



Mission IELTS

1

GENERAL TRAINING SUPPLEMENT

Teacher's Book

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Unit 3B – About yourself

Unit Focus

Skills: To consolidate the topic introduced in Unit 1 of the Ss Academic book. The Unit also focuses on 'scanning', which is a very useful reading skill in GT Reading, introducing Ss to its purposes and how it works. Scanning is also dealt with in Unit 15 of the Ss Academic book, The Natural World.

Exam: To give Ss practice in scanning and other reading skills through the context of IELTS GT Reading tasks and texts. To familiarise Ss with Section 1 of IELTS GT Reading and get them thinking about strategies to use while doing the paper as well as strategies to use to prepare for it.

Skills focus (pp. 6-7)

- 1 **Aim** To give Ss practice in scanning and reading for detail so that they can get a feel for how and why the two skills are different.

- Before Ss read you could ask them to predict from looking at the questions which ones are likely to require scanning, i.e. 2, 3, 4, 6, 7; the ones with short factual answers. Get each student to do this task rather than doing it in whole class, so that each student gets practice in getting the feel for the two reading skills.

Answers

- 1 A, B, E 3 C 5 C, D 7 E
2 A 4 B, E 6 D

- 2 **Aim** To make Ss aware of what scanning involves in contrast to reading for detail.

- Ask Ss to try to remember how they read the profiles and also to look at the questions and answers to Ex. 1 to help them answer. Ss could then read the information in Ex. 3 to confirm their answers.

(Ss' own answers)

- 4 **Aim** To make Ss aware of what a profile might contain.

- Ss could discuss in pairs and decide what key features could be mentioned in their profile, then present them to the class.

(Ss' own answers)

- 5 **Aim** To put into practice through a new text the reading skill, scanning, that Ss have become aware of in Exs. 1-4.

- Before they do this activity, get Ss to tell you which words in each question they need to scan for, i.e. 1) overtime, 2) Friday/days of week, 3) shoes, 4) night work, 5) training.

Answers

- 1 A, C 2 C, D 3 A, E 4 D, F 5 A, C

- 6 **Aim** To activate the vocabulary of the article and provide fluency practice.

- Give Ss some thinking time before they do this activity in pairs or as a whole class.

(Ss' own answers)

Possible Answers

I would prefer to be a QC Operative (quality control) ... because I am good with paperwork ... I like checking figures ... I am looking for long-term work ..., etc.

I would be good being an assembler ... because I am good with my hands ... I have my own safety footwear ..., etc.

Exam focus (pp. 8-13)

1. Tips for IELTS

- 1 **Aim** To prepare Ss for this particular practice test and also for Section 1 of the actual test, by introducing them to some exam strategies and exam preparation strategies.

- Ss could just read through this information. You could ask them what they think are the most important points it contains. Stress to them the importance of time in the IELTS Reading Paper and therefore of reading in the right way so as to maximise time for themselves. If you think it would be useful for your Ss to focus now on the task types of short answers questions and matching information, then look at p. 85 in Mission IELTS Academic unit 7. When discussing the preparation tips make sure Ss realise that Section 1 contains very 'everyday' factual texts. They can probably come across this kind of text very easily in their everyday lives. Encourage them to look for these texts during their everyday lives and to scan them for specific information, i.e. preparing for this section of the paper can be incorporated easily into Ss' everyday lives.

(Ss' own answers)

2. IELTS Practice Test

- 1 **Aim** To give Ss practice of a Section 1 of the exam. This test is laid out exactly as in Section 1 of the exam with the same number of questions and types of tasks and texts. The test could provide exam practice for Ss if done in exam-like conditions.

- You could do the test in exam-like conditions giving Ss 15-20 minutes to do it. You may think your Ss are not ready yet for this and prefer to do it section by section stopping after each to check and explain answers.

Answers

- 1 F
2 A (and) B (in either order; both required for one mark)
3 C
4 A (and) C (in either order; both required for one mark)

- 5 133
- 6 146
- 7 104
- 8 103
- 9 144
- 10 156
- 11 (your) work experiences
- 12 answers to questions
- 13 (the) interviewer's
- 14 (your) personal qualities

3. Thinking about the IELTS Practice Test

1 **Aim** To familiarise Ss with the names of the IELTS Reading task types so they become aware of the range of task types they could meet and their requirements, and can read up about these tasks, e.g. on the official IELTS website.

- Show Ss how the tasks are all different from one another.

Answers

Matching information, short answer questions.

2 **Aim** To show Ss how the IELTS Reading Paper requires Ss to use different reading skills and that it is not necessary to read the whole text for detail, which is something they often want to do. In fact, they must **NOT** do this as it wastes precious time.

- Ask Ss to do this task individually or in pairs before checking answers. In this way they will all think about the answers.

Answers

	Task 1	Task 2	Task 3
Skim?	✓	✓	✓
Scan?	✓	✓	✓
Only read parts of the text?	✓	✓	✓
Look for key words?	✓	✓	✓
Kinds of texts	Advertisements	Information leaflet	Article/information leaflet

3 **Aim** To help Ss realise how extremely important it is to follow the task instructions in the IELTS Reading Paper. If they answer in the wrong way, they will not get a mark even if their answer in fact gives the right information.

- It would probably be most useful to do this task individually so that each student has the opportunity to work out how these answers are wrong.

Answers

- 1 F (The question requires a letter answer only.)
- 2 A (and) B (You cannot qualify answers with words like 'probably'; this would be marked wrong.)
- 3 C (The question requires a letter answer only.)
- 4 A (and) C (The question requires letter answers only.)

- 5 133 (The question requires a number answer only.)
- 6 146 (The question requires a number answer only.)
- 7 104 (The question requires one number answer only.)
- 8 103 (This answer is written incorrectly you don't put commas in numbers in the hundreds in English.)
- 9 144 (The question requires one number answer only – You cannot qualify answers with words like 'maybe'.
- 10 56 (Always answer a question even when unsure)
- 11 (your) work experiences (as is in the text, no more than three words)
- 12 answers to questions (as is in the text, no more than three words)
- 13 the interviewer's (the answer must be grammatically correct – missing apostrophe)
- 14 (your) personal qualities (as is in the text).

These wrong answers show that correct answers always follow the instructions for length and type of answer (e.g. number v word v letter), that correct spelling and grammar are essential, that candidates must be definite in their answers and not hedge their bets (e.g. 'probably', 'maybe') and that it is a good idea to always put an answer even when you are not sure – you will get a point this way if the answer is correct.

4. What do you know about IELTS?

1 **Aim** To help Ss become aware of the contents and requirements of IELTS Reading Section 1.

- Get Ss to give you some real, practical suggestions for qu. 8, and even to commit to some form of preparation.

Answers

- 1 14
- 2 Usually 2 or 3; sometimes one text will be made up of 6-8 short texts.
- 3 Skimming and scanning are especially useful.
- 4 Each task requires you to skim for the general gist of the text, as well as scan for specific words or phrases. You may in addition need to read some parts of the texts for detail.
- 5 You are not required to read each part of each text in detail.
- 6 It just tells you the overall time that is available, i.e. 60 minutes for the three sections.
- 7 Timetables, advertisements, notices, entertainment listings, etc. i.e. texts for social survival
- 8 (Ss' own answers)

Unit 4B – Travelling

Unit Focus

Skills: To consolidate the topic introduced in Unit 2 of the Ss Academic book. The Unit focuses on the skills needed to write successful letters, focusing on the organisation and linking of ideas, responding to previous correspondence and tone and register in letters.

Exam: To get Ss to think about and give them practice in the IELTS Writing Task 1. It also aims to raise Ss' awareness of key areas of performance that will be assessed and encourages them to think about ways that they can improve.

Skills focus (pp. 14-16)

1 **Aim** To explain to Ss how writers typically show connections between ideas in writing letters.

- Ask Ss to read through the letter and then to focus on each highlighted phrase. Get them to match these to the function they perform. Point out that some phrases have a similar function.

Answers

By then: referring to time

Even though: qualifying an idea

For instance: giving an example

Also: adding an idea

However: qualifying an idea

Anyway: changing subject

Especially: highlighting something

So that: introducing a reason

2 **Aim** To give Ss practice in spotting where a connection might be more clearly highlighted by the insertion of a linking word/phrase.

- Get Ss to provisionally mark on each text where they think a word/phrase might be added and then get them to compare this with another student. In making their final choices encourage Ss to think about any punctuation/grammar changes that might be necessary.

Answers

While in the UK, I hope to visit London. I'd like to do this in a day so that I don't have to pay for accommodation overnight. I am not sure, however, if this will be possible. I'd also like to go to Scotland for a few days. This is why I am thinking of renting a car for a few days.

Dear Karen and Simon,

Thank you for agreeing to be my host family. Although you have already received some details of my visit and about me, I'll tell you a few more things about myself.

First of all, I am a vegetarian. I have no problem eating meals with people who eat meat but I do not eat meat myself. Anyway, I am happy to prepare food for myself as well, so you don't have to go to any trouble.

3 **Aim** To highlight how letters in different registers require Ss to use expressions which vary in level of formality and familiarity.

- Point out to Ss that the phrases in each column have the same functional use but vary in terms of register.

Answers

1 writing	5 know	9 anything at
2 know	6 hear	10 touch
3 as	7 free	11 forward
4 good	8 blame	12 best

4 **Aim** To focus Ss on appropriate style and register in semi-formal letters by comparing two different models.

- Use the prompts to elicit from Ss which letter is inappropriate (A) and which letter works in terms of register (B).

Answers

– Letter B begins by saying why you are writing

– Letter A has examples of spoken register (it's ... what about ... I don't have ... you are kind to ...)

– Letter B presents information in a logical order

– Letter A is asking the reader to write back with direct questions

– Letter A contains unnecessary information

– Letter B has semi-formal register

Possible Answers

Dear Steven and Samantha,

I am writing to introduce myself and to thank you for agreeing to be my host family while I am in Manchester. As you know my name is Andrew and I am from Seville in Spain. I live there with my parents and younger brother.

5 **Aim** To encourage Ss to check through their writing to improve and correct it.

- Ask Ss to read through the letter a few times and spot the extra words. When they have identified and deleted these words ask them to read through the letter once again.

Answers

Line 1 ... that you will ~~able~~ be coming ...

Line 3 ... I will be ~~doing~~ planning your stay ...

Line 4 ... arranging in ~~the~~ case you will ...

Line 6 ... as soon as you ~~will~~ arrive ...

Line 8 ... on Monday ~~the~~ evening ...

Line 10 ... we will ~~should~~ visit the factory floor ...

Line 11/12 ... we will be able to have ~~the~~ lunch with ...

Line 12 ... who is also ~~be~~ visiting next week.

6 **Aim** To get Ss to think about the type of questions they need to ask themselves when checking writing like this.

- Ask Ss to work with another student to come up with a list and then work with the whole class to form a full list.

Possible Answers

When checking your writing you should look for the following:

– Are **sentences complete** and in the correct order? (e.g. position of adverbs, question auxiliaries, etc.)

– Is the **grammar** correct? (e.g. subject-verb agreement, articles, verb endings)

– Is there unnecessary **repetition**?

– Is **spelling** correct?

– Have you used the **correct punctuation**? e.g. commas, full stops, etc.)

– Have you used the **correct register**? (formal, semi-formal, etc.)

– Is information in the **correct order**? (introduction, main body, conclusion, etc.)

– Have you **answered the question/completed the task**?

Exam focus (pp. 17-19)

1. Tips for the IELTS

- 1 **Aim** To get Ss to highlight a key word or phrase in the tip to act as an aid to remembering it.

- Get Ss to highlight a word or phrase in each tip and then to compare what they have highlighted with another student.

Possible Answers

opening line, read through, open and close, functional language, 20 minutes, etc.

2. IELTS Practice Test

- 1 **Aim** To get Ss to practise Writing Task 1 within the rough time frame of the test.

- Set Ss the task to do and explain that you are only going to allow roughly the 20 minutes that are advised for the completion of the task in the writing paper. Encourage Ss to make a brief plan before they start.

Possible Answers

Dear Sir/Madam,

I am writing to inform you that I will be attending the Advanced Social Media course, being held from Tuesday 20th April until 23rd April, at West-Campion College, campus B.

I will be arriving on the afternoon of Monday 19th and will be leaving on the morning of Saturday the 24th of April, so I will require a single room for this time. I would prefer my own bathroom, if this is possible, but do not mind sharing if I have to; however, as I am wheelchair bound, the room will have to be disability friendly. Could you please tell me how much this will cost and how I should make a payment? Do you accept VISA?

As I do not know the area, I would also be grateful if you could provide some information about getting to and from the campus. Will I need to take public transport from the station or is there a campus bus service? Any information on what to see and do in the area would also be greatly appreciated.

Thank you for your assistance.

Alex Gallows

3. Thinking about the IELTS Practice Test

- 1 **Aim** To consolidate what Ss know about what is required in this task in relation to a sample question.

- Get Ss to read through the table describing the task and the sample task and then to tick the things they need to do on the checklist.

Answers**CHECKLIST**

- Write your address (X)
- Begin the letter 'Dear ...' (✓)
- Spend 20 minutes planning the letter (X)
- Say who you are (✓)

- Talk about your last letter (X)
- Talk about travel arrangements (✓)
- Discuss work with your colleague (X)
- Say how you'd like to spend free time in Australia (✓)
- Write more than 150 words (✓)
- Write in a semi-formal register (✓)
- Try not to spend more than about 20 minutes on the task. (✓)

- 2 **Aim** To get Ss to match examiner comments to sample letters.

- Ask Ss to read through the two sample letters and find specific examples of what the comments describe in either letter A or B. This should lead to the conclusion that letter B is a much stronger student response.

Answers**Letter A**

Style too informal

– Thanks-and to your wife

– So please pick me up

– Let's do it

– It'll be fun

– Anyway, tell me some other thing you want to know

– I can write again soon

– Best of luck

Over uses direct questions

– How are you?

– What can we go and see?

– Is Perth far from your place?

– How can we get there?

– Can you get tickets?

Closing not appropriate

– Best of luck, James

Does not cover second point well

– I'll be leaving on 19th May so pick me up ... at the airport (doesn't say which airport, or what day of arrival.)

Letter B

Polite expressions for thanking/requesting

– I am writing to ... thank you and your family ...

– Thank you for agreeing to meet me.

– I would be grateful for any information ...

– Many thanks once again

Gives clear reason for writing

– ... writing to introduce myself ... thank you ... for offering me ... next month

Good development of information in paragraphs

– As you probably know ... I moved to Mandara ... we are quite active

– I'll be arriving ... thank you for ... I am really looking forward ...

4. What do you know about IELTS?

- 1 **Aim** To review the key points relating to Task 1 of the writing paper.

- Ask Ss to discuss these key review questions with another student and to refer to the About IELTS section to clarify any points of which they are not sure.

Answers

- 1 You should spend no more than 20 minutes on Task 1.
- 2 There are three points in the question for you to cover
- 3 In GT, writing Task 1 is always a letter. It may be to someone you know, or have never met before.
- 4 You must write a minimum of 150 words.
- 5 The examiner will assess you on task achievement, organisation, range of vocabulary, and accuracy and use of grammar.
- 6 (Ss' own answers)

Unit 7B – Accommodation

Unit Focus

Skills: To develop Ss' awareness of reading for detail and what it requires them to do, and also to provide practice in the skill. The Unit also further develops the topic of Accommodation from Unit 6 of the Ss Academic book.

Exam: To give Ss practice in reading for detail and other reading skills through the context of IELTS (General Training) Reading tasks and texts. Also to familiarise Ss with a Section 2 of IELTS (General Training) Reading and get them thinking about strategies to use while doing the paper as well as strategies for preparing for it.

Skills focus (pp. 20-21)

- 1 **Aim** To give Ss practice in scanning and reading for detail alongside one another, so as to contrast them in order to highlight their differences.

- You could ask Ss to say which question 1-8 required scanning or reading for detail after each set of two questions. In this way the requirements of the questions will still be fresh in Ss' minds.

Answers

- 1 hostels
- 2 The distinctive character of each location
- 3 Bunk beds
- 4 To show the facilities for couples and families.
- 5 Pillows, duvets and blankets.
- 6 To make up your bed.
- 7 No
- 8 Self-catering kitchens, sitting areas, drying rooms and cycle stores.

- 2 **Aim** To give Ss practice in scanning and reading for detail alongside one another, so as to contrast them in order to highlight their differences.

Answers

- | | | | |
|----------|----------|----------|----------|
| 1 scan | 3 scan | 5 scan | 7 detail |
| 2 detail | 4 detail | 6 detail | 8 scan |

- 3 **Aim** To further familiarise Ss with the differences between scanning and reading for detail and how they work.

- After Ss have finished this activity, you could ask them to summarise (orally or in writing) the information about both reading skills.

Answers

- | | | | |
|-----|-----|-----|------------------------------|
| 1 T | 3 T | 5 T | 7 F (it depends on the task) |
| 2 T | 4 T | 6 F | |

- 4 **Aim** To further reinforce Ss' understanding of the differences between these two skills.

- NB It is not possible to be 100% firm about these answers. The answers refer to what 'usually' happens. Readers may have different reasons for reading things. For example, while people usually scan a telephone directory, it is possible to read it for detail e.g. to see the kinds of surnames people have! Point this out to Ss. When they have finished the activity they could also name other kinds of texts that they normally scan or read for detail.

Answers

- | | | | | |
|-----|------|--------|--------|--------|
| 1 S | 3 RD | 5 RD | 7 S | 9 S/RD |
| 2 S | 4 RD | 6 S/RD | 8 S/RD | |

- 5 **Aim** To give Ss practice in reading for detail.

- Make sure Ss underline the answers in the text. This will help them to see that reading for detail goes beyond reading individual words.

Answers

- Independent skilled migrants wishing to settle permanently in South Australia.
- At least six weeks before you arrive in Adelaide.
- To give you time to settle in South Australia and find more permanent accommodation.
- one, two and three bedroom units/flats and houses ... according to the size of family ...
- Three kinds: a refundable deposit; a bond of one week's rent; one week's rent in advance.
- 12 weeks.

– When reading for detail, the answers are usually parts of, or full sentences.

– When scanning the answers are usually one or two words.

Exam focus (pp. 22-25)

1. Tips for IELTS

1 **Aim** To give Ss tips for dealing with and preparing for two tasks that are very common in Sections 1 and 2 of IELTS Reading Paper, as well as other more general tips.

- You could possibly ask Ss to read this section then quiz them on its contents. Point out to Ss that the Section 2 texts are very much everyday texts related to work that they should be able to come across easily at work or when applying for jobs. Advise them to look for and read these kinds of text to get used to their vocabulary and lay-out and to practise their reading skills.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** To give Ss practice of Section 2 of the exam. This test is laid out exactly as a Section 2 of the exam with the same number of questions and types of tasks and texts. The test could provide exam practice for Ss if done in exam-like conditions. The practice text also gives practice in working with the IELTS Reading task types of short answers questions and matching information.

- You could do the text in exam-like conditions giving Ss 15-20 minutes to do it. You may think your Ss are not ready yet for this and prefer to do it text by text stopping after each to check and explain answers.

Answers

- (a) (single) bedroom
- breakfast (and) evening meal
- experiencing the culture/making local friends/opportunities for language practice
- (en-suite) shower facilities
- (other) summer workers
- (a) (fully-equipped) kitchen
- A
- D
- A
- A
- B
- C
- D

3. Thinking about the IELTS Practice Test

1 **Aim** To familiarise Ss with the names of the IELTS Reading task types so they become aware of the range of task types they could meet and their requirements.

- Show Ss how the tasks are different from one another.

Answers

Short answer questions, matching information.

2 **Aim** To show Ss how IELTS Reading requires Ss to use different reading skills and that it is not necessary to read the whole text for detail, which is something they often want to do. In fact, they must not do this as it wastes precious time.

- Ask Ss to do this task individually or in pairs before checking answers. In this way they will all think about the answers.

Answers

	Task 1	Task 2
Skim?	✓	✓
Scan?	✓	✗
Read for detail?	✓ for some questions	✓
Read parts of the text?	✓	✓
Look for key words?	✓	✓
Kinds of text?	Company brochure/prospectus/website	information leaflet/brochure/web page

3 **Aim** To help Ss realise how extremely important it is for Ss to follow the task instructions in the IELTS Reading Paper. If they answer in the wrong way, they will NOT get a mark even if their answer in fact gives the right information.

- It would probably be most useful to do this task individually so that each student has the opportunity to work out how these answers are wrong.

Answers

- (a) (single) bedroom (answers must be grammatical)
- breakfast (and) evening meal (no more than four words and/or numbers from the text)
- experiencing the culture/making local friends/ opportunities for language practice (answers must be spelt correctly)
- (en-suite) shower (facilities) (answers must be grammatical/ correctly spelt)
- (other) summer workers (words must be taken from the text and match the question grammatically)
- (a) (fully-equipped) kitchen (words must be taken from the text)
- A (one letter only)
- D (a letter required)
- A (one letter only – no extra information)
- A (one letter only – no extra information)
- B (one letter only)
- C (always give an answer even when not sure)
- D (this is not a possible answer – there will always be an answer to a question)

These wrong answers show that answers must be grammatical and correctly spelt, that they must be letters, numbers or words as required by the rubric, that they must not exceed the maximum number of words given, that answers must not be qualified (e.g. 'only', 'perhaps'), that the answer must be 100% relevant to the question, that they should only contain words from the text, and that candidates are strongly advised to write an answer even when they're not sure.

4. What do you know about IELTS?

1 **Aim** To help Ss become aware of the contents and requirements of IELTS GT Reading Section 2.

- Ss could test one another in pairs or in a short mingling activity.

Answers

- 1 The texts in the two sections are different, with those in Section 2 generally being longer and a bit more complex. Section 1 texts are usually to do with 'social survival' while Section 2 texts focus more on 'work survival'. Section 2 usually requires more reading for detail than Section 1.
- 2 Section 2 generally tests the ability to scan for specific information and read for detail.
- 3 13. Section 1 contains 14.
- 4 The texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines. They deal with topics such as applying for jobs, company policies, pay and conditions, workplace facilities, staff development and training.
- 5 (Ss' own answers)

Unit 8B – Education

Unit Focus

Skills: To consolidate the topic introduced in Unit 5, Education of the Ss Academic book. The aim of this section is to focus Ss' attention on analysing questions for discursive essay writing and thinking about key points relating to planning such writing and how ideas are typically organised and developed within it.

Exam: This section aims to get Ss to think about and give them practice in IELTS Writing Task 2. It also aims to raise Ss' awareness of key areas of performance that will be assessed and encourages them to think about ways that they can improve.

Skills focus (pp. 26-29)

1 **Aim** To encourage Ss to think about the different aspects of a discursive essay question and to match points and ideas to the different parts of the question.

- Ask Ss to read through the essay question carefully and ask Ss to paraphrase what each part of the question is about. Then get Ss to match the points to include to one of the different numbered parts of the question.

Answers

A 4 C 2 E 2 G 5 I 6
B 3 D 6 F 1 H 5 J 5

2 **Aim** To get Ss to think about the logical organisation of discursive essays and the order of points within a discursive framework.

- Discuss the outline plan/organisation of the essay with Ss and then get them to match the points looked at in 1 to different sections of the essay.

Possible Answers**Introduction**

- F Clear visa and application procedure (easier to apply for courses)
- E Large international communities (more welcoming for other foreigners)
- C The increasing popularity of training overseas. (more people choose to train abroad)

Main body 1

- B The quality and variety of courses (more choice)
- H A chance to experience another culture (see how other people live)

Main body 2

- G Become fluent in English and gain a good qualification (learning a language in its native country)
- A The language of business (international companies communicate mainly using English)

Main body 3 (personal experience)

- D Friends have found good jobs with international companies (personal experience)
- I Very few places in my country for what I want to study (personal experience)

Conclusion

- J We live in a global age (communication and business are worldwide)
- Summarise the topic by making a general comment about the main point, including a personal viewpoint

3 **Aim** To get Ss to think about paragraphs which have good/weak development of ideas.

- Ask Ss to read through the paragraphs and identify them as belonging to one of the two categories.

Answers

Paragraph one follows a clear and logical development between points.

Paragraph two does not follow a clear and logical development between points.

Paragraph three follows a clear and logical development between points.

Paragraph four follows a clear and logical development between points.

Paragraph five does not follow a clear and logical development between points.

4 **Aim** To get Ss to rewrite the two paragraphs above which need clearer and fuller development.

- Ask Ss to extend and develop the main idea of the two weaker paragraphs by rewriting them.

Possible Answers

English has become a major language of business, with many international companies using it as the main language for communication with their clients. If you have studied English, the chances of gaining employment in one of these companies are greatly improved.

We live in a global age, with English being one of the main languages of communication and there are, therefore, many advantages to learning English for educational, cultural and professional reasons. This does not mean that we should overlook other languages or our own language and culture but, for now at least, learning English is an important part of becoming a global citizen.

- 5 **Aim** To get Ss to think about features of successful paragraphs and identify unhelpful advice.

- Ask Ss to discuss with another student which of the four points is not sound advice.

Answers

- 1 *b is poor advice. You should not start an essay by repeating the question.*
- 2 *c is poor advice. You do not always need to use questions in main body paragraphs.*
- 3 *d is poor advice. You do not need to use quotations in essays.*

- 6 **Aim** To get Ss to think about the logical sequence of ideas across paragraphs in discursive writing.

- Ask Ss to focus on the highlighted parts of each paragraph and to discuss what these suggest about the order of paragraphs within the essay.

Answers

- C 1 ... *in every aspect ... (general)*
 B 2 *The main value of using computers ... in presenting their work (opening reason)*
 E 3 *Another reason for using computers ... such as working from home (additional reason)*
 A 4 *Beyond this, however, I feel ... on their work more quickly (further arguments for)*
 D 5 *In an on-line world ... should ... must ... (summative call to specific actions)*

Exam focus (pp. 30-31)

1. Tips for IELTS

- 1 **Aim** To get Ss to discuss personal priorities in working to improve their discursive essay writing.

- Ask Ss to read through the tips and identify three priorities that they then share with other Ss.

(Ss' own answers)

2. IELTS Practice Test

- 1 **Aim** To get Ss to practise a Writing Task 2 within the rough time frame of the test.

- Set Ss the task to do and explain that you are only going to allow roughly the 40 minutes that are advised for the completion of the task in the writing paper. Encourage Ss to make a brief plan using the model in the previous section before they start.

Possible Answers

We live in a changing world, one that needs adaptable students who are ready to deal with the challenges of the communications age. However, we must not overlook the fact that students need to have some practical skills which will also help them in the future. It is, therefore, the responsibility of schools to provide a balance between the two.

By the age of 11 or 13, some children have a vague idea of what they may want to do as a career; on the other hand, many do not. In my opinion, it is unfair to expect children to decide whether or not they want to specialise in vocational or academic training at such a young age. Schools should offer a wide variety of subjects for children to choose from and not force them onto a path they may later regret.

The majority of occupations today require an understanding of the basic academic skills. Therefore, even if a child does know that they want to follow a career in a particular trade, institutions that offer practical subjects must include core subjects such as literacy and arithmetic, as well as computer literacy, as a part of their curriculum.

In my country, children do not have to specialise until they reach the age of 16. This means they have been taught several subjects and can decide what they want to do when they complete their schooling.

Today there are many career options for children and they are no longer restricted in their choice of work. It is the duty of the school to give young learners the chance to choose their own career options or, at least provide them with the right tools to truly make it in the modern world.

3. Thinking about the IELTS Practice Test

- 1 **Aim** To consider the points in a student plan to a Task 2 question to see how well and fully they answer it.

- Ask Ss to read through the exam practice question again and then to consider the student plan in relation to questions a and b.

Answers

The answer to both a and b is clearly yes.

4. What do you know about IELTS?

- 1 **Aim** To review the key points relating to Task 2 of the writing paper.

- Ask Ss to discuss these key review questions with another student and to refer to the About IELTS section to clarify any points of which they are not sure.

Answers

- 1 You need to write a minimum of 250 words for Task 2
- 2 You should spend about 40 minutes on this task; 60% of the total time.
- 3 Section 2 General Training is always in the form of an essay. Topics may be in the form of a point of view, argument or problem.
- 4 You are assessed on:
 - Task response
 - Coherence and cohesion
 - Lexical resource
 - Grammatical range and accuracy
- 5 Yes
- 6 (Ss' own answers)

Unit 11B – Jobs

Unit Focus

Skills: To continue the focus on the topic of Jobs from Unit 10 of the Ss Academic book as well as the focus on paraphrasing from Unit 6 Accommodation of the Ss Academic book. The Unit's main focus, however, is dealing with the IELTS Reading summary completion tasks and their associated reading skills. Unlike units 3B, 7B and 15B, this unit does not deal with a particular section of the Reading Paper, though the tasks and skills it focuses on are more likely to occur in Sections 2 and 3 rather than Section 1.

Exam: To give Ss practice in adopting the most useful reading skills in the context of IELTS GT Reading tasks and texts. This section also aims to familiarise Ss with summary completion tasks in IELTS GT Reading and get them thinking about strategies to use while doing the paper as well as strategies for preparing for it.

Skills focus (pp. 32-35)

Finding key words/phrases

- 1 **Aim** To give Ss an opportunity to practise completing notes with a restricted number of words, and, as they do so, scan for key words and paraphrases, thus preparing for the awareness-raising exercises on pp. 34 and 35.

- You may want to discuss these task types with Ss before they do them, advising them to look for key words and pointing out that what they need to do in task a is not the same as in task b. Task a is a note completion task, whereas task b is one form of the IELTS summary completion task. NB: Inform Ss that answers may be paraphrases of words that appear in the text.

Answers

- 1 a 1 hours and days 3 time(s)
 2 (deadlines for) coursework
- b 4 F 5 C 6 D 7 A

- 2 **Aim** To make Ss aware of how important it is to only read relevant parts of the text to get the answers, and that it is not necessary to read the whole text. Reading the whole text would only slow them down. Answers to completion tasks usually come from one part of the text rather than the whole of it.

- Ask Ss to do this activity individually. In this way everyone will do the tasks and you, while monitoring, will be able to see whether Ss have restricted their reading to certain parts of the text only. Remind Ss that, once they have read the questions, they should usually skim read the text for gist then scan to find key words and not read the entire text in detail, as this will only slow them down.

Answers

	Task a	Task b
skim read the whole passage?	X	X
scan to find key words/phrases?	✓	✓
Read for detail?	X	X

- 3 **Aim** To show Ss how much they can use the layout of tables, notes, etc. to help them find the answers because they usually contain key words which Ss can scan for.

- You could ask Ss to decide which words/phrases were the actual key words they needed to search for (key words are usually content words rather than structural words).

Answers

They show you where the answers are, and guide you to read relevant parts of the text only.

- 4 **Aim** To consolidate what Ss have just learnt about the importance of key words/phrases. The activity also gives them practice in completing notes.

Note: This is not an exam task as it does not have a word limit.

- Ask all Ss to complete this activity in writing before checking their answers so as to get them all involved in thinking about this advice.

Answers

- 1 locate/find 3 detail 5 waste
 2 scan 4 Don't

Paraphrasing

- 1 **Aim** To remind Ss that they often have to work with paraphrases in IELTS Reading as the questions may contain rewording of parts of the text. Ss need to be aware of this so that they don't just look for exactly the same words when looking for answers. Exs. 1-4 all aim to raise Ss' awareness of what paraphrasing is and its role in helping Ss find answers.

- Before they do this activity, point out to Ss that paraphrases may involve changing some or all of the words in any way they want – e.g. *changing one noun for another or changing parts of speech, What is important is keeping the original meaning.*

Possible Answers

- costs of studying that keep on rising
- time-consuming work
- time away from work
- when coursework is due in
- best time to study
- a very demanding job
- chance to study while working
- has a negative effect

- 2 **Aim** Same as for Ex. 1

- Ask Ss how the words are paraphrases of one another to get them to realise the variety of ways of paraphrasing that there are.

Answers

To see which: To determine

To match: To fit

Pays good money: Pays well

Difficult: A challenge

Wide choice: There may be part-time jobs ...

Bad: Negative

- 3 **Aim** To consolidate what Ss have just learnt about the importance of key words/phrases. The activity also gives them practice in completing notes.

Note: This is not an exam task as it does not have a word limit.

- Again it is probably a good idea to ask all Ss to write the answers to this activity so that they all get involved in it.

Answers

- saying
- words/phrases/sentences
- key
- paraphrases

- 4 **Aim** To show Ss the range of information about a word that a dictionary entry provides, and how they can familiarise themselves further with the concept of paraphrases by reading extracts from a dictionary.

- Ss could do activities 4 and 5 together, possibly in pairs before you check their answers. You could ask Ss to do Ex. 5 on another word/other words if you have class sets of dictionaries available.

Answers

- definition:** person, idea or performance (that) is extremely clever or skilful
- phonetic transcription:** brilliant
- synonym:** very clever, skilful
- example sentence:** she had a brilliant mind ... it was his brilliant performance ... brilliantly written and acted ... shown his brilliance very early ... do go, it's brilliant ... this brilliant book ... it works brilliantly.
- words derived:** brilliantly, brilliance.

- 5 **Aim** To show Ss the range of information about a word that a dictionary entry provides, and how they can familiarise themselves further with the concept of paraphrases by reading extracts from a dictionary.

- Ss could do activities 4 and 5 together, possibly in pairs before you check their answers. You could ask Ss to do Ex. 5 on another word/other words if you have class sets of dictionaries available.

Answers

- very clever
- very good/excellent
- skilful(ly)
- very good

Exam focus (pp. 36-39)

1. Tips for IELTS

- 1 **Aim** To give Ss tips for dealing with and preparing for summary completion tasks that are very common throughout IELTS Reading, as well as other more general tips.

- Ss could just read this page and tick the tips as suggested, then ask you any queries they have about the tips and exam tasks, and preparing for IELTS Reading. Ask Ss to exchange ideas on useful texts to read in preparation for the Reading Paper. They may well know of interesting and relevant newspapers, websites, sources of information leaflets, etc.

2. IELTS Practice Test

- 1 **Aim** This test is laid out exactly as in the exam with the same number of questions and types of tasks and texts. The test could provide exam practice for Ss if done in exam-like conditions. The test also provides practice in task types focussed on in the Skills Focus section and prepares for a task type focussed on in Unit 15B, i.e. Identifying information.

- You could do the test in exam-like conditions giving Ss 15-20 minutes to do it. Ss by now will probably need practice in working against the clock.

Answers

- TRUE
- FALSE
- NOT GIVEN
- qualities
- 10/ten
- (particular) achievements
- personal interests
- D
- H
- J
- A
- C
- K

3. Thinking about the IELTS Practice Test

1 **Aim** To familiarise Ss with the names of the IELTS Reading task types so they become aware of the range of task types they could meet and their requirements, and can read up about these tasks (e.g. on the official IELTS website.)

- You could at this stage of the Ss' course, ask them to describe to you what each of these tasks looks like and involves.

Answers

1 Identifying information, flow-chart/completion, summary completion.

2 **Aim** To show Ss how IELTS Reading requires Ss to use different reading skills and that it is not necessary to read the whole text for detail, which is something Ss often want to do. In fact, they must not do this as it wastes precious time.

- Ask Ss to do this task individually or in pairs before checking answers. In this way they will all think about the answers.

Answers

	Task 1	Task 2	Task 3
Skim?	X	X	X
Scan?	X	✓	✓
Read for detail?	✓	✓	✓
Read parts of text only?	✓	✓	✓
Look for key words?	X	✓	✓
Find paraphrases?	✓	X	✓

3 **Aim** To help Ss realise how important it is for them to follow the task instructions in the IELTS Reading Paper. If they answer in the wrong way, they will not get a mark even if their answer in fact gives the right information.

- Ss could do this task orally in pairs as they should be able to find the mistakes easily by now.

Answers

- TRUE (write only what the question tells you to)
- FALSE (always give an answer)
- TRUE ('Right' is not given as a possible way of answering)
- qualities (use correct spelling)
- 10 (too many words – write only what the question tells you to – two words and/or numbers)
- responsibilities (use correct spelling)
- education (words must come from the text and two words maximum required)
- D (write a letter as the instructions require)
- H (write a letter as the instructions require)
- J (write only one letter as the instructions require)
- A (write only what the question tells you to – never qualify your answer in any way)

12 C (write only what the question tells you to; here, one letter)

13 K (always give an answer)

This activity shows once again that answers must be spelt correctly and must be in exactly the format requested in the instructions i.e. letter/number/words/correct number of words). It also shows that answers should never be qualified, should always be provided, and that in completion tasks words must be taken from the text.

4. What do you know about IELTS?

1 **Aim** To raise Ss' awareness of the general contents of the IELTS Reading Paper and how to prepare for them.

- Ss should know the answers to these questions by now. Point this out to them if necessary.

Answers

- You have 60 minutes to complete all three sections, which may contain more than one text and more than one task on each text, so give yourself enough time to finish everything and to check your work. Remember too that Section 3 is often more difficult than the other two sections so it will probably need more time spent on it.
- Section 1 has 2 or 3 texts which relate to social survival, Section 2 has two texts related to workplace survival and Section 3 has a long text of general interest.
- You must write your answers on the answer sheet provided. However, you can make notes on the question paper if it makes it easier for you to understand. Don't forget, though, to transfer your answers to the answer sheet or that you will not be given any answer transfer time.
- Outside class, read newspapers, magazines, advertisements, brochures, memos, notices, information sheets etc. and try to recognise key words in them. Try paraphrasing key words as well as practising the reading skills of skimming, scanning and reading for detail.

Unit 12B – Entertainment

Unit Focus

Skills: To consolidate the topic introduced in Unit 9 of the Ss Academic book. The Unit focuses on the skills needed to write successful letters focusing on the organisation and use of appropriate register to fit audience and purpose.

Exam: To get Ss to think about and give them practice in the IELTS Writing Task 1. In addition to raise awareness in Ss of key areas of performance that will be assessed and encourage them to think about ways that they can improve.

Skills focus (pp. 40-42)

1 **Aim** To get Ss to focus on the typical sections that letters contain and to look at the appropriate order of these sections in a letter.

- Ask Ss to work with another student to correctly label what each part of the letter is doing.

Answers

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

- 2 **Aim** To focus on what function each part of a formal letter performs and how information is effectively ordered.

- Where Ss are unsure of how to order the different parts, get them to refer back to the semi-formal letter in Ex. 1 and look for a part of the letter that performs the same function.

Answers

8, 4, 7, 1, 5, 3, 9, 2, 6

Dear Mr Silk,

I am writing to invite you to a reception to celebrate the 20th anniversary of The Round Table at 7.00 pm March 20th.

As a regular and valued customer of ours, we would very much like you and a guest to be present on this special occasion for us. We are hoping that around 200 people that we genuinely consider as friends of our restaurant will be able to attend.

As well as a special buffet, you will be able to enjoy a number of performances from some of the musicians that have helped to create the special atmosphere of evenings at The Round Table over the past two decades.

Please bring the enclosed invitation to show at the door and please call or e-mail us if you have any special requests for the evening.

We look forward to sharing the special evening with you.

Best regards

Evelyn Simmons

Restaurant Manager

- 3 **Aim** To challenge Ss to think through key questions relating to the context of a given letter.

- Get Ss to read through the section on using appropriate register and then to answer the questions about audience and purpose in relation to the letter.

Possible Answers

Who to?

How well do you know the person? (you do not know the person)

What do they know about you? (probably only that you are a member of the group)

Should the language you use be semi-informal or formal? (semi-formal to formal)

What for?

What is your main reason for writing and when will you mention this? (to ask for a review of the decision/opening line)

What kind of information do you need to include? (justification of band's value, proposal)

What result do you want from your letter? (to be allowed to use the hall at other times)

- 4 **Aim** To encourage Ss to think about appropriate opening and closing expressions to fit with audience and purpose of semi-formal letters.

- Ask Ss to work with another student to identify which language is appropriate to the context of this letter.

Answers

Appropriate:

A *I am writing on behalf of ...*

D *Dear Mrs Camden*

G *Yours sincerely (use/sincerely/when you know the readers name)*

I *I would welcome the ...*

J *I look forward to ...*

Not appropriate:

B *Get back to me*

C *Just to let you know a.s.a.p.*

E *All the best*

F *Hi Cam*

H *Let's get together ...*

- 5 **Aim** To remind Ss of this particular closing convention in semi-formal/formal letters.

- Elicit from Ss other typical closing salutations and ask them whether they would be appropriate in this context.

Answers

When you do not know the name of the reader you should start the letter: 'Dear Sir/Madam' and end with 'Yours faithfully'. If you do know the name of the reader, you should start the letter with: 'Dear Mr/Mrs' and end with 'Yours sincerely', plus your full name.

- 6 **Aim** To focus Ss' attention on typical functional phrases in semi-formal letters.

- Elicit meaning of words from whole class before asking Ss to complete the table with them.

Possible answers

1 possible	5 delighted	9 convenient
2 enquire	6 afraid	10 main
3 alright	7 mention	11 happy
4 grateful	8 accept	12 interested

- 7 **Aim** To bring together the focuses of this section by getting Ss to write a semi-formal letter.

- Encourage Ss to use the short outline plan of what they intend to write before they start and check that their language is consistent in register.

Para 1

Opening remarks/purpose of letter:

- on behalf of 'The Foxtrot Band'
- have been using community hall for rehearsals

Para 2

Outline of the situation:

- using town hall to practise
- informed by council secretary won't be able to do so
- no reason

Para 3

Details:

- upcoming gigs at local community centre
- bring in revenue for centre's renovation fund – they will donate profits

Para 4

Suggestion about future communication/follow up:

- Mon and Thurs also suitable
- would love to discuss further

Possible Answers

Dear Mrs Camden

I am writing on behalf of a group of musicians called 'The Foxtrot Band', who have been using the community hall for rehearsals.

Until recently, they have been using the town hall to practise. However, they were informed by the council secretary that they would no longer be allowed to do so, but were not given any reason why.

The band has an upcoming set of gigs at the local community centre, which would bring in extra revenue for the centre's renovation fund, as they have decided to donate all profits from the gigs.

If it is a case of changing the days of practice, the group are happy to do so; Mondays and Thursdays would also be suitable for them. I would welcome the chance to discuss the matter further with you.

I look forward to hearing from you soon.

Yours sincerely

A.D. Brown

Manager 'The Foxtrot Band'

3. Thinking about the IELTS Practice Test

1 **Aim** To focus on improving register by rewriting certain parts of a letter.

- Point out to Ss that they should try to leave a minute or two for checking and trying to improve their writing. Changing a phrase or two here and there can improve the overall impression the letter makes. Get Ss to practise this here by working to improve the words/phrases in bold.

Answers

tell you	express
a bit	a little/some
give me a clue	let me know
some stuff	what
got	received
keep myself busy with	organise
I absolutely love	I really enjoy/can really engage with
etc.	by organising ... and events such as
drop me a line	let me know
want	require
right away	at your earliest convenience

4. What do you know about IELTS?

1 **Aim** To review the key points relating to Task 1 of the writing paper.

- Ask Ss to discuss these key review questions with another student and to refer to the About IELTS section to clarify any points of which they are not sure.

Answers

- You do not need to put your address in the letter for the test.
- You will be told in the instructions who you are writing to.
- Task achievement means how appropriate, accurate and relevant your response is to the task, using a minimum of 150 words.
- You will be told how to start the letter.
- (Ss' own answers)

Unit 15B – Talks, presentations and lectures**Unit Focus**

Skills: This section and unit continue the focus on the topic of Talks, Presentations and Lectures from Unit 14 of the Ss Academic book, with a particular emphasis on the kinds of talk that take place on the Internet. Their main focus though is dealing with the IELTS Reading tasks: identifying information and identifying writer's views/claims tasks.

Exam: To give Ss practice in adopting the most useful reading skills in the context of IELTS Reading tasks and texts. This section also aims to familiarise Ss with Section 3 of IELTS Reading and get them thinking about strategies to use while doing the paper as well as strategies for preparing for it.

Exam focus (pp. 44-45)**1. Tips for IELTS**

1 **Aim** To get Ss to highlight a key word or phrase in the tip to act as an aid to remembering it.

- Get Ss to highlight a word or phrase in each tip and then to compare what they have highlighted with another student.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** To get Ss to practise an IELTS Writing Task 1 within the rough time frame of the test.

- Set Ss the task to do and explain that you are only going to allow roughly the 20 minutes that are advised for the completion of the task in the Writing Test. Encourage Ss to make a brief plan before they start.

Possible Answers

Dear Mr Wilkes,

I am one of the trainees due to attend the 'customer care' course in June and I am writing to express my interest in being the social events organiser for the group.

Could you please send me a little more information about the size and background of the group and let me know about the facilities at the training venue and what there is to see and do in the local area. From the programme I have received, it seems that trainees will be free three evenings in the week and after 1.00 pm on Saturdays at the weekend.

I have some experience of acting in this role as we often run courses here for overseas colleagues and in the past I have been asked to oversee the social programme by organising trips, nights-out, and events such as group competitions. This is a role that I really enjoy.

Please let me know if you require any further information or would like me to provide you with the names of referees.

I look forward to hearing from you at your earliest convenience.

Best regards,

Paulo Soares

Client Advisor

Skills focus (pp. 46-47)

- 1 **Aim** To prepare Ss for the two IELTS tasks that this unit focuses on by getting them to locate where exactly something is said in a text. This skill is at the heart of completing these tasks well.

- Ask each student to write the line numbers and point out to them that this is useful training for the 'identifying information' and 'identifying writer's views/claims' tasks.

Answers

- a Line 3 c Line 9 e Line 20
b Line 8 d Line 14-15 f Line 24

- 2 **Aim** To further prepare Ss for the identifying information and identifying writer's views/claims tasks. When doing these tasks Ss need to be able to say whether or not a text mentions particular points.

- Ss may not be very familiar or happy with the idea of saying that something is not mentioned in a text. Explain to them that this is part of two common task types in IELTS Reading: identifying information and identifying writer's views/claims.
- You could also point out that reading to check information or views is a very useful life skill, especially when reading important documents such as contracts, documents from employers and letters from government bodies and services. To help you check that Ss are reading well, you might ask them to write the line numbers that contain the given information, as in Ex. 1.

Answers

- a No c Yes (lines 11-13) e No
b Yes (lines 5-11) d Yes (lines 16-18)

- 3 **Aim** To reinforce what has been implicit in Exs. 1 and 2. The question also tries to reinforce the idea of how important it is to read in the right way during the exam so as not to get bogged down in detail and/or waste time.

- If you have already made these points you may wish to skip this activity. Or you may prefer Ss to read the information so as to confirm what has already been said in class.

Answers

You may need to scan the text for key words, skim or read for main ideas to see what information is mentioned where, read for detail to see what information/views the text contains exactly, and look for paraphrases of words/phrases given in the questions about the text.

- 4 **Aim** To give Ss practice in one of the tasks in focus: 'identifying information' in the context of a fairly short text that they have already read i.e. it provides a gentle introduction to this task type.

- Make sure the Ss understand the meanings of TRUE, FALSE and NOT GIVEN and particularly the difference between the last two. Check too that they know the meaning of 'contradicts'. It is a word that always occurs in these task types in the exam.

Answers

- 1 FALSE 3 TRUE 5 NOT GIVEN
2 NOT GIVEN 4 FALSE

(Ss' own answers)

Exam focus (pp. 48-51)

1. Tips for IELTS

- 1 **Aim** To give Ss tips for dealing with and preparing for 'identifying information' and 'identifying writer's views/claims' tasks that are very common in IELTS Reading. It also gives other more general tips for preparation for the paper and exam strategies.

- Ss could just read this page and tick the tips as suggested, then ask you any queries they have about the tips and exam tasks, and preparing for (General Training) Reading. Encourage Ss to browse the internet sites given in the preparation tips. They should contain texts of interest to a wide range of Ss. Ss could browse them at home and then exchange information and opinions about them in class.

(Ss' own answers)

2. IELTS Practice Test

- 1 **Aim** To give Ss practice of IELTS Reading Section 3 in exam-like conditions. This test is laid out exactly as in the exam with the same number of questions and types of tasks and texts. The test could provide exam practice for Ss if done in exam-like conditions.

- You are recommended to do the test in exam-like conditions giving Ss 15-20 minutes to do it. By this stage Ss will need practice in timing themselves and working against the clock.

Answers

- 1 YES 8 grammatical (words)
2 YES 9 information messages
3 NO 10 NOT GIVEN
4 NOT GIVEN 11 FALSE
5 2004/two thousand and four 12 NOT GIVEN
6 increasing evidence 13 TRUE
7 (to) be understood

3. Thinking about the IELTS Practice Test

- 1 **Aim** To familiarise Ss with the names of the IELTS (General Training) Reading task types so they become aware of the range of task types they could meet and their requirements, and can read up about these tasks e.g. on the official IELTS website.

- You could, at this stage of the course, ask Ss to describe to you what each of these tasks looks like and involves.

Answers

Identifying information, short answer questions, identifying writer's views/claims.

2 **Aim** To show Ss how IELTS Reading requires Ss to use different reading skills and that it is not necessary to read the whole text for detail, which is something they often want to do. In fact, they must not do this as it wastes precious time.

- Ask Ss to do this task individually or in pairs before checking answers. In this way they will all think about the answers.

Answers

	Task 1	Task 2	Task 3
Skim?	✓	✓	✓
Scan?	✓	✓	✓
Read for detail?	✓	✓	✓
Read parts of text only?	✓	✓	✓
See if information was given?	✗	✗	✓
Find opinions?	✓	✗	✗
Look for key words?	✓	✓	✓
Find paraphrases?	✓	✓	✓

3 **Aim** To make Ss aware of how important it is in IELTS Reading not only to get the answers right but to present the answers in the format asked for in the task instructions.

- After Ss have finished this task you could ask them how many of them made mistakes in the way they formatted their answers. Ss should not be making this kind of mistake at this stage!

Answers

- 1 YES (the answer should be in the form of yes, no or not given)
- 2 YES (again this answer is in the wrong format-it does not follow the instructions)
- 3 NO (No is the required word. 'Not' is not the required word. It will be marked incorrect)
- 4 NOT GIVEN (right answer but wrong format used)
- 5 2004/two thousand and four (This answer is too long and the words are not all from the text)
- 6 increasing evidence (this answer is ungrammatical and contains too many words)
- 7 (to) be understood (wrong grammatical structure)
- 8 grammatical (words) (wrong grammatical structure)
- 9 information messages (too many words – a maximum of 4 is required)
- 10 NOT GIVEN (This answer is wrongly worded – it does not use the words given in the instructions)
- 11 FALSE (The answer should be a word 'FALSE' not a letter)
- 12 NOT GIVEN (The answer does not use the required phrase given in the task instructions)
- 13 TRUE (Again the answer does not use the words given in the instructions).

We can see from these wrongly formatted answers that answers must be grammatical, observe maximum length requirements, only use words taken from the text in short answer tasks, use words, numbers or letters as instructed, and use exactly the words in the instructions for 'identifying information' and 'identifying writer's views/claims' tasks.

4. What do you know about IELTS?

1 **Aim** To raise Ss' awareness of the general contents of the General Training Reading and Section 3 in particular.

- Ss should know the answers to these questions by now. Point this out to them if necessary, or refer them to the About IELTS section on pp. 4-5.

Answers

- 1 Because you do not get a mark if you don't follow the instructions even if the information in your answer is correct.
- 2 The texts usually describe something or give information about it. They tend to be written in more extended and complex prose than the texts in the other sections of this module. Their topics are general and intended to be of interest to a wide range of candidates.
- 3 Probably this section, though this skill may sometimes be required in the other sections.
- 4 13.
- 5 There is no recommended time. You have 60 minutes to complete the whole module. As Section 3 tends to be more difficult than Sections 1 and 2, you should make sure you devote at least 20 minutes to it.
- 6 None. You are expected to write your answers on the answer sheet as you answer. You may of course write them initially on the question paper but there is no transfer time allowed, unlike in the Listening Paper.

Unit 16B – Modern living

Unit Focus

Skills: To consolidate the topic introduced in Unit 13 Modern Living in the Ss Academic book. Also to focus Ss' attention on the skills needed to write well-rounded paragraphs in discursive essays, looking at the relationships between topic and supporting sentences.

Exam: To get Ss to think about and get practice in the IELTS Writing Task 2. Also to raise Ss' awareness of key areas of performance that will be assessed and encourage them to think about ways that they can improve.

Skills focus (pp. 52-53)

1 **Aim** To get Ss to divide continuous text into a number of paragraphs.

- Get Ss to read the essay question first and then to mark the text where they think the natural paragraph breaks should be. Discuss reasons for student choices with the whole class.

Answers

Paragraph 1: People of different generations have ... information and ideas.

Paragraph 2: Young people in modern society ... ideas and wishes.

Paragraph 3: It is wrong, however ... and our own feelings first.

Paragraph 4: Personally, I think older people ... our family is still very close.

Paragraph 5: In conclusion ... hopes and dreams.

- 2  To get Ss to think about the logical grouping and development of ideas within a paragraph.

- Encourage Ss to pay particular attention to the way sentences begin by thinking about what might have come before them.

Possible Answers

More and more children are spending most of their free time with computers – messaging, gaming or surfing the net – rather than going out to play. This is worrying because it can result in children becoming physically and socially inactive. Many industrialised countries, for example, now have high obesity rates for young people who are not getting enough exercise. The same young people may also lack social skills because they do not interact with others.

Computers, however, are a fact of modern life and children should not be discouraged from using them. The problem is not computers themselves but parents who do not provide a balance of activities for their children. Children must be supported to go out with friends, join clubs and develop interests outside the home. When this happens, computing and electronic games become a normal part of life rather than an obsession.

- 3  To get Ss to think about the typical kinds of relationships between topic and supporting sentences.

- Ask Ss to read through the explanation and table and then to look back to Ex. 2 and identify the topic sentence in each paragraph.
 - More and more children are spending all their time with computers-messaging, gaming or surfing the net-rather than going out to play.
 - Computers, however, are a fact of modern life and children should not be discouraged from using them.

(Ss' own answers)

- 4  To get Ss to practice developing the idea in a topic sentence with supporting ideas.

- Encourage Ss to think about the kind of connection there is between the topic sentence and the sentence they wish to write.

Possible Answers

- 1 This is because the needs of businesses are changing.
- 2 In my country, for example, there are people who cannot afford a mobile phone.
- 3 More and more people are using their own cars to travel to work rather than taking public transport.
- 4 Every school, therefore, should have a careers councillor.

5 One example of this is in the US where citizens are allowed to keep guns.

6 The main problem is we live in a throw-away culture.

7 This may be because they do not want to commute to the office every day.

8 This means you are no longer able to light a cigarette in a bar, club or restaurant.

- 5  To encourage Ss to expand the supporting ideas in Ex. 4 out into full paragraphs.

- Get Ss to select two ideas they started to develop in Ex. 4 and to expand them into full paragraphs. Encourage Ss to think about the idea of rounding paragraphs off rather than leaving an idea undeveloped.

Possible Answers

3 Traffic congestion is another major problem in cities. More and more people are using their own cars to travel to work rather than taking public transport. One way of reducing this could be by introducing areas in the city where cars are not allowed during certain times. In addition people could be charged for driving in other areas of the city, as is done in London. This would also improve air quality in city centres and make them more pleasant places to be.

7 The number of people working from home has increased. This may be because they do not want to commute to the office every day; it may be because they want to spend more time with their families; it may even be because they don't like their boss. Whatever the reason, there are many benefits to having your office where you live.

Exam focus (pp. 54-55)

1. Tips for IELTS

- 1  To get Ss to discuss personal priorities in working to improve their discursive essay writing.

- Ask Ss to read through the tips and identify three priorities that they then share with other Ss.

(Ss' own answers)

2. IELTS Practice Test

- 1  To get Ss to practise a Writing Task 2 within the rough time frame of the test.

- Set Ss the task to do and explain that you are only going to allow roughly the 40 minutes that are advised for the completion of the task in the writing test. Encourage Ss to make a brief bullet point plan of paragraphs before they start.

Possible Answers

Television plays a major part in the majority of peoples' lives; soap operas, sports programmes, music programmes, everyone has their favourites. However, watching television can take up a lot of spare time which could be used for social or leisure activities. In my opinion, if we limit the amount of television we watch, we can also enjoy our free time.

Television in some ways is a device that allows the viewer to relate to what is happening on the screen. We choose our favourite music from videos, get news, watch our preferred football teams, connect to the characters in the family drama and watch educational documentaries. We discuss our preferences with friends and co-workers when we talk to them so it can be said that TV enriches our emotional and cultural selves.

On the other hand, television has negative effects on the body, as well as social interaction. Doctors tell us that too much time sat down can lead to weight gain and heart disease and if we are sitting in front of the TV all the time it means we are not going out to meet our friends.

I believe, if we watch television in moderation, we can enjoy our favourite programmes as well as have an active social life. As a child, my parents insisted that I only watched one or two programmes a night. Today I captain my local football team and enjoy talking about the previous week's programming after a match on Saturday.

It is my opinion that, if we sit at home all the time watching television and do not go out, then it will have an unhealthy effect on our bodies, minds and friendships. However, if we regulate how much we watch and get on with other things, then TV can be an important part of our social lives.

3. Thinking about the IELTS Practice Test

1 To get Ss to think about improving the opening of an essay in relation to examiners' comments.

- Ask Ss to read the essay question in the exam practice section again and then to find a specific example in the paragraph of what the examiner is referring to.

Answers

- should begin in a more **impersonal** way: replace *I know* with **There are today**
- should not lift **language** from the question: second line should be rewritten.
- opening paragraph should make general points not give **specific, isolated examples**: replace third line with something like: **TV addiction is now being blamed for many modern-day social and health problems.**
- some **inappropriate** vocabulary: e.g change get fat
- should not end with **second topic idea**: make this the opening sentence of another paragraph.

4. What do you know about IELTS?

1 To review the key points relating to Task 2 of the Writing Paper.

- Ask Ss to discuss these key review questions with another student and to refer to the About IELTS section to clarify any points of which they are not sure.

Answers

- 1 You are advised to spend 40 minutes answering Task 2.
- 2 You are asked to give evidence from your own experience to support your views.
- 3 Task 2 writing is always in the form of an essay.

- 4 You are expected to write a minimum of 250 words for Task 2. If you write less, you will LOSE MARKS.
- 5 (Ss' own answers)

Practice Test

1 Aim

To give Ss further practice in the exam task types of the General Training Units 3B-16B and so provide opportunities for revision. Also to give Ss practice with these tasks under exam-like conditions. The practice test contains a full test for both reading and writing. Ss taking the General Training module take the same listening and speaking papers as those taking the Academic module.

2 Using the test

You may wish Ss to take the test under exam-like conditions.

3 Exam-like conditions

For this practice test you could operate these exam-like conditions:

- 1 Order of papers
In the exam, the writing test comes after the reading test.
- 2 Timing
Reading – 1 hour
Writing – 1 hour
In the exam, candidates time themselves. They must decide when to move on to the next section of the reading or writing test.
- 3 Other administrative details
Reading
– Ss write their answers directly onto the answer sheet (See back of Academic Ss' book)
– No transfer time is allowed
Writing
– Ss write their answers on an answer sheet (See p. 98 of Ss' book for a sample)

Reading (Section 1)

Answers

- | | | | | | |
|---|---------------|----|----|----|-----------------------|
| 1 | C | 6 | 2 | 11 | (a) surgery |
| 2 | A, E or E, A | 7 | 1 | 12 | (your) NHS number |
| 3 | D | 8 | 11 | 13 | (the) receptionist |
| 4 | A, E, or E, A | 9 | 6 | 14 | cancel/rearrange (it) |
| 5 | 9 | 10 | 2 | | |

Reading (Section 2)

Answers

- | | | | |
|----|-----------------------------------|----|---|
| 15 | international university students | 22 | H |
| 16 | 5 months | 23 | D |
| 17 | (during) (the) summer | 24 | C |
| 18 | (for) 6 months | 25 | E |
| 19 | throughout | 26 | H |
| 20 | 3 months | 27 | F |
| 21 | F | | |

Reading (Section 3)

Answers

28	David Graddot	35	NOT GIVEN
29	Science	36	FALSE
30	1.5 billion	37	TRUE
31	Confucius Institutes	38	FALSE
32	once a week	39	FALSE
33	TRUE	40	FALSE
34	NOT GIVEN		

Writing Task 1

Possible Answers

Dear Neighbours,

I am writing to inform you of a number of problems I have had recently concerning the communal parking space.

As you are aware, every resident in this block is allocated one space in the parking area. Since the beginning of the month, however, I have on several occasions been unable to find a parking space when I return home from work. This must mean that either some residents are using the area for more than one car or that non-residents are using the parking area. Also, I have noticed that the parking area is being used more and more frequently as an area to dump unwanted furniture which is untidy and a potential health risk.

I am not blaming any individual for these problems but feel that as a group of residents we should act together to avoid any repetition of these problems in the future – perhaps by putting up much clearer signs. I would like to suggest that we meet to discuss these and other issues you may have on Friday March 14th at 7.00 pm. I am happy to host this meeting in my flat (Flat 15).

Please call to let me know if you would be interested in attending this meeting: 2715 688.

Best regards,

Stephen Donald.

Writing Task 2

Possible Answers

The issue of smoking and smoking bans is an emotive one because smokers and non-smokers both tend to hold strong views about their rights. Many countries have now chosen to ban smoking altogether from indoor areas and public places, which is a radical change from the way things used to be until quite recently.

Non-smokers have been complaining for years that they should not have to breathe in other people's smoke in places such as the workplace, restaurants and cafes and on buses, trains and planes. It is hard to argue that non-smokers do not have a right to be protected from this. Smoking also causes problems for the owners and workers in such places who have to clean up after smokers or redecorate more often. Generally speaking, therefore, I am in favour of smoke-free workplaces, transport and buildings. Non-smokers should not have other people's smoke imposed on them.

We have to accept, however, that there are a large number of people who smoke and will continue to smoke. Many of them enjoy the company of other smokers and feel it is unfair that they should always be made to stand in doorways when they want to smoke. In a consumer age that seems to put choice above everything else, shouldn't they have the right to meet and socialise with other smokers if they want to?

A more balanced policy than the one now in place in many countries, would be to allow certain cafes and restaurants to apply for a smoking licence. These places would then have to advertise themselves as smoking places. Certain areas of buildings such as workplaces could also be made into smoking rooms or areas but only if the company wished to. Such measures would still give the majority their smoke-free environment but protect the wishes of the minority that smoke.

4 Marking

Reading

Each question carries one mark. There are no half marks. Cambridge Assessment do not provide guidelines as to how marks translate into bands.

Writing

Task 1 is marked using the following criteria:

Task Achievement

This criterion assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words. General Training Writing Task 1 is a writing task with a largely predictable output in that each task sets out the context and purpose of the letter and the functions the candidate should cover in order to achieve this purpose.

Coherence and Cohesion

This criterion is concerned with the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

Lexical Resource

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

Grammatical Range and Accuracy

This criterion refers to the range and accurate use of the candidate's grammatical resource as manifested in the candidate's writing at the sentence level.

Task 2 is marked using the following criteria:

Task Response

In both Academic and General Training Modules Task 2 requires the candidates to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the candidates' own experience. Responses must be at least 250 words in length. Scripts under the required minimum word limit will be penalised. Scores are reported in whole and half bands.

Coherence and Cohesion

See above.

Lexical Resource

See above.

Grammatical Range and Accuracy

See above.

<https://www.teachers.cambridgeesol.org/ts/exams/academicenglish/ielts>

Half bands can be awarded.

Overall marks

To obtain their final mark in the IELTS exam, candidates' scores on papers are added together then divided by four. It is not possible to work in this way with the practice test as it is not a complete test. The following description of the IELTS 9 point scale is included however for you to be able to make a rough assessment of Ss' performance.

The IELTS 9-band scale

Each band corresponds to a level of English competence. All parts of the test and the Overall Band Score can be reported in whole and half bands, e.g. 6.5, 7.0, 7.5, 8.0.

Band 9: Expert user: has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8: Very good user: has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7: Good user: has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6: Competent user: has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5: Modest user: has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4: Limited user: basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3: Extremely limited user: conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2: Intermittent user: no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

Band 1: Non-user: essentially has no ability to use the language beyond possibly a few isolated words.

Band 0: Did not attempt the test: No assessable information provided.

<https://www.teachers.cambridgeesol.org/ts/exams/bands>