide an extra opportunity for fluency practice, as well as practice in asking questions and being interviewed (relevant to phase 1 of the IELTS speaking test).

Reading

The text is the introduction to a social psychology textbook from the early 1970s. The focus is on understanding definitions and explanations, relating examples to general principles, and relating text to real world experience. It is human nature to be interested in social psychology, and the claim that humans are social animals is an interesting one, so learners should feel motivated to find out what the text is saying.

Before you read

To motivate the reading, however, it is very important to get as much as possible out of the lead-in questions. You could focus the discussion by asking the class to agree on a definition of the

two terms: *psychology* and *social psychology*—e.g. *psychology is ...*

As you read

Allow plenty of time for this reading—up to 10 minutes. There are only two questions, but they require global understanding of a text that is difficult in parts. Learners who finish early can start to think about what the examples mean/illustrate, how they relate to their own experience.

Answers

- 2** Social psychologists study social influence.
- 4** The term 'social animal' suggests that our social behaviour is very deeply part of us—pervasive, instinctive.

Read again

The vocabulary for this task is relatively academic and difficult, and probably only *possessiveness* is guessable if learners do not already know the word. If they really don't have any idea what the words mean, let them check in their dictionaries before they try to match them to a paragraph.

Answers to exercise 6

possessiveness = c
 conformity = a
 gender roles = d
 self-esteem = b

You may ask learners to think about what general principles of social influence apply before you ask them to think about personal examples, but personalisation first should help learners to actually understand the principles. This indeed is part of the point of this reading activity: relating messages to personal experience helps us to understand them.

Answers to exercise 8

Relevance of social influence:

a changes his opinion - or at least what he says is his opinion - because he wants to fit in with the group (or accommodate them, as touched on in unit 3, page 33)

- b** wants to look good in front of classmates and authority figure
- c** wants only because someone else wants
- d** gender behaviour is affected by what society expects

After you read

Once learners have brainstormed positive and negative aspects of social influence, you could ask them to think of ways that the negative elements can be countered.

Extra activity

Focus on meaning and word families for the following vocabulary: possessiveness, role, conformity, high/low self-esteem

Vocabulary

Word attack

Answers to exercise 1

diverse = different, varied

illustrations = examples

Synonyms

Here, as with other tasks in the course that ask learners to think about differences between synonyms, the focus is on raising learner awareness of the general principles of synonymy—rather than the particular words in the activity. The hope is that they will make more attempt or be more able to make precise selections of vocabulary.

Answers to exercise 2

acquaintance: someone we know but to whom we are not close enough to consider a friend

workmate: informal

colleague: someone that we work or study with

co-worker: American English term for a colleague at work

The sociogram activity should provide some scope for practice of the vocabulary, but it is also important for providing some speaking practice on a very personal topic. Make sure that learners understand the basic idea that inner circles represent close friends and family, outer circles represent more distant relationships. Encourage learners to elaborate on where they met, why they do or don't get on, etc.

Words that go together

This provides a fairly open-ended way of getting learners to record some vocabulary from the text.

Speaking

This activity again picks up the theme of membership of social groups.

- Once learners have brainstormed and classified (e.g. formal, informal, social, sports, etc.) the groups they belong to, you could ask them to write 3–5 questions they could ask each other about groups (i.e., about family, friends, clubs, etc.), and then get them to interview each other, as for a phase 1 IELTS task.
- The attitude to subcultures may be rather negative. You can deflect this by asking learners to think about why subcultures form (e.g. universal need to belong to something/someone), which should bring out more neutral to positive views.
- The task will work with both mono- and multi-cultural groups. With a mixed nationality group, the opportunity for exchange is obvious. You should ensure that learners focus on physical descriptions of the subcultures in particular. In mono-cultural classes, not everyone will have the same amount of knowledge of a particular subculture, and so they will be able to learn from each other, and there is the additional advantage of being able to explore social attitudes more deeply.

Grammar focus

This is a very simple grammar point but one that still causes considerable confusion for many learners in the 5-6 IELTS range.

Answers

1 and 2

What's she like? *Well, she can be a bit ...* (personality)

What does she look like? *She's about my height ...* (appearance)

Who does she look like? *Apparently she takes after ...* (resemblance)

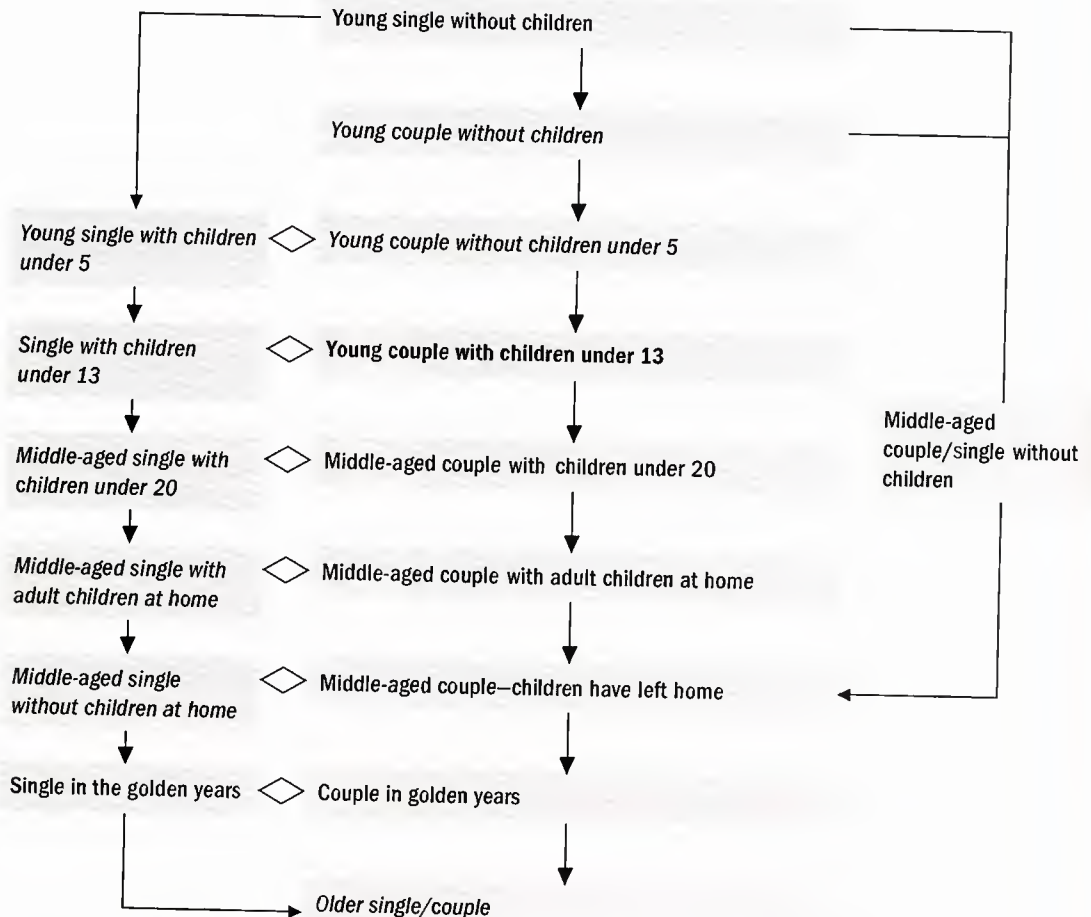
3 When we describe appearance or mood, we use *look + adjective* to describe features that we can see. We use *look + like + noun* or *clause* to describe our opinion based on what we can see.



Listening: Family life cycle

9.2 This section provides practice in listening to descriptions of processes—in this case a social process. The information is very accessible to learners, but there is a challenge provided in needing to note detailed wording in a lecture dense with information. The listening is based on one version of an established concept from social psychology—the notion that people go through predictable phases of a life cycle. In social psychology the family life cycle is used to predict the social and health needs of individuals at particular points in the cycle. The particular version used here is used by market researchers to predict consumer behaviour. The diagram learners complete during the listening is explained further in the following reading activity.

Answers



Before you listen

- Make sure that learners understand what the diagram depicts, then ask them to predict in as much detail as possible what goes in the gaps, and in particular what the left and right forks could depict.

As you listen

- The information will come too fast for learners to note down exact words, so they will need to look for key words, and focus on following the overall meaning and logic of the diagram. They can then cooperate to fill in the gaps in wording after the first listening, before listening again. Stress that with this task, meaning is important rather than exact wording.

After you listen

- The follow-up discussion should provide an opportunity to discuss and compare—sensitively!—issues such as the social acceptability of solo parenting, childless couples, the age at which children typically leave home, nuclear and extended families.

Extra activity

- There is also an opportunity to discuss and extend vocabulary: what do *middle-aged*, *older* and *in the golden years* mean? (The latter is an American cliché that suggests people have an opportunity to enjoy what they have earned from their work in previous years, without having to pay for a family, and perhaps in the ‘golden’ light as the sun begins to go down on their lives). You may like to add other vocabulary, e.g.: *teenager/teenage*, *adolescent*, *baby*, *infant*, *toddler*, *elderly*.

Reading

This section extends ideas introduced in the previous listening. The text should be reasonably simple for this stage in the course, so the focus is on relating the content of the text to personal and social experience. Doing this will require detailed, line-by-line reading and comprehension of the text.

Before you read

The first pre-reading task is a little unusual, but it is basically just a traditional pre-reading prediction task in written mode. Besides providing variety, it should have the following benefits:

- forcing intensive, detailed reading;
- providing supported writing practice;
- highlighting the point that introductions provide important cues to the content of a text;
- reinforcing General-Particular text organisation.

Before they start writing, make sure that learners understand what *shaping* means here.

Although the full text actually focuses on family influences on individual *consumer* behaviour, learners do not need to know this at this point and for the purposes of this exercise writing about general family influences on individuals is fine.

Extra activity: Contrast and concession

Ask learners to re-write the first sentence using: *although*, *while*, *but*

Answers

- Although many of us like ..., the family ...*
- While many of us ..., the family ...*
- Many of us like to think ..., but*

This will focus learners on the (relatively formal, academic) use of *yet* for contrast, and revise the use of *while* for concession. Note that *while* is used again in the final sentence of the first paragraph of the text proper.

- The photograph is from a series showing families in different parts of the world surrounded by valued possessions. The activity can be extended by asking learners to draw the equivalent photograph of their own family and then explain it to each other.
- Encourage learners to be detailed here: e.g. make them note down at least ten examples.

As you read

Answers to exercise 5

Examples mentioned in text:

- i Asking for advice on major purchase
- ii Couple without children has more money for home, leisure, travel
- iii Person living alone may want smaller property
- iv Parents with under-fives: nappies, toys, baby food, babysitters, mortgage
- v Parents whose children have left home: overseas travel, new home, car
- vi Parents with children: need cheaper eating options

After you read

These activities require learners to relate the content of the text to 'real' examples (6a), and to elaborate on the content of the text (6b, c and d).

Vocabulary

Similar activities in this course have focused on the fact that common words (in particular) can have many senses, and that identifying the correct sense for a particular context is an important reading and dictionary skill. This activity goes a step further, highlighting the point that a word can have different senses in the same text. *Determine* is also an important academic word in its own right.

Answers

- 7 paragraph 2 meaning = *working out, figuring out, deciding, calculating*
 paragraph 3 meaning = *to have a very strong influence on*
- 8 Second sense is more common in this text.
- 9 *determine* is stronger.
determined; influenced respectively.

Extra activity

Dictate the two following sets of words to learners:

Set A: family, parents, married, single, couple, raise, children, divorce, separation

Set B: consumer, spend, market, mortgage, budget, fund, invest, item, affordable

- Check accuracy of spelling. Then ask them to figure out the difference between the two sets:
- A: topic = families; B: topic = money
- Then focus on 'interesting' words: e.g. *to raise children* – alternative = *to bring up*; word families: *divorce—divorced; separation—separated* (as well as difference in meaning). Lots of interesting words in set B: e.g. *market* = group of people who might buy something (rather than a physical place); *fund* – here used as a verb meaning *to pay for*; why do we *spend money on nappies*, but *invest in a car or home*? *item* = *thing, particularly one that you buy*
- An alternative for this activity would be to dictate all the words as a jumbled list and ask learners to categorise, or flash them on an overhead projector for 30 seconds and see how many they can remember, before focusing on meanings.

Grammar focus

The order of information in a text, and therefore the word order in sentences that make up written texts, is a key factor—if not *the* key factor—in coherence. This activity aims to raise learners' awareness of this point.

Note that the use of full nouns rather than pronouns in this activity actually makes it a little more difficult, since it is fundamentally incoherent to use a full noun for known information. The activity on pronouns picks up this point.

Answers

10 2b 3a 4a

11 Reasons: 2b, because 'family situation' was introduced in previous sentence, therefore known, therefore belongs at or near beginning.

3a because 'need' was introduced in previous sentence, therefore belongs at beginning, while 'FLC' is new and belongs at end.

4a because 'FLC' is now known.

12 a

13 a

14 near the beginning; near the end.

... every parent of a teenager knows that their peers really do have a determining impact on their personality and behaviour. Uses they or their even though the noun being referred to is singular.

3 Many languages have neuter pronouns or other non-gender specific indefinite reference as part of the grammatical system.

Units 4 and 5 worked on the idea that the 'topic' comes at the beginning of the sentence, and 'new' information comes later. There is obviously a very strong relationship between 'topic' and 'known', particularly in written English. In spoken English, the position of 'known' information is a little more flexible, as it is basically indicated by the fact that it is not stressed. For this reason, pronouns are more common at the end of sentences in spoken English.

Hopefully this activity will help learners to understand principles of information flow in English. Really reinforcing this point, however, will require attention to information flow and use of pronouns in feedback on learner writing.

Grammar focus

This is not usually a major issue in the IELTS exam, but it is worth raising learners' awareness of the general issues, particularly if they are intending to work or study in a context where English is the dominant language.

Answers to exercise 2

No man is an island. (John Donne, 1624)
Uses the language anyway

... *man is a social animal* (from reading, 1972, page 99, but expression dates back further)
Uses the language anyway

Of significance is also a person's family situation. This determines what will be purchased through need as against what a person would like to purchase through want.
Uses a person and a person's to mean either a man or a woman

What is purchased will be influenced by a person's age and where he or she is in the family life cycle. Uses he or she, he/she, (s)he



Writing: Personal influences

This activity aims to personalise the subject matter while providing supported writing practice, with a focus once again on General-Particular paragraph structure as well as cohesion (*The obvious one is ...; other/others ...*) and non-defining relative clauses for elaboration (*which dictates ...*).

- You should highlight the fact that borrowing 'frames' for writing (or speaking, in fact) is a perfectly acceptable step in the learning process: even very sophisticated writers do it. But there is an important qualification: learners should not learn whole sentences in which they just change one or two words and then try to apply them inappropriately in assessed writing tasks.
- Before they start writing, check that learners understand *norms* (= generally accepted social behaviour).
- As an alternative, you could ask learners to do this as a phase 2 speaking activity, with the listener then writing the text as a third person reports on what they heard from their partner: i.e., *A number of people have influenced Tsui ...*



Speaking: Hopes, plans and intentions

This speaking activity is really just a lead-in to the following writing activity, as well as a vehicle for the grammar focus.

If you have not done a 'find someone who' activity before, the procedure is simple.

- Explain that learners need to ask questions to find one person for each of the points.
- Check the question forms for a couple of examples: e.g. *Do you think you'll get married ...; Are you planning to ...*
- Ask learners to stand up and go around the class asking the questions and recording names for positive answers. Clarify that they only need to find *one* person for each point.
- Tell learners to sit down as soon as they have found one name for each point. To provide some challenge, you can make it into a race.

Grammar focus

This section focuses on one difference between Present Simple and Present Continuous. Unit 7 focused on the use of continuous aspect to 'background' a point in narrative. Here, continuous aspect is used to focus on activity rather than goal, and thus make a plan, hope, etc. seem less definite, more tentative. Learners will consider this grammar easy, but even fairly high level students will almost certainly not be making the grammatical distinctions covered here in their spoken language. The form is very easy; the function is less obvious but important.

- This does not mean that the simple form focuses on the goal—it just doesn't focus on the activity. In other words, the relationship between simple aspect and continuous aspect is not 'symmetrical'; simple aspect does not mean the 'opposite' of continuous aspect.
- Simple aspect is a little more common in formal written English, while continuous is a little more common in spoken English. This is partly because it is more common to appear more definite (and 'authoritative') in writing, while in speech we often haven't made up our minds, or we speak as if we haven't because it is basically more 'polite' to seem less definite in speech.
- This language may be useful in the first two phases of the speaking test, where questions about plans are possible.



Writing

This activity provides a small grammar focus again, but otherwise it is simply fairly free writing practice.

You may need to clarify that *expectation* means what you expect or think will happen.

Answer to exercise 3

The number of men *planning* to get married is slightly higher than the number of women.

This is the grammar focus for this section.

- Number* because *amount* is used for uncountables.
- Planning* because this is an active reduced relative clause, rather than a passive one. (i.e., it's a 'reduced' form of *who are planning to ...* rather than *who are planned to ...*)
- Is* because the head of the noun group is *number* (uncountable) rather than *men*.
- And the 'number of men' is higher than the *number of women*, and not higher than the *women* themselves.

i, iii and iv relate to fairly common mistakes in learner writing.

Answers to exercise 4

Title: 'Household size in Britain, 1961–2001'.
(i.e., number of people living in a house) X axis = year, Y axis = percentage of households.

At this point in the course, you should not provide any guidance on how to write the text. Note, however, for feedback purposes:

- There are two main organisation options: by time, or by size of household. Both options are fine, but the text will probably be more coherent if learners commit to one or the other, rather than mixing up the approach.
- Learners should make clear generalisations about trends, and provide supporting detail for these generalisations, rather than exhaustively listing every detail.
- The task requires learners to *describe*, not *explain*. Any explanation of why these trends have occurred may be fine for classroom purposes (it's more natural, interesting and

communicative), but should be kept to an absolute minimum for exam purposes.



Listening

9.3 This section provides practice in listening for opinions, or claims, and in listening to relatively more complex texts.

Before you listen

All learners will have some background knowledge of—and personal opinions on—this topic, though most will not know the English words to express the two basic sides of the argument:

nature/heredity/genes vs. nurture/environment.

For stronger or more mature learners, you could write the words *nature vs. nurture* on the board, say they represent two ways of explaining our personality, behaviour, intelligence, etc., and see if learners can tell you and each other what they refer to. For less strong or younger learners, you should be more concrete: *if someone is very intelligent, or a very good athlete, why are they like that?* This should draw out the basic concepts.

- The text excerpt is included to provide some context. It is very idiomatic and will be challenging for weaker learners. If you think it will confuse them, just ignore it—it is not essential.
- Once they have marked themselves on the cline, ask learners to explain their positions on the issue to each other.
- To engage learners further with the topic before they listen, you could ask them to state a personal opinion on points b–f.

As you listen

Answers to exercise 2

a = true; **b** = false; **c** = false; **d** = false (they do matter, but through indirect effects like influencing children's friends); **e** = true (this is the main point); **f** = false.

After you listen

Greenspan's reaction is critical. He believes Harris' argument will discourage parents from focusing on their own behaviour towards their children.

Speaking

This activity is similar in structure to a phase 2 and 3 speaking task.

- Here learners describe personal possessions. They should also elaborate: who did they get them from, when, what did they do with the toy, etc.
- Learners then discuss a wider, more abstract issue related to the topic, and give personal opinions.

Writing

This activity aims to raise awareness of the different types of source that learners can draw on for supporting arguments.

- When I was young I had toy guns, ...* Personal experience
- I remember a case in my local newspaper where ...* Local news
- Every year there is a story from the USA in which ...* International news
- Research has shown that ...* Science
- It seems clear to me that someone who plays with guns as a child must be more likely to be violent as an adult.* Logic

All types of supporting argument are valid, as long as the argument itself is a strong one and clearly and accurately expressed. Personal experience will be most accessible to learners during the IELTS exam, and they are certainly not expected to have detailed research knowledge of the typical IELTS topics.

You could ask if there are any other sources for arguments. These might include:

Authorities, respected individuals: *As Einstein/Ghandi once said ...*

Religious texts or philosophies: *The Koran states that ...*

You may personally find some sources of evidence objectionable or inherently unconvincing, but learners should be free to express what they believe. The point is that there is a range of possible sources of support and learners should use them.

Reading

This section provides practice in following the thread of a written argument.

Before you read

Ask learners to tell you and each other how twins are used to do research into the nature–nurture issue. At least one student should be able to explain this from general knowledge, but if not, talk learners through the information in the rubric. Ask learners about examples of clones that they know of. (Clones of plants have been possible for many years. 'Dolly' the sheep was the first published case of animal cloning. A French–Canadian sect claimed to have produced the first human clones in 2002, but as of 2003 there was no proven human case. Because the failure rate with animal cloning is so high, many scientists believe it is unethical to even attempt human cloning at this stage.)

As you read

Clones would be genetically identical, but not identical in other respects, as the environment has a significant effect.

Sample notes on supporting arguments

identical twins = ident. genes, but not physically or behaviourally ident.: e.g.

if diff. diets = diff. height, weight

diff. injuries

diff. hair length

diff. values, beliefs, interests, friends possible

if ident. twins raised diff. environs, differ accordingly

e.g. separated twins – dress, speak, behave according to culture in which raised.

genetics = potential only; environ. acts on potential to make final result

Give plenty of time to do this activity. The point is not the speed at which learners do it, but that they actually get used to tracing an argument through text.

After you read

Learners do not need to make notes like this in the exam, but evaluating the notes should raise awareness of what it means to identify points.

Speaking

This final activity gives learners an opportunity to state their own views on the issue. You could reorganise the discussion as a class survey.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript

alter	assume	available	code
colleague	comprise	conform	considerable
consist	consume	controversy	<i>correspond</i>
crucial	cycle	debate	dimension
diverse	<i>document</i>	domestic	dynamic
enormous	<i>environment</i>	<i>evident</i>	evolve
expert	external	gender	generation
guarantee	identical	image	<i>imply</i>
<i>income</i>	individual	inevitable	injure
invest	<i>involve</i>	item	label
legal	<i>media</i>	minor	norm
nuclear	orient	overseas	perceive
persist	phase	physical	potential
presume	priority	proceed	psychology
purchase	ratio	react	role
secure	sex	status	sum
target			

Extension topics and tasks

- Draw and describe your family tree, including the type of relationship (close, difficult, etc.) that you have with different family members.

- Describe a person who has influenced you in your life: not a teacher or member of your family!
- There is a saying in English, 'you can choose your friends but you can't choose your family.' What do you think this means? Are there similar sayings in your culture?
- The title of the chapter, 'No man is an island', comes from writing by John Donne, a 17th century Englishman. The full line is: 'No man is an island, entire of itself; every man is a piece of the continent, a part of the main.' The idea is that we all depend on each other. In what ways is this true? In what ways is it not true?
- Nowadays many people form relationships on the Internet. Would you agree that these relationships cannot be as strong as relationships formed in more traditional ways?
- What influence do you believe that your genes and environment have had on you personally?

10 Creatures great and small

The theme of unit 10 is the animal world, and endangered animals in particular. Topics covered include:

- extinct and endangered animals
- reasons for saving endangered species
- causes of extinction
- the economics of extinction
- redesigning the human body
- informal conversation with friends.

IELTS exam skills in the unit

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none">• Identifying the writer's position• Identifying main point• Identifying topics• Locating and understanding detail• Evaluating information• Identifying text structure	<ul style="list-style-type: none">• Evaluating graphic formats• Describing a graphic• Justifying a hypothesis	<ul style="list-style-type: none">• Debating an issue• Describing problems and proposing solutions• Speculating about a hypothesis	<ul style="list-style-type: none">• Noting detail• Noting statistics• Identifying the main point• Identifying related information• Identifying conversational topics

Tuning in

Answers

1 and 2 Besides the dodo, which is already extinct, the animals are all endangered—which basically means 'in (real) danger of becoming extinct'.

3 The animals shown are, clockwise from top left

a Kiwi: several sub-species spread throughout New Zealand, most numerous having 25 000 individuals; some sub-species number in the low hundreds; large populations are all in decline (about 6% per year), due to predation by dogs, cats, stoats, rats, and habitat destruction.

b Blue whale: do not confirm or deny any of the learners' ideas—most will be answered in the listening to follow.

c Bengal tiger: about 4500, found throughout India and Nepal; population has recovered

since 1970s, but still endangered; still poached for skins and as a source of medical products; also in genetic danger due to isolated, protected populations.

d Dodo: extinct by 1681; large (possibly around 20 kgs) flightless bird, lived on Mauritius in the Indian Ocean; killed by humans for food, and preyed upon by introduced animals.

e Mountain gorilla: currently about 350 survive, none in captivity; live in mountains in Rwanda, Congo and Uganda; generally not poached directly, but in danger from poachers' traps, from human encroachment and civil war in the region.

f Black rhinoceros: 3100 surviving; population decreased by 96% between 1970 and 1992, has increased since due to protection; live in Southern and Eastern Africa; main danger is poaching for its horns.

- The activity can be extended by asking learners to note down everything they know about each animal—or they could in fact do some research on each animal and give mini-seminars.



Listening

10.1 This listening is quite long, but that is appropriate at this stage in the course. It provides practice in scanning for, and noting, detail.

Before you listen

Learners may struggle to think of two questions on all four topics, but make them persevere, as it will force them to think more deeply which will help them to process the information in the lecture.

Take the opportunity to provide feedback on grammar and vocabulary in learners' questions, perhaps by getting them to write five or six on the board and asking the class to correct or improve the questions.

As you listen

Learners make notes on their own questions only, and only if their questions are actually answered. Many of the questions will have been similar, so ask learners to compare notes and then ask you about any answers they are not sure about.

Learners are likely to have thought of questions that are not answered in the listening—a useful follow-up activity would be for them to go away, find the answers to their unanswered questions and then report back to the class later.

Listen again

For the second task, you can play just the later part of the recording, which includes all of the population statistics, or you could play the whole thing again so that learners can check or expand their answers for the first task.

Answers to exercise 3

End of 19thC – 206 000; 1930s – 30–40 000; 1964 – 650–2000; early 1980s – 6500; 1990s – 2500–3000.

After you listen

There is no follow-up discussion task. You may choose to open discussion on the rights and wrongs of whaling, but there is more argumentative material later in the unit, so you may feel it is worth remaining on the 'factual' level at this point. The following writing task probably provides adequate extension from the listening.

You could also focus on the following vocabulary: *krill* (not generally useful, but mentioned in the talk and learners may ask about it); *sophisticated language*; *high/low frequency*; *to breed*; *northern/southern hemisphere*; *reliable information*.



Writing

Before you write

This is basically a critical thinking task that aims to get learners thinking about the advantages and disadvantages of different formats for presenting data. Besides being a useful skill in its own right and providing speaking practice, the exercise should improve learners' ability to interpret graphs and tables in the IELTS exam.

Points that should emerge from the discussion:

- Line graphs represent the data as continuous (i.e. it suggests that it records what happened in 1930, 1940, 1950, etc.), but this is not accurate as we do not know what happened, for example, between the 1930s and 1960s: there was *probably* a steady decline in numbers, but there may have been fluctuations within an overall downward trend.
- Bar graphs solve this problem to some extent, by leaving what happened between dates open. The 'double' bar graph is better as it captures the upper and lower estimates.
- Graphs are generally better than tables because they demonstrate 'graphically', visually, that there has been a dramatic decline.
- However it is difficult to represent accurately the unequal time intervals: 1900s – 1930s – 1960s – 1980s – 1990s, which vary between ten and thirty years, in graphs, and therefore graphs may not be appropriate for this data, unless the x axis shows this, for example by different spacing between bars.

- Therefore, a table is probably the most reasonable way to present the data. It is not as dramatic, but probably not as misleading.

After the discussion, learners may all opt for the table to display the data from the listening, but some learners may find reasonable solutions using bar graphs.

Grammar focus

This activity highlights the use of *by* to mean *at* or *at some time before* a certain time. With this preposition we do not know the exact point at which something occurs, only that it is or was or will be complete at the stated time. The focus is more on the result at a certain time, rather than the point at which it occurred.

Answers

3 The first sentence shows the level the number has reached, and the second sentence describes the amount of change.

4 Sentence **a** is incorrect – the whales themselves are not increasing, but their number is (**b**) and their populations are (**c**). Sentence **d** is different because *increase* is used as a noun, rather than as a verb. Nouns are generally easier to modify in a sentence (by adding adjectives, relative clauses, prepositional phrases etc.) than verbs.

5 **b** is incorrect. We do not know that the whale population fell *in* the 1930s specifically—only that the population was at this level in the 1930s (**a**) and had therefore fallen to this level during *or before* the 1930s (**c**). Because perfect aspect (Present Perfect, Past Perfect, Future Perfect—*will have done*) also focuses on result rather than a point in time, *by* is often used with a perfect form, as in this case with the Past Perfect.

Now write

In feedback on learners' writing, focus on:

- the precision in their expression. For example have they a) attempted to indicate that the figures are estimates 'only', and b) expressed this in correct, appropriate English (e.g. *it is estimated that ...*; *the population had reached an estimated ...*)?

- range of language used to describe the data. It would be easy to simply say *In the 1930s the population was ... In the 1960s the population was ...* etc., and many learners and exam candidates do this. Monotonous language like this is a) not a good way to demonstrate mastery of English and b) actually difficult to read, not only because it is boring, but also—more importantly—because everything seems the same, so it seems like there is no new or significant information in the text that is worth focusing on. So, for this task, learners will ideally be using a mixture of past simple and perfect forms, different time expressions (*in* the 1930s, *at the end of* the 19th century, *by* the 1960s) and a range of verbs (*was*, *ranged from*, *had reached*, ...).

Pronunciation

The task aims to raise awareness of the possibility of vowel changes within word families.

Answers

1 A verb B noun

2 'a'

3 the *graduate* word family is another one in which this particular pattern occurs, but families such as *import*, *export*, etc. have stress changes without such marked vowel quality changes.

Speaking

This is a role play activity to provide practice in organising and making spoken arguments.

Suggested steps

- A personalised, emotional way to lead in to this activity would be to ask learners to think for a minute or two about whether they would take the opportunity to hunt/shoot an African elephant, and why or why not. Some will be indifferent, some will find it abhorrent, but some may be interested by the challenge, adventure or even by the pleasure of killing the largest animal on land. Then ask learners to talk about it with a partner.

- Use the photo as a prompt to discuss why elephants are hunted, and to pre-teach key vocabulary: *ivory*, *tusks*, and any vocabulary (e.g. *trunk*, *poacher*) that learners may ask for.
- Explain that in late twentieth-century Zimbabwe it was legal to hunt elephants, as they were not endangered there. Nevertheless there was some opposition to hunting.
- Learners then skim read the text excerpts and decide whether each one is for or against hunting. This is to provide learners with some background arguments before they begin the role play, and can be done quickly without learners worrying about unknown vocabulary. However, you may feel it is useful here to work on vocabulary such as *subsistence*, *roam*, *trample*.

Answers

- 1 a** – for hunting
b – against hunting
c – for hunting
d – against hunting

- Then establish the context for the role play, and allocate learners to roles. Put learners into role groups (i.e. all ivory traders together, all hunters together, etc.) to establish their attitudes towards the government proposal, and to prepare their arguments for or against it. Allow plenty of time for this. Ask learners to make notes, but not to write full speeches. Tell them they will have 3 minutes each to present their case at the conference.
- Make sure that learners rehearse their arguments within the group. This will increase their confidence and, hopefully, their fluency and accuracy. Monitor closely at this point and feed in suggestions on how to make arguments clearer or more effective.
- Then re-group learners for the conference, with one representative from each role group in each conference group. Ask them to elect a chairperson.
- Tell the chairperson they have 25 minutes to get a decision from the group, and let them get on with it.

- After the conference(s), get feedback from each group on their decision.
- You could then ask learners to drop their roles and give personal views on the issue.



Reading

This text provides practice in locating general topics and identifying claims. It is a relatively dense and difficult text, but should be manageable at this stage in the course.

Before you read

After learners have chosen the statement that reflects their own opinion, ask them to think for a few minutes about reasons for their answers (particularly for **a**) before they discuss them with their partners. To ensure more lively discussion, you could divide the class into two groups: those who chose **a** (for conservation), and all others (against conservation), and then pair learners across the class. Focus learners on the 'Useful language' for disagreeing before you pair them up.

As you read

Answers to exercise 4

The text, probably predictably enough, gives **a**—we *should* save endangered animals—although it also acknowledges **c** in part—i.e., that extinction is a natural process.

Read again

Five minutes should be enough for this task.

Answers

5 Environmental Monitors D
 The Benefits of Natural Diversity A
 Intrinsic Value E
 Contributions to Medicine B
 Contributions to Agriculture C

6 Paragraph 4 lists the causes:
 habitat degradation
 environmental pollution
 introduction of exotic organisms
 exploitation
 all of above as result of humans

- 7 a - T b - T c - T
 d - NM e - T f - T

8 Of this list, only *ecological* and *scientific* are really mentioned in the text.

Vocabulary

There is considerable scope for extra vocabulary work from this text in addition to the two items highlighted in the vocabulary focus. You could just ask learners to find ten words or combinations of words from the text to personally focus on, and to share their reasons for choosing these particular words with a partner (e.g. because they didn't know the word, because they are all related to animals, because it was an unfamiliar collocation, because it looks useful, etc.).

Answers

10 The theory of evolution

The theory of evolution describes a process in which living organisms change, over long (in human scale) periods of time, to live more successfully in their particular environment. The theory is controversial because a) it implies that organisms that have certain similarities now (e.g. humans and chimpanzees), have all descended from a common ancestor in the past; and b) the theory (arguably) does not require the intervention of a guiding spiritual force.

Grammar

This focus is primarily for comprehension purposes, although some stronger learners may be able to incorporate these items into their active vocabulary. It is particularly important for learners to be able to follow causal chains in texts.

Answers

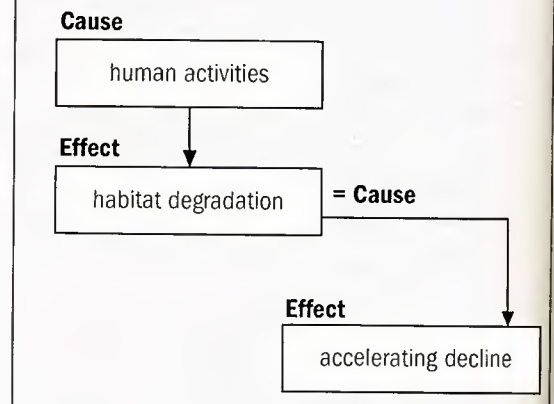
1 A Cause = 'natural' processes; Effect = accelerating decline ...;

We cannot say that 'natural' processes are the cause of the accelerating decline of ...

2 B Cause = habitat degradation, ...

Effect = dangers to wildlife

4 Human activities = cause



Speaking

This activity ultimately provides some productive practice of the cause and effect grammar/vocabulary, but it is also useful speaking test practice. The activity also focuses on problems in general and thus provides a break from the topic of animals.

Listening

10.2 This section provides practice in listening to a spoken argument. The speaker makes quite a controversial argument for exploiting endangered animals in their own interests. It is long, but broken into three manageable sections.

Before you listen

The table provides some context for the listening, but is also directly referred to in the listening.

- Learners could easily argue either way on this point. Some will say any loss is bad. Others will say that the scale of loss is relatively minor.
- Documented* basically means recorded, proven, and implies that there may have been other extinctions that we haven't noticed.

As you listen

Note that the answers are not provided in this order—you may want to warn learners about this before they listen.

Answers to exercise 3

- c** The speaker thinks the problem is underestimated
- b** She thinks that economics is the solution to the problem

Answers to exercise 4

- Produce → oxygen
- Protect → fresh water supplies
- Provide → habitats; primary products
- Recycle → nutrients
- Absorb → CO₂
- Generate → natural chemicals
- Store → genetic material

Answers to exercise 5

Problem	Economic solution?	How? (make brief notes)
1 Excessive harvest	Yes/No	Give property rights to locals, so they have interest in conserving
2 Introduction of exotic species	Yes/No	Need to protect borders
3 Habitat loss	Yes/No	Transfer money from rich countries who value environments that poorer countries need to exploit

After you listen

The aim of these questions is to get learners integrating information and views from different texts.

Answers

- 6** Probably do agree on the problem.
- 7** Reading text lists very general benefits. Listening lists more detailed ecological benefits.
- 8** The authors of the two texts almost certainly would not agree on the radical solution offered in the listening.

You could complete this section by asking learners if they know what—if any—species are protected by their own government, whether this seems reasonable, and whether other species should be protected as well.

Reading

This text was originally written for the amusement of the relatively sophisticated readers of *New Scientist*, and is used here partly for some relief from the serious material in the unit. Learners of English, struggling with the language and some of the cultural content, may not find it quite so amusing, but as long as they get the basic idea that we would be better off with wings, then the text will have served its purpose as a springboard for some lateral thinking.

Before you read

Use the illustration to elicit the Icarus myth, or any local variation, from learners. Ask if they think it would be good if humans had wings, then get them to brainstorm the advantages and disadvantages.

The Icarus Myth

In this ancient Greek myth, the inventor Daedalus and his son Icarus escaped from imprisonment by making wings using feathers and wax and flying over the walls. However, Icarus flew too close to the sun, the heat melted the wax in his wings, and he fell to his death in the sea below.

As you read

There is no set comprehension task with right and wrong answers, but you may wish to make the task more concrete by putting the following on the board:

- What benefits does the text mention?
- Does each one seem, in your opinion, a good or a bad idea?
- What are the three most interesting benefits mentioned?

They only need to make notes for the final point. Point out that there may be a lot of vocabulary they are unfamiliar with or uncertain of, but the context should make it easy to figure out general meaning. Give them as much time as they need or want.

After you read

As well as comparing the benefits they have noted down, learners may wish to help each other with vocabulary.

Focus on organisation

Exercise 6 is intended to focus learners on the previewing function of the introduction. Here, in fact, the introduction does not preview all of the content—probably because a fuller introduction would have been less pithy and catchy.

Answers

6 The authors also mention benefits to society.

7 Paragraphs 3, 5, 7, 8.

Speaking

During this extension from the reading you should focus on:

- Organisation of the argument: learners should be trying to sell their idea and thus organising what they say to the best effect.
- Accuracy of grammar: this is a very clear context for hypothetical language—we would, we could ... etc., and learners are more or less obliged to use it.

The activity may be more effectively framed if:

- Learners actually draw their idea—this will help them to think; and
- It is framed as a role play. For example: You are genetic engineers pitching an idea to a government department or group of investors to get funding to develop the idea.

Writing

Although the reading text is not strictly in the genre of an IELTS essay, it is certainly an essay in the sense of a personal view on a topic, and as such it is a very appropriate model for learners.

This activity really needs no further set-up than the previous speaking activity. Like the speaking activity, it is an opportunity to practise the type of hypothetical language which is likely to be useful in the IELTS exam.



Listening

10.3 This task picks up on the ending to the reading text—*Must fly*—to provide practice in listening to informal dialogue between friends and raise awareness of the type of language used in this context.

Before you listen

Must fly—an ellipted form of *I must fly*—means, basically *I have to go/I must go/I've got to go*—and is a 'pre-closing', a way of drawing an informal conversation towards a polite close. It suggests that the speaker is in a hurry, perhaps needs to get to an appointment, although this is often not literally true—and both or all participants in the conversation know this.

In the essay, the writer is punning—playing with words to draw the text to a close. Learners should note that speakers would not actually *close* with this expression—it is not an alternative for saying goodbye. Rather, it is a way of saying 'it's time to say goodbye'.

Answers

2

study **1**

paid work **2**

living arrangements **3**

money **4**

holidays **5**

meeting again **6**

3

How're you doing?

I haven't seen you for ages.

What've you been up to?

Just the usual

I know the feeling.

It's a bit of a drag,

I'm broke!

OK, that'd be cool

Catch you later, then.

4 Probably risky to use any of these expressions in the IELTS exam context. The fact that they're inappropriate for the situation means that they would count against the candidate.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript.

accumulate	adapt	affect	aid
<i>assign</i>	attribute	compound	confer
conflict	<i>consume</i>	contribute	convince
diminish	eliminate	evolve	exclude
exploit	fee	fundamental	generate
<i>impact</i>	incentive	income	intrinsic
investigate	<i>migrate</i>	monitor	normal
occur	philosophy	plus	primary
prime	react	remove	retain
<i>reveal</i>	revenue	sphere	<i>straightforward</i>
summary	<i>theory</i>	unique	<i>via</i>
<i>virtual</i>			

Extension topics and tasks

- Have pets or a particular pet been important in your life? Describe the pet(s) and what you believe you gained from having it/them.
- Are any animals taboo or sacred in your culture? What are they? Why are they taboo or sacred? What do you know about taboo and sacred animals in other cultures?
- Make a list of reasons why people are vegetarian. If you do not know, do some research. If you are not already vegetarian, which of the arguments do you find most convincing?
- Indigenous/native people should have the right to hunt traditional animals, even if this threatens endangered animals. Do you agree?
- How are modern zoos different from traditional zoos? Why have they made these changes?
- Tell an anecdote about your scariest experience with an animal.

11 By law

The theme of unit 11 is legal obligations and rights, and particularly the way that laws, rules and regulations control what we do for the general good. It covers the following topics:

- general government regulations
- driving speed limits
- public health and the law
- discrimination
- life principles.

IELTS exam skills in the unit

Speaking	Listening	Writing	Reading
<ul style="list-style-type: none">• Describing situations and giving an opinion on them• Discussing solutions to problems• Discussing, making and justifying a proposal• Explaining personal philosophy and principles	<ul style="list-style-type: none">• Identifying attitude• Relating spoken and visual information• Noting detail• Listening to confirm predictions• Noting reasons	<ul style="list-style-type: none">• Writing a summary of graphics and related lecture• Options in responding to an essay question• Planning an essay	<ul style="list-style-type: none">• Identifying reasons• Identifying claims• Identifying bias• Locating and understanding detail• Identifying main point

Tuning in

This introduces the general theme of laws, rules and regulations that control what we can and cannot do in everyday life. The visuals illustrate the following.

Answers to exercise 1

No cellphone use

No smoking

The need to wear a seatbelt

Restricted entry to films for younger viewers.

There is clear scope for cross-cultural comparison for multicultural classes, but even learners from the same country may not know exactly what the laws or rules are in their own country: if it is necessary to wear a seatbelt in the back seat of a car, for example.

Once learners have discussed the four illustrated situations, ask them to brainstorm other situations where everyday behaviour is regulated, particularly where there may be common signs to illustrate the rules, e.g. *no jaywalking*, *no litter*, *motorcyclists must wear helmets*. You may need to feed in some vocabulary (e.g. *litter*). It will be natural to touch on the rights and wrongs of the various rules, but do not dwell on this as there is plenty of scope for this later.



Listening

11.1 This provides practice in identifying opinion, introduces a number of topics picked up later in the unit, and provides a model for a speaking task similar to those in phase 3 of the speaking test.

Before you listen

Give learners at least five minutes to work through the list individually, without sharing opinions. They should think about reasons for their position as they go. They should help each other with any they do not fully understand and then ask you if they are still unclear about meaning.

As you listen

Point out to learners that in some cases no clear opinion is stated by one of the speakers.

Answers to exercise 2		
	Male	Female
a require everyone in cars to wear a seatbelt?	Yes	Yes
b set minimum pay rates?	Yes	Yes
c establish a compulsory retirement age?	No	No clear answer but perhaps implied yes
d ban smoking in public places?	No clear answer	No
e control immigration?	Yes	Yes
f impose high taxes on alcohol?	No	No clear answer
g pay mothers when they stop work to have babies?	Yes	No clear answer
h set maximum speed limits for drivers?	Yes	Yes
i prohibit advertising to children?	Not covered	Not covered

After you listen

After you have confirmed the correct answers with learners, draw their attention to the fact that the two speakers basically never state open disagreement with each other. This does not necessarily mean that they really agree with each other to this extent, although people from similar backgrounds are more likely to agree. Rather, it

illustrates that in conversational situations disagreement is difficult and we tend to accommodate our conversational partner by modifying our own statement of opinions—in the way that was practised in unit 3, and as was evident in the first example in the social psychology reading in unit 9.

You may feel that it is not a good idea to provide repeat listenings at this stage in the course—learners may come to be dependent on them. However you may choose to take the opportunity for more detailed listening practice by asking learners to listen again and note down reasons for each position. This could be done co-operatively, with some learners focusing on the male speaker, some on the female, and each on different issues.

Extra vocabulary

There is an activity at the end of the unit drawing together some of the key vocabulary, but it would be worthwhile spending some time on key vocabulary in this task. Ask learners to

- brainstorm; then
- check in a dictionary (or concordancing programme, if they have access to one) what other words might collocate with *set*, *establish*, *impose*, *control*.

Grammar

This is a fairly simple language point, but the aim is to encourage learners to extend their active language range by drawing their attention to it. The modal adverbs here are typically taught in their more deductive, speculative function—*this is probably true*, *this will certainly happen*. However, like the mental verbs such as *think*, *suppose*, *guess*, they are in fact very common in the expression of opinion about what should or should not be done, where the meaning is to do with obligation.

Answers to exercises 1 and 3

- | | |
|---|--------------|
| 1 yeah I \wedge do | certainly + |
| 2 minimum pay rates are \wedge necessary. | definitely + |
| 3 yeah, there should—there \wedge should be minimum standards | certainly + |

4 I don't agree with that \wedge that's necessary.	I don't think -
5 well then \wedge they could always be asked to retire.	I guess -
6 they could \wedge be dealt with in the same way as other people in a similar job	probably -
7 I think in some public places, it's \wedge appropriate to ban smoking	probably -
8 I think you \wedge need to control immigration.	definitely +
9 but yeah, there \wedge seems to be a need for some controls.	certainly +
10 it's just a matter of imposing higher taxes \wedge	I suppose -
11 but \wedge there has to be a maximum speed limit	of course +

The adverbs *can go* almost anywhere in the sentence—so you can accept a wide range of answers from learners, but there is a very strong tendency for them to be placed between the subject and the finite verb or between a modal verb and the lexical/main verb.

I guess and *I suppose* can be placed before another clause, but they have quite a strong tendency to be added on the end, as in item 10.

It is certainly debatable whether 'probably' strengthens or weakens a statement of necessity. In the traditional paradigm it is considered to mean something like 'greater than 50% probability'. But in a statement of necessity it has more of a sense of reservation.

Point out to learners again the combination of modal expressions in single statements: e.g. item 5 *I guess* + *could*, item 6 *could* + *probably*, item 7 *I think* + *probably*

Speaking

This activity reflects the final phase of the IELTS speaking test in moving from more factual description to more speculative opinion.

Answers

i D ii D iii O

For the paired speaking practice, it would normally be better to give the learners some thinking time first. But the listening and grammar activities should have adequately prepared them and at this point in the course it is probably better to put a little more pressure on them by not giving them additional preparation time.

You could, however, give them 5–10 minutes individually to write two or three additional follow-up questions on each of the issues, e.g. *Do you think the government can afford to pay mothers to stay at home? Would it be good for the economy? Why should they ...?*

Then put learners in pairs and ask them to take it in turns to ask and answer the questions, dealing with the topics in random order so as to make it slightly more difficult. For example, the order could go f, c, g ... They should treat the activity as a question and answer interview, not a two-way discussion.

It would be useful to tape record the interviews and have learners evaluate their performances for the clarity, precision, modification and elaboration of their opinions.

Listening

11.2 The listening activities provide practice in listening to detail in explanations.

Before you listen

Exercise 1 should be done in pairs but as individual extended monologues. Give learners 1–2 minutes individually to write some notes before they speak. Ask learners to evaluate each other's performance: were all of the stages clearly signposted; was anything left out, etc. If learners are from the same country (and are therefore not really exchanging any information), the task for the second speaker can simply be to improve on the organisation and content of what the first speaker said.

Exercises 2 and 3 are for more interactive discussion.

Globally, the graphic illustrates the obvious point that the higher the speed, the greater the stopping distance. It also shows that:

- a pedestrian who suddenly appeared 30 metres away would not be hit by a driver at 50 km/h
- the car would be travelling at 41 km/h at impact if the driver had been travelling at 60 km/h, and so on. This last point is not totally clear from the graphic, but do not explain it to learners as this would remove some of the reason for listening.

Before listening, you may wish to spend a few minutes clarifying the meaning (probably unproblematic at this level) and various forms of the word *risk*.

- *risk* = the probability or likelihood that something bad will happen (or in more everyday language: the chance that something bad will happen)
- Collocations: *high, low, to take a risk*
- Grammar patterns: *the risk of something/ of -ing/ of something happening*

Relative may also need a little clarification. It means *compared to something else*. In this case, it is the risk compared to driving at 50 km/hour.

Answers to exercise 5	
Speed	Relative Risk
60	1.00 (base)
65	2.00
70	4.16
75	10.6
80	31.81
85	56.55

Before listening to section 2, give learners 30 seconds to read through the tasks. They may be able to predict some of the answers, and should probably attempt to do so. They should certainly focus on the step-by-step logic of the explanation as they listen, as following the logic will increase their comprehension and ability to complete the task accurately.

Answers to exercise 6

1 Small diffs in speed = big diffs time to impact & ability to avoid an accident

Less time to:

Recognise the danger

Decide on action (swerving or braking)

Complete evasive action

2 Small diffs in speed before braking = big diffs in impact speeds

3 Small diffs in impact speed = big diffs in probability of serious injury

After you listen

The discussion questions pick up on the fact that many people:

- find the physics (impact force is the square of impact speed) surprising or counter-intuitive and therefore difficult to believe;
- believe that general principles do not apply to them personally.

Of course, from a language learning point of view, what learners personally believe here does not matter—as long as they can express what they believe and, just as importantly, as long as they think about what they believe, because personalising and integrating the information will lead to deeper processing, greater learning, and more confidence in dealing with this type of listening situation and task.

Writing



The focus in this task should be on task completion and organisation of the text. While grammar and vocabulary are included in the assessment/evaluation criteria, the language required for the task is demanding for learners at around 6 IELTS level and in any case they can lift a lot of the language they need from the listening notes.

Despite the relative difficulty, the task is valuable because:

- there is a clear communicative purpose against which the task can be evaluated (describe and explain the relationship between speed and accident risk)

- there is a fairly finite, closed amount of information to convey
- it needs to be organised coherently.

Point out to learners that in IELTS they will not need to explain why something happens, as they do here. But again, the general principles of communicating clearly in response to a task are more important than the specific type of communicative function (describe, explain, argue, etc.) that is being performed.

With stronger learners it would be appropriate to put some time pressure on (e.g. a 20 minute limit), but it is not essential.

Reading

This section moves the theme towards public health, and towards the question of whether coercion (through law) or persuasion (through education) is better in dealing with social problems.

The text provides practice in reading a common text type: event–reason, with comment–or reaction—in this case because it is journalism.

Before you read

To encourage learners to think more deeply, ask them to come up with a list of ten reasons why smoking and drug use may have dropped.

As you read

Answers to exercise 2

The four main reasons are all mentioned in one paragraph:

Increasing prices

Less advertising to young people

More anti-smoking advertising

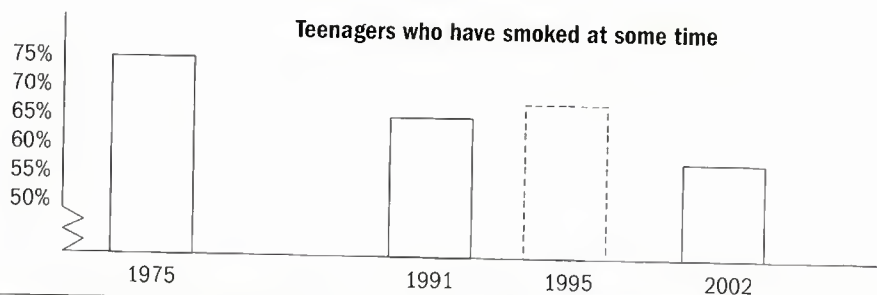
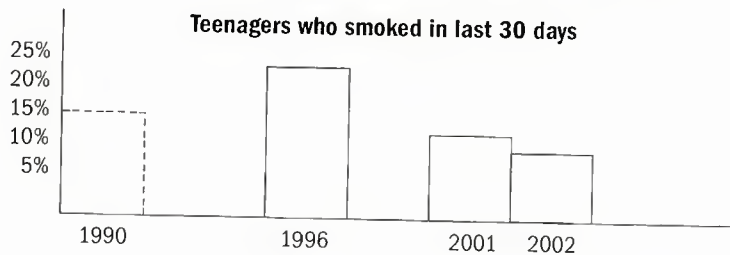
Negative publicity about the tobacco industry

You may wish to point out at this point that reasons for falls in drug use are not mentioned (despite the headline).

Answers to exercises 3 and 4

The text suggests the causes have not been proven—they are presented as speculation: 'Lloyd Johnston ... said several factors could have affected smoking.' Compare this with 'Lloyd Johnston said several factors had affected smoking.'

Learners will need to draw two graphs—one for those who had smoked in the last 30 days, and one for those who had smoked at some time in their lives. There is no single correct answer here, but the process of drawing and—more importantly—comparing graphs will force learners to read deeply for detail in the relevant paragraphs.



Grammar focus

The projecting verbs that are focused on here have a very important function in expressing the writer or speaker's stance or attitude on an issue. Sophisticated academic writers need productive control over these words, but for purposes of the IELTS exam it is really only important that readers can recognise the implied attitude of the writer or speaker.

Answers

5 After *meant*. This task simply highlights the fact that *mean* is a projecting verb because it is reported speech. However this is still a choice by the writer/reporter, who could equally well have written *This means that ..., the report's authors say*.

6 The choice of past tense distances the writer from the truth value of the statement—it may be true, it may not be true, at this point it is simply a claim or interpretation by the survey's authors.

7 Stronger: *prove* Weaker: *suggest, imply*
Similar: *show, demonstrate, indicate*

Extra grammar and vocabulary

The first sentence of the text says:

Smoking, drinking and drug use are dropping. Ask learners what the difference is between this and:

Smoking, drinking and drug use have dropped.

Answer: The first sentence implies that the drop will continue. The second focuses on the change up to this point and says nothing about whether it will continue.

The final paragraph talks about *alarming increases; disturbing and worrying* could also be used with similar meaning here. Ask learners to brainstorm three or four other worrying changes that have occurred or are occurring.

After you read

The first discussion question is important in order to make the text relevant to learners. You could then continue with the other two discussion questions, or you could provide the following 'reading-in-role' task as an alternative, particularly for a mature class with wide world experience.

- Allocate the following or similar relevant roles to groups: teenager; teacher; cigarette company executive; advertising company executive.
- Ask learners to read the article again, in role. In other words, the teenagers read (and react) as teenagers, the cigarette company executives as cigarette company executives, etc.
- Learners then discuss their reactions to the text with other members of their own role group—their peers. So, for example, the cigarette company executives might complain to each other about the controls, taxes, etc. on their industry; the teenagers might complain about brainwashing at school, etc.
- Then put learners in mixed role groups to discuss their reactions: *Did you read about that research on smoking? Isn't it outrageous?* etc.

Speaking

This activity provides further practice in discussing solutions to social problems. It moves from the fairly abstract and speculative (what is the best way to do this?) to the more concrete (what is being done in this case?). You could make the sequence easier by adding a step at the beginning, namely, brainstorming a list of campaigns that learners know of that are directed at public health or social problems: e.g.

- HIV/AIDS
- Pollution
- Exercise

and brainstorming the elements of these campaigns (e.g. advertising, stricter policing, new education programmes in schools, ...)

Answers to exercise 4

The news extracts illustrate:

Persuasion: Coca Cola fitness programme

Compulsion: LA soft drinks ban

Persuasion: McDonald's have been persuaded rather than compelled to change oil

Compulsion: the campaigners want advertising to kids banned

There is scope for vocabulary work here, focusing on either (or all)

- Skills in figuring out vocabulary in context: e.g. what does *fueling* mean? What does *unveiled* mean? What are the clues?
- Word families and their grammatical patterns: *persuade—persuasion, compel—compulsion; to persuade/compel someone to do sth.*
- Learning key words: *obesity, epidemic, overweight, advocate.*

You could also draw learners' attention to the passive reduced relative clauses that occur in the extracts:

- ... *a campaign designed to make ...* → *a campaign that is designed to make ...*
- ... *a new oil that reduces fats linked to ...* → *a new oil that reduces fats that are linked to ...*



Listening

11.3 This is similar to the first listening activity in this unit, in that learners are identifying a speaker's position on an issue. But in this case, particularly with the first two speakers, learners should be able to predict the opinion of the speaker, the opinion expressed is from the perspective of an 'expert', and the case that each speaker presents is much more extended.

There are three different types of text:

- a radio interview
- a written press statement, delivered orally
- a research interview.

The preceding activities in this unit should have enabled learners to cope with these relatively dense listening texts. The open, note-taking task will enable learners at different levels of ability to get different amounts of information out of the texts.

Before you listen

You could ask learners to predict the position of the first two speakers in as much detail as possible: i.e., what position will they take, and what supporting arguments will they make. The listening task will then become one of checking predictions, which is easier than taking open notes.

As you listen

The task could be done as a three-way split listening: i.e., 3 groups are assigned one speaker each to listen to and take notes. Learners then re-group to exchange information.

Possible answers

Richard Wilson

- Causes of obesity = complex
- But advertising a factor
- Most advertising to children, who not as able to understand purpose
- Public health campaigns by fast food producers not good enough—should change the food itself
- Advertising not the only factor, but easy to control and should be controlled

Association of Food Producers and Processors

- Advertising at most just one factor in rising obesity
- Exercise more important
- Unfair to target advertising: food producers are trying to help e.g. improving products
- Restricting advertising may not work anyway
- Parents have main responsibility to control what children do

Rachel, a university student

- Advertising does have an effect, but less if conscious of it
- Has an effect on children
- Is a link to food habits
- Education is the best solution
- But advertising should be controlled

You can round this task off by asking learners who they most agree with.

Speaking

This is a challenging task, but it is appropriate at this stage in the course and the previous activities should have made the task more achievable.

The activity could be lightened somewhat by allowing learners to choose any type of issue to address—whether serious or not.

Set a strict time frame for the task: it can be done in as little as 90 minutes (1 hour for preparation and 30 minutes for presentation), or could be extended into a 3–4 hour project if some research is incorporated (e.g. gather some data on the health problems caused by body piercing). The task will also work better if clear time is allocated within the preparation phase to:

- deciding on the issue
- deciding on the approach
- preparing the presentation.

You could signal these phases yourself, or you could leave it to the groups to manage when they move from one to another, provided they meet the final deadline for presentation.

Presentations will be more persuasive if they are visual. They may contain just an outline of the campaign, or they may include sample material (posters, slogans).

Reading

This section provides practice in reading claim-counter claim texts, which outline opposing points of view on a single issue. There is in fact another order of organisation in the text: Event (*Advertising to kids has increased*)—Consequence (*therefore ...*), and the claim-counter claim is really to do with the consequence.

Before you read

The main purpose of the tasks on branding is to draw out background knowledge on the topic, but since branding is a pervasive aspect of modern life the tasks should promote a good amount of discussion in their own right.

Before learners turn the page to start the actual reading task, write this headline on the board:
Experts split on branding for kids.

Ask learners to predict what the text will say, and then read to check their predictions.

Answers to exercise 5

Marketing/Advertising to children has increased sharply (The explosion in ...)

Reaction	Reaction
Who: Doctors (Lancet/Stop Commercial Exploitation of Children Coalition)	Who: Social Affairs Unit/Adrian Furnham
Opinion: leading to increase in obesity, eating disorders, emotional problems; advertisers trying to own kids' minds	Opinion: ads don't have such a powerful effect; learning to deal with ads is part of living in the modern world

After you read

Learners have already listened to discussions on this topic and will already have stated their opinions on this issue in the course of this unit, but it remains important to get their opinions again *in the light of what they have just read*. Views are not fixed, and indeed learners should be encouraged to read *for the purpose*—possibly—of considering the evidence and changing their opinions.

Answers

7 b The article is reasonably balanced.

- The sense of 'myth' used in exercise 8 was highlighted in unit 7.

Reading

This section introduces the topic of discrimination and positive discrimination or affirmative action. The discrimination theme in itself is not directly related to the unit theme of law, but positive discrimination is certainly more directly a legal issue.

Before you read

The first activity is designed both to introduce the topic and to revise the strategies and language required to accommodate other points of view. If the activity looks too crude, skip it and simply ask learners to predict the answers to the true/false reading activity, and then read to confirm.

As you read

Answers to exercises 3 and 4

3a True

b True (the text says *higher proportion*, which does not necessarily mean higher number, but given that overall male/female ratios in most countries are roughly 50/50, it is a fair assumption that *higher proportion* implies *higher number*).

c False

d True

e True

f False

g Not mentioned.

4 A—there is possibly some truth in all of the first three statements, but A is closest to the main point.

Vocabulary

<i>outdo</i>	= do better than, beat
<i>outnumber</i>	= be more than
<i>outsell</i>	= sell more than
<i>outweigh</i>	= weigh more than
<i>outgrow</i>	= grow too big for
<i>outplay</i>	= play better than
<i>outsmart</i>	= beat or get an advantage over someone by doing something more intelligently
<i>outlive</i>	= live longer than
<i>outrun</i>	= beat by running faster
<i>outvote</i>	= beat by getting more votes

Note that some of these words will require grammatical attention if learners wish to use them productively. For example, many—like *outvote*—are usually used in the passive—we were *outvoted* = we *lost* (rather than we *won!*).

Grammar

This is an awareness-raising exercise so that learners:

- Have a better understanding of the target they are aiming for if they wish to become proficient writers of academic English (as many do, if they are aiming for university);
- Understand why they may find some texts difficult to read. Many learners put lack of comprehension down to lack of vocabulary when in fact they know nearly all of the vocabulary and it is the density of information in the text that is making it difficult to process.

All communication is, of course, context-dependent, and so not all writing is dense and heavy on nominalisation, but it is certainly true that written language and academic language are in general more nominalised and dense than spoken and everyday language.

Example B is a quotation and thus arguably spoken language, but it is almost certainly a written, scripted press release.

Answers to exercises 1 and 2

Sentence **b** lists 4 factors.

Sentence **c** lists 3 better results for girls.

One way of highlighting this language feature to learners would be to point out that in a single sentence **a**, **b** and **c** all contain as many substantial points as we would reasonably expect in a full IELTS essay (where, admittedly, we would expect additional supporting detail).

3 There is a wide range of valid responses to this task, but essentially good responses will:

- separate each point into a sentence of its own;
- link points with some sort of 'signposting';
- translate more nominal gerunds into finite verbs;
- personalise by adding agents: *The government should subsidise* rather than *Subsidising ...*

This is a fairly artificial task type, so you may feel more comfortable asking learners to note down the points, then deliver their more 'spoken' version to a partner as unscripted extended monologue, complete with elaboration on each point.

Speaking

This section provides practice in discussing social issues and in making, explaining and justifying decisions.

There is a very wide range of possible responses here, and responses will obviously vary from country to country and culture to culture.

Candidates include:

- women
- men (e.g. child custody cases)
- ethnic groups
- religious groups
- homosexuals
- the elderly
- castes
- people with disabilities

The discussion will need to be handled with considerable sensitivity.

This activity will be relatively easier if learners know of actual positive discrimination/affirmative action programmes in place. If learners do not know of any, you may need to supply some real or hypothetical examples, e.g., in many countries, Equal Employment Opportunities policies essentially say that if two candidates for a job are equal in all other respects (qualifications, experience, etc.) then the job should go to the one who comes from a normally disadvantaged group (e.g. the woman should be chosen rather than the man). Some countries have university entrance quotas: a certain percentage of students should come from a particular ethnic group, regardless of academic grades.

The candidate selection task basically provides an opportunity to either rehearse their prejudices and/or put positive discrimination principles into practice. IELTS relevance comes from the need to justify opinions and organise persuasive arguments. Allow plenty of planning time for learners to think about their decisions before they actually discuss them.

You could push this activity further by asking groups to come up with their own candidate selection scenarios to give to other groups to make a decision on.

Writing

The writing task is again challenging, but learners will by now be well supplied with relevant arguments, so they should be able to concentrate on *how* to say rather than *what* to say.

The focus in this section is on the fact that choices are available to exam candidates; there is not a single acceptable way to approach an exam essay task. Some ways are undoubtedly more difficult to 'pull off' than others, but learners should feel they can make a personal rather than a prescribed choice.

You will need to pre-teach *premise* = an idea that you accept as true and use as the basis for a logical argument.

So that learners process the material more deeply, you could:

- put the blank frameworks on the whiteboard
- give learners the italicised examples in a jumble
- ask them to put them into the correct box.

Vocabulary

All of the vocabulary here has come up at some point in the unit and this should serve basically as revision.

Answers

- 1 law
- 2 principle
- 3 rules
- 4 limit
- 5 restrict/limit (*prevent* is possible but very unlikely)
- 6 ban
- 7 prohibited
- 8 impose
- 9 prevent
- 10 discriminate
- 11 required

Speaking

Since it is such a sensitive topic, religion will never be discussed in IELTS. The abstraction of 'life principles' also makes it unlikely that such a topic would come up in the exam. But arguably *because* it is a sensitive topic it should be discussed in language classes, and while it is unfair to put someone on the spot by asking them very abstract questions in an exam, the same constraints do not apply to the classroom. So, this unit ends with this sensitive and relatively difficult, but potentially very interesting topic.

Provided your learners do not feel you are proselytising (which most certainly is inappropriate), you could put the King James version of this principle on the board, and ask learners a) if they recognise; and b) if they can 'translate' the statement:

Do unto others as you would have done unto you.

Then give everyone plenty of time to think and prepare before you put them into small groups to discuss the questions. This is one case where it is important that members of each group know and are comfortable with each other, so take care with groupings.

Key Academic Word List (AWL) words in this unit

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript.

<i>acknowledge</i>	administrate	advocate	attain
<i>capable</i>	challenge	<i>contract</i>	<i>criteria</i>
demonstrate	deny	discriminate	equate
ethnic	eventual	expand	exploit
expose	factor	grade	immigrate
impose	incorporate	inspect	<i>institute</i>
item	journal	<i>legal</i>	licence
medium	mental	minimum	philosophy
priority	prohibit	proportion	radical
regulate	<i>restrict</i>	scenario	sector
seek	<i>sole</i>	<i>statistic</i>	subsidy
sum	theory		

Extension topics and tasks

- It is possible to classify people according to the type of car they own or drive. What groups exist in your country?
- If you could introduce one law in your country, what would it be?
- We shouldn't worry too much about adolescent behaviour—everyone grows out of it. Do you agree?
- What do you imagine would happen in a country with no laws? Brainstorm a list of consequences.
- How would you rank the following professions for trustworthiness? Teachers, lawyers, pilots, police, plumbers, doctors, scientists, salespeople. Why?
- Women are gaining equality with men and this is a good thing. Do you agree?

Where to next?

12

The theme of unit 12 is the future, both personal and global. It covers the following topics:

- personal decisions and choices
- advertising and consumer values
- attitudes towards the future
- the geological and biological future of earth
- future scenarios
- the rate of technological change
- future work
- strategies for dealing with test anxiety.

IELTS exam skills in the unit

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none">• Interpreting a poem• Locating information• Reading and responding• Identifying claims• Identifying detail• Deciding on the personal relevance of information	<ul style="list-style-type: none">• Describing a graphic• Writing a discursive essay on an abstract topic	<ul style="list-style-type: none">• Interpreting media images• Describing the past and speculating on the future• Discussing future scenarios• Discussing progress in English learning	<ul style="list-style-type: none">• Identifying attitudes• Identifying main point• Noting reasons

Tuning in

This activity introduces, visually, the theme of choice and decision-making. It also encourages learners to look for deeper, 'subtextual' meanings and provides a stimulus for discussion of relatively abstract cultural issues such as materialism, social status, power, etc.

Suggested steps

- The couple have come to a junction and need to make a decision about whether to turn left or right. They are probably on holiday and taking a 'road trip'—with no pre-determined destination. The first part of this is very

obvious, but you may need to feed in the vocabulary—*junction* or *intersection* (although this is usually where the roads actually cross each other). In the reading activity on the next page the term *crossroads* is used, which is more literary: although it can mean a physical crossroads—a junction or intersection—it also means a point in your life when you need to make a decision about which way to go next.

The couple are young and free and have the power to make a decision. It does not really matter which way they go—the signs point to *heads* and *tails*, the two sides of a coin, so they could just toss a coin to make the decision.

- The credit card gives them this power, it is *all (that) it takes*—the only thing that you need—to be able to make a decision like this.
- *Values* have come up earlier in the course (in unit 9), but you may need to clarify with learners that our values are the things that we think are important in life—for example good health, family, money, etc.
- Then clarify, if necessary, that advertisers like to make a link between their product and our values, and use the example in this case of power—it is the credit card that provides the power to make the decision. Power is also illustrated in the advertisement by the powerful-looking car, by the power of the landscape, and indeed by the suggestion of human power or control over the landscape.
- Then ask learners to work through the list individually ticking the words that they think are represented in the advertisement. Do not help with vocabulary at this point—there should not be too many difficulties, but in any case learners can help each other in the next phase. It is possible to make a case for nearly every one of the values in the list.
- Ask learners to compare and explain their choices. Monitor closely and correct word-family choices: for example, when talking about *fashion*, learners will probably need to use the word *fashionable* at some point.
- The advertisement would not work in some cultures, where wilderness or rural scenes suggest poverty, but learners may also have personal reasons for not finding this advertisement appealing.

Extra activities

Ask learners to think of or find an adjective for each of the nouns or noun groups in the list, where possible. They should mark the main stress on both the noun and adjective.

Answers

Masculine	Attractive
Feminine	Powerful
Environmentally aware	Competitive
Hygienic	Healthy
Fashionable	Secure
Comfortable	Progressive*

Independent

Technologically advanced*

Ambitious

Hard-working

Communal*

Friendly

Materialistic

High/low status

Traditional

Nostalgic

*these words have different connotations or occur in different contexts to the nouns

- Choose 12–15 words and ask pairs to make one or two questions to ask other learners on these topics. For example, family: *is family important to you? Do you intend to have a big family?* Materialism: *Do you think you are materialistic? What kinds of material things are important in your society?* etc. Both learners in the pair should make a list of the questions. Learners should pay particular attention to grammar. Monitor this closely and correct, either at pair or class level.
- Put learners into new pairs. Write the prompt words on separate slips of paper, shuffle them and place them face down in the middle of the table. Learner A turns over the top word. Learner B asks their questions on this topic and learner A answers. Learner B then turns over the next word, and so on.

Reading

Poems are obviously not an IELTS text-type, but this section provides encouragement to deep, careful reading, and serves as a further stimulus for talking about the future.

Before you read

The advertisement should have set the general context for the poem—a crossroads as a representation of life-choice. It is nevertheless important to re-establish this context and personalise it by asking learners to discuss how easy they find it to make big decisions. You could feed in a little vocabulary: *to hesitate, to dither*. It might also be useful to ask whether learners' own cultures use crossroads or paths to represent decisions or life journeys.

Because the syntax of the poem is difficult, you may find it preferable to pre-teach vocabulary so that it is less distracting: *diverge* (though this

should be guessable from context), *wood*, *undergrowth*, *wear (down/out)*, *tread/trod/trodden*, *hence*, *sigh*.

As you read

Give learners plenty of time to read and re-read the poem and do the first reading task. You may like to read the poem to them, or play the tape so that they can more easily follow the syntax.

Answers to exercise 2

The poem is clearly about both a travel decision and a life decision, but the travel decision is simply a metaphor for the life decision.

Teach—explain and exemplify—the word *metaphor*.

- You could ask learners to draw a picture illustrating their understanding of the poem.

Read again

Answers to exercise 3

a True—*a yellow wood*, leaves on path, *that morning*.

b No clear answer. He appears not to have hesitated long in his decision, but the fact that he is recounting it all in a poem suggests that the decision was not simple.

c True—*then took the other*.

d True—*it was grassy and wanted wear*: not as worn as the other path, therefore less used (though, *following* suggests that other path had actually only been taken once as well). *I took the one less traveled by*.

e False—*I doubted if I should ever come back*: *should* here is a formal and more dated alternative to *would*, in other words it is about unreality rather than whether or not it is a good idea (something he should do).

f No clear answer again: He possibly regrets not having had the chance to take the other path, and he will talk about the decision with a sigh, but the poem is really a celebration of the 'bravery' and independence of the decision.

Extra activities

- Focus on cohesion.
- Ask learners to identify all of the references to the 'two roads' in the poem.

Answers

Line 2: *both* (ellipsis)

Line 4: *one* (ellipsis)

Line 5: *it* (reference)

Line 6: *the other* (ellipsis)

Line 8: *it* (reference)

Line 10: *them* (reference)

Line 11: *both* (ellipsis)

Line 13: *the first* (ellipsis)

Line 18: *two roads* (repetition)

Line 19: *the one* (substitution)

The terms in brackets are the technical description of the types of cohesion, if you want to explain these to learners. (Nominal) ellipsis is where the head of the noun group is ellipted or left out because it is obvious or known: *both (roads)*, *one (path)* etc. Reference is the familiar use of pronouns, in this case *it* and *them*.

(Nominal) substitution is when the word 'one' stands as the head of the noun group: *I took the one = I took the road*. Note that *one* looks the same in ellipsis and substitution, but the form is slightly different: for example, substitute *one* can take a plural—*I took the ones less traveled by*, whereas in ellipsis it cannot.

Focusing on cohesion like this is like other 'low' level strategic reading skills such as word attack skills: it should not be a routine reading technique—it only comes into play when the reader is having difficulty figuring out what is going on in the text. However the focus on this type of cohesion is also useful from a 'productive' point of view: learner writing often suffers from excessive repetition of 'known' information, which can make it difficult for the reader to extract the point—the new information. Ellipsis and reference in particular are two of the key ways that mature writers control this flow of information.

- Focus on syntax. Ask learners to identify all of the main/independent clauses in the poem:

Answers

Two roads diverged in a yellow wood

Long I stood (= I stood for a long time; word order is to achieve rhythm and rhyme)

And looked down one as far as I could to
where ... undergrowth

Then took the other

And both that morning ... black

Oh, I kept ... day!

I doubted if ... back

I shall ... hence

Two roads diverged in a wood

I took the one less traveled by

And that has made all the difference

Speaking

This activity consolidates the theme of life choices and provides an opportunity for extended practice in talking about past and future paths in life, both of which are potential IELTS speaking test topics.

- After the tuning in and reading activities, learners should have little difficulty with the concept of life as a journey with branching roads. You may however wish to exemplify the activity yourself—and it is probably only fair to do so: if learners are going to be revealing personal information, you should too.
- Allow lots of time for the map-drawing preparation, as this will encourage learners to go 'deeper' into their life stories.
- It may be appropriate to be quite intrusive in correcting learner errors: at this stage of the course, and talking about personal, familiar topics, they should have little difficulty with fluency, so it may be that your most important role at this point is to encourage accuracy.
- This activity provides a natural context for the structure *I could've ...—i.e., I had two choices—I could've done this or I could've done that*. You may choose to feed it in as it becomes necessary, or you could focus on it briefly before learners start describing their maps to each other.
- To wrap the activity up, you could ask learners to summarise the similarities and differences in their two maps.

Grammar focus

This activity focuses on the grammar of unreal past conditionals, or, if you prefer, third and mixed conditionals. It takes a basic test-teach-test format. Most learners will probably have little difficulty with this grammar in theory, but may be less accurate and fluent in use.

Answer to exercise 2

A is about the past. B is about the present or future, depending on the context.

Highlight the use of contractions in normal speech: *would've, could've*, etc., rather than *would have, could have*, etc.

If learners are already particularly confident with these structures, you could extend into the slightly more sophisticated *Had I done x, Had I not done x, ...* or the language of wishes, *I wish I'd ...*

Reading

This text provides practice in identifying the topic and main point of paragraphs, and some scope for a final focus on word attack skills, and in particular figuring out which words are actually not all that important to understanding a text or completing a task.

Before you read

The visual illustrates the cliché in the first paragraph of the text. You may like to ask if learners have similar sayings in their own first languages.

As you read

Allow about 16 minutes to complete the task.

Answers

- a example—paragraph 2
- b paragraph 6
- c paragraph 3
- d paragraph 14
- e paragraph 10
- f paragraph 9

- g** paragraph 4
- h** paragraph 7
- i** paragraph 8
- j** paragraph 16
- k** paragraph 5
- l** paragraph 15
- m** paragraphs 12–13

This is a 'testing' task, and will not necessarily ensure that learners have a good understanding of the overall meaning of the text. So a useful follow-up task would be to ask learners to put the paragraph topics in order and then re-read the text. This should give them a better overall sense of the text's message.

Vocabulary focus

These activities bring together a range of skills used in dealing with unknown vocabulary, including:

- using the clues from general context and in particular collocation
- using global attitude (the text, the paragraph) as a clue to particular attitude in the word
- using word families
- deciding whether it is actually necessary to know exactly what a word means.

Answers

7a shown, demonstrated, proved

b positive, given attitude in the text and paragraph

c problem

8a upbeat

It means pessimistic, not lively or happy

9a Optimistic people are good for certain jobs

b No. It would be useful, but it is not necessary to know what *resilience* and *perseverance* mean. Necessity is established by the task. For IELTS reading tasks, it usually will not be necessary to understand low frequency words like these in order to complete a task.

After you read: Designing a questionnaire

This activity demonstrates some of the detailed procedure in the text. If you have a very strong class, you might ask them to recreate the procedure directly from the text, i.e., cover this part of the textbook and ask them to design the questionnaire by following the explanation of the procedure in the text.

To extend this activity, you could ask learners to think of other similar positive and negative scenarios to ask partners about.

Reading

This short text provides practice in reading for detail, including implicit details, and identifying claims. It widens the theme beyond the personal to a more global and indeed universal scale.

Before you read

The topic may need sensitive handling as religious perspectives may colour views on the beginning and end of the planet. It would be interesting to ask how many learners even think about this question: some people worry about it, particularly in regard to the future lives of their children; others never give it a second thought.

As you read

Answers

2 Life on earth begins	4 a.m.
Life on earth ends	5 a.m.
Current time	4.30 a.m.
Seas disappear	8 a.m.
Earth disappears	12 p.m.

3a Yes: *the expanding sun*

b No: *ecosystem by ecosystem* and following text = *gradually*

c Not given

d Yes: *it is a healthy thing for people to realise ... etc.*

e Yes: *eventually scorching heat will drive land creatures in the sea*

f Yes: *The chances of humans surviving by moving to another planet ... are not good*

Extra activity

So that learners develop a global sense of the logical structure of this type of text, you could ask them to identify the main points fitting into the following framework (the italics are sample answers).

Sample answers

Claim: *end of earth has begun*
 Evidence: *biological and geological*
 Consequence: *appreciate and protect what we have*

After you read

Do not allow any further thinking time in preparation for these discussion questions. At this point in the course it is appropriate that learners be 'thrown in the deep end' with difficult questions.

Speaking

This activity provides an opportunity for extended practice in speculating about the future. You could add any topics here—either ones that have been covered directly in the book, such as population or leisure, or other fresh topical issues.

Monitor closely, focusing on:

- elaboration: are learners justifying their views?
- grammatical and lexical accuracy and range: are learners 'just' saying *maybe they will ...*, or are they using *I think it's quite likely that ...*

Writing

This is a challenging task, and one that is more difficult than a typical IELTS writing task, but just as with the poem at the beginning of the unit, the aim is to take learners beyond what they need to do in the exam and challenge them to respond communicatively—rather than mechanically—to a text or task. A communicative response is likely to be far more effective—and score better—than a formulaic one.

Two options in dealing with the task:

- With a stronger group, simply give them the task with no support—do not help them with

vocabulary or interpreting the graphic, but give plenty of time—up to an hour.

- With a less strong group, allow them to decide as a class on three questions to ask you. The questions could be about:

Vocabulary: what does innovation mean?

World knowledge: how does an internal combustion engine work?

Interpretation of the graphic: what do the waves represent?

As they decide on the questions as a group, they will probably answer some for each other. Once you have answered the questions, as with the first option, leave them to it.

The task presents some interesting organisational options (it can be organised by time period, with the general principle (of increasing pace) emerging gradually, or it can be organised by general principle, with detail on period following. This can form one of the focuses of feedback.


Speaking

These are again challenging questions, but it should be possible for learners to provide fluent answers. If you have the resources, you could get individuals to record a two-minute response to the two questions on tape, which they then self-assess, or peer-assess, for fluency, elaboration, modification, and accuracy (including pronunciation). Do not allow them to script their answer.

Writing

This is a very abstract topic, but topics like this are possible in IELTS and in this case learners have at least been well prepared by the theme of the unit. Because of the preparation that the unit has provided, this time it is appropriate to put learners in exam conditions: i.e., give them 40 minutes only to do the task.

Listening

 **12.3** This section provides practice in listening for detail. It is based on material from a book by Michio Kaku, who speaks in person in the first listening in unit 4 about future gadgets (page 38).

Before you listen

You could ask learners to extend this list by deciding on ten other jobs that are likely to disappear in the future.

As you listen

Before you play the tape, ensure that learners understand that Kaku does not totally agree with *Time*. Otherwise they are likely to make inaccurate guesses. It would be useful to pre-teach the word *in* in its more usual sense of 'popular', 'fashionable'.

Answers to exercises 3 and 4

Broadcasters	<i>in</i>	
Actors	<i>in</i>	<i>creative</i>
Journalists	<i>in</i>	<i>creative, common sense</i>
Printers	<i>out</i>	<i>repetitious</i>
Travel agents	<i>out</i>	<i>middlemen</i>
Car dealers	<i>out</i>	<i>middlemen</i>
Software developers	<i>in</i>	<i>creative</i>
Doctors	<i>in</i>	<i>common sense</i>
Cleaners	<i>in</i>	<i>common sense</i>
Teachers	<i>in</i>	<i>common sense</i>
Hotel staff	<i>in</i>	<i>common sense</i>

There is some risk in playing the tape again that learners will become accustomed to and dependent on repeated listenings, which they will not receive in the exam. So you may choose not to do the second task. However the second listening is for a completely different task so the risk is reduced.

After you listen

This task encourages learners to integrate messages from different sources.

Answer to exercise 5

They disagree clearly on teachers, and implicitly on cleaners and housekeepers

- Presumably most learners will be planning to work in an area where there is some demand.

Nevertheless, they may see the nature of that job changing. For example, doctors may expect to do more surgery by computer rather than actual hands-on operations.

Reading

There is some link between this topic of exam anxiety and the theme of the unit. Clearly, for most learners, the next step on the road ahead will be actually doing the IELTS exam that they have been preparing for in this course. However the text is also about planning ahead and positive thinking, both central to the theme of the unit. In addition, the text provides practice in reading a less journalistic text type. So, finally, we return to the theme of reading for real communicative purpose: presumably learners preparing for an exam will appreciate advice on exam strategies and they should therefore read this text in a way that will enable them to get that advice, rather than for the purpose of completing examination tasks.

Examinations are not a fair exam topic, as the topic itself can induce anxiety that will reduce a candidate's performance in the exam, so learners should not expect readings or listenings on this topic in the actual IELTS exam.

Before you read

If you want to create more exam-like conditions, leave the pre-reading tasks out and do them after the text.

As you read

Answers to exercise 5

- D (implicitly)
- B
- B
- B/D
- B/D
- D
- D
- D

Read again

Clearly learners will not be able to do all of the 'during test' activities, and even some of the pre-exam strategies may be too elaborate to get through in, say, 20 minutes of reading time. But the aim again is to get learners to engage with the text as a set of meaningful messages rather than as an instrument of assessment.

Speaking

We would hope that the summary emerging from this final speaking task will be positive! Learners should feel more confident and competent in English communication, and well placed to achieve a good score in the IELTS exam.

Key Academic Word List (AWL) words in this unit.

See full AWL in Student's Book page 142. See Vocabulary Syllabus in Teacher's Book introduction.

Key: **bold** = only occurs in this unit; *italics* = occurs in listenings—see tapescript.

aware	capable	circumstance	<i>commit</i>
community	contract	correspond	crucial
demonstrate	depress	<i>despite</i>	<i>drama</i>
enable	ensure	estate	eventual
exceed	file	goal	hence
<i>intelligence</i>	internal	mechanism	minimise
outcome	overseas	prospect	quote
recover	release	remove	revolution
scenario	<i>select</i>	specific	status
survive	tape	technical	<i>via</i>
vision			

Extension topics and tasks

- Are you the kind of person who has the future clearly planned out? Why (not)?
- Have you ever cheated in an exam? Describe why and how.
- Brainstorm a list of positive effects of global warming. Do bad situations always have some positive effects?
- What is the future of English as a world language? What will be the positive and negative effects of its spread?
- Bring a set of print advertisements to class and analyse them according to the list of values on page 132.
- Do you have a favourite poem—in your language or in English? Share it with classmates.

Writing Test 1

Task 1

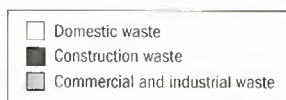
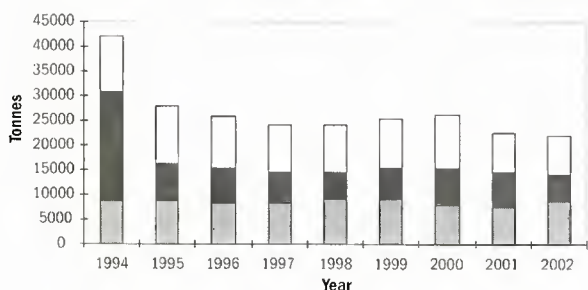
You should spend about 20 minutes on this task.

The graphs below show the kinds of waste produced in an Australian city and where that waste goes to.

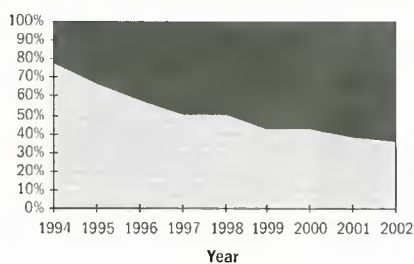
Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

Kinds of waste in landfill¹ in an Australian city, 1994 to 2002



Destination of waste in an Australian city, 1994 to 2002



¹a landfill is a large deep hole in which very large amounts of waste are buried

Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

The past was a world of rich and poor, but the future will be a world of qualified and unqualified.

To what extent do you agree or disagree with this statement?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

Writing Test 2

Task 1

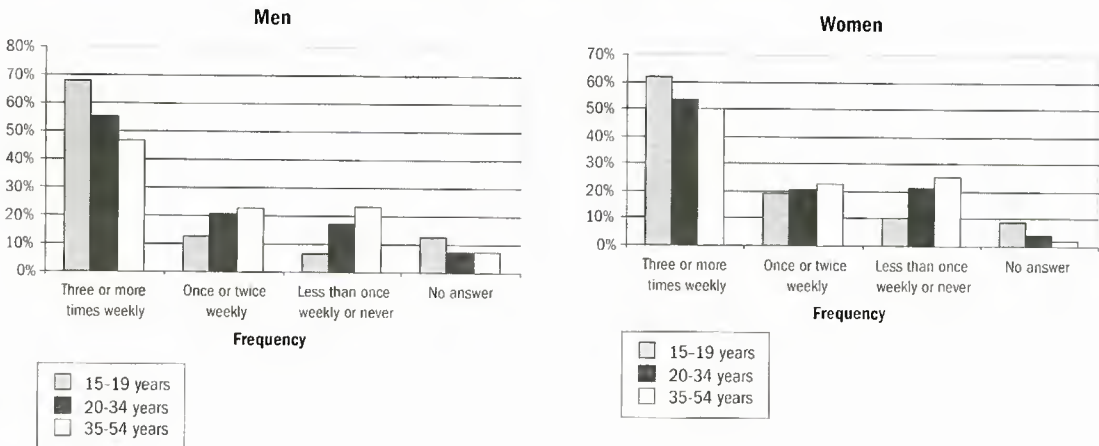
You should spend about 20 minutes on this task.

The graphs below show how often British men and women of different ages exercised in 2002.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

Frequency of exercise for Britons in 2002



Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Like many kinds of technological advance, the cell phone revolution was more about fashion than communication.

Do you agree or disagree?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

Writing Test 3

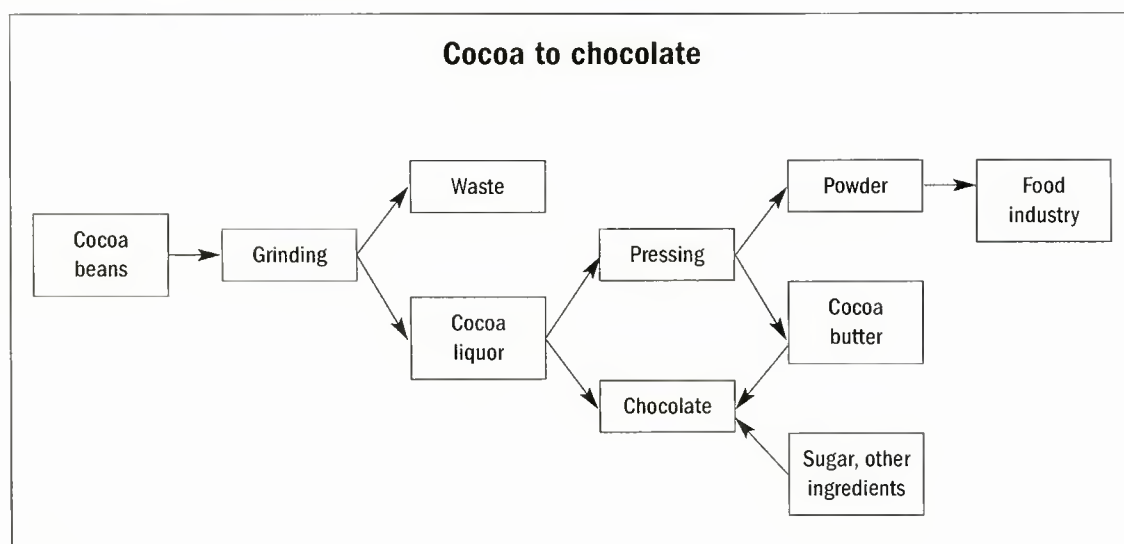
Task 1

You should spend about 20 minutes on this task.

The diagram below shows the process of making chocolate.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.



Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

The impact of the aeroplane on our lives has been greater than the impact of the car.

Do you agree or disagree?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

Writing Test 4

Task 1

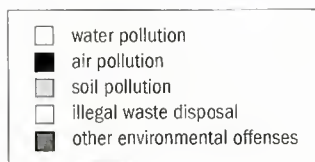
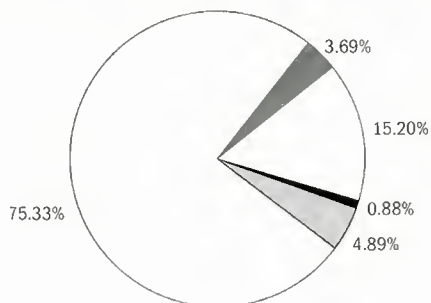
You should spend about 20 minutes on this task.

The graphs below show the kinds of environmental crimes committed in Germany in 2001, and the number of crimes reported and solved from 1980 to 2000.

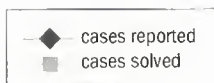
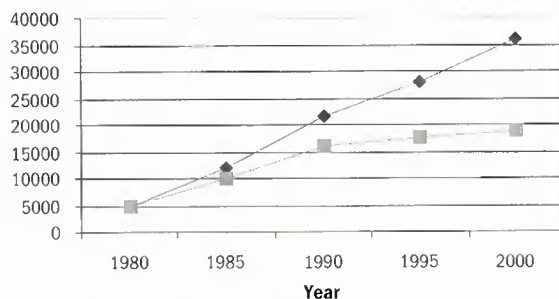
Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

Kinds of environmental crime in Germany, 2001



Environmental crime cases in Germany, 1980-2000



Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

The rich countries have caused the world's environmental problems and the rich countries should fix them.

To what extent do you agree or disagree with this opinion?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

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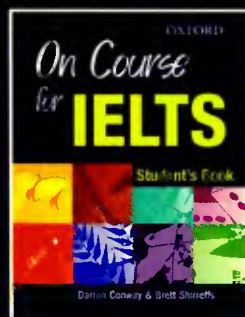
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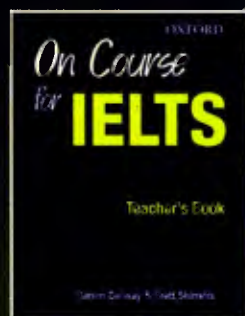
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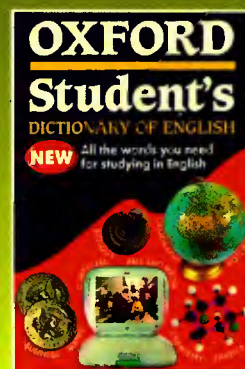
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ISBN 019551664-8



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