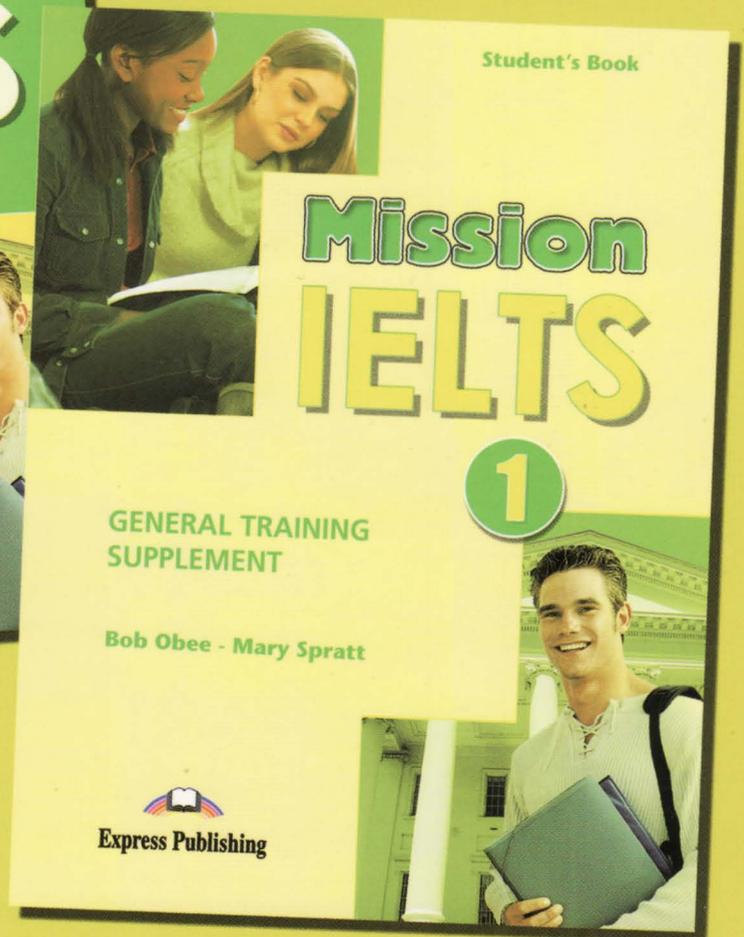
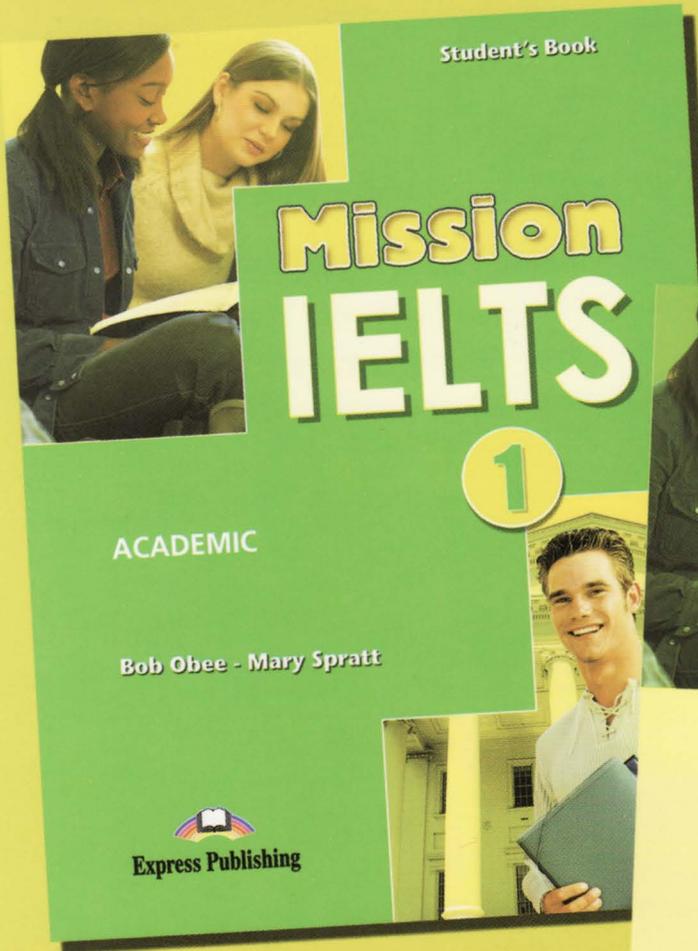


Teacher's Book

Bob Obee - Mary Spratt



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Mission IELTS

1

ACADEMIC

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About Mission IELTS 1 Teacher's Book

The Teacher's Book is a separate component of the Mission IELTS 1 Course. It provides detailed teacher's notes, teaching tips as well as a full key to the exercises in the Student's Book (Academic) and General Training Supplement.

All the components of Mission IELTS 1 have been designed to allow teachers flexibility in approaching the task of preparing candidates for the IELTS examination.

The modular nature of each unit – focusing, as each unit does, on the skills and language needed for a particular part of a specific paper – means that it is possible for teachers to work through the material in any numbers of ways. Teachers can, for example, select specific focuses for use on shorter courses and also chart a tailored route through the course – targeting specific skills, task types or language – according to specific course priorities and/or student needs. Similarly, this clear modular structure makes it much easier for the self-access student to target priority focuses and work on them effectively.

The Student's Book (Academic) combined with the Workbook provides a thorough course of study for students aiming to achieve IELTS band scores 5 – 6.5 in the Academic Module of the test. Each of the 16 thematic units focus in depth on core language (Vocabulary Focus/Grammar Focus) and skills (Skills Focus/Exam Focus) needed for success in one of the IELTS papers. The Revision and Exam Practice Units give additional practice in and checking of these.

The General Training Supplement can be used as a stand alone short course for students aiming to achieve IELTS band scores 5 – 6.5 in the General Training module. Each of its 8 units focus on the skills and exam skills needed for success in aspects of the General Training Reading and Writing papers. It can also, however, be used as part of a longer, more comprehensive course of preparation in combination with the Speaking and Listening units of Mission IELTS 1 (Academic) and the corresponding Workbook units. Each unit in the General Training Supplement is thematically linked to units in the Student's Book (Academic), thus providing for an integrated and more extensive course of General Training preparation.

Using the Teacher's Book

The Teacher's book is to be used with both the Student's Book (Academic) and the General Training Supplement.

For each activity there is a description of the aim of the activity, tips on how to handle the activity in the classroom, an answer key or suggestions for possible answers for open-ended tasks to which there is no one fixed answer, and, where appropriate, suggestions for possible follow-up activities. For all extended writing tasks, suggested possible answers are provided, which can be shared with students as part of writing feedback activities.

Teacher's notes for the Revision and Exam Practice sections (Student's Book (Academic) and the Practice Test (General Training Supplement) all contain useful information on taking the IELTS exam, how the papers are marked and the assessment criteria used in the IELTS exam. At the back of the book there is a full tapescript section for all recorded course material.

Unit 1 – About yourself

Unit Focus

Vocabulary: The aim of this section is to introduce Ss to and extend their use of key verb phrases when talking about/introducing themselves. The section also asks Ss to consider issues such as keeping notes and learning new vocabulary in this way.

Skills: In Part 1 of the Speaking test in the IELTS exam, Ss will be asked questions as in an interview to prompt them to talk about themselves. This section explores strategies such as expanding on short answers and interaction strategies which help Ss to deal with this type of talk situation more effectively.

Grammar: This section looks at the use of Present and Perfect forms in English and contrasts the use of simple and continuous forms in each case. It seeks to highlight for Ss the strong connection between the use of adverbial time phrases and the use of these different forms.

Exam: This section aims to prepare Ss for and give them practice in the IELTS Speaking test Part 1. It also aims to raise awareness in Ss of key areas of performance that will be assessed and encourages them to think about ways that they can improve.

Vocabulary focus (pp. 8-10)

- 1  To get Ss to introduce themselves/talk about themselves and describe what kind of personality they are by looking at common verb phrases used to describe people's behaviour.

- Ask Ss to discuss the different personality types shown in the cartoon and to say which one they are most like.

Answers

- | | | | |
|---|--------------------------|---|------------------------|
| 1 | <i>is the socialiser</i> | 3 | <i>is the analyser</i> |
| 2 | <i>is the carer</i> | 4 | <i>is the leader</i> |

- Get them to discuss which behaviours are typical of which type of person.

Possible Answers

I am more like type 1 because I am an optimist.

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | a 4 | b 2 | c 1 | d 3 |
| 2 | a 1 | b 4 | c 3 | d 2 |
| 3 | a 4 | b 1 | c 3 | d 2 |
| 4 | a 3 | b 2 | c 4 | d 1 |

- 2  To extend the focus of activity 1 by getting Ss to talk more about themselves.

- Ask Ss to tell another student where on each scale they would place themselves.
- Encourage Ss to give examples of what they typically do in their lives/daily routines to justify where they come on each scale.

Possible Answers

- | | | | |
|---|--------------------------------|---|----------------------------------|
| 1 | <i>I prefer routine.</i> | 4 | <i>I am more of a performer.</i> |
| 2 | <i>I am more enthusiastic.</i> | 5 | <i>I like details.</i> |
| 3 | <i>I make things happen.</i> | 6 | <i>I am a team player</i> |

I prefer routine at work, because then I know what I am supposed to do at a certain time.

When I go on holiday with my friends, I like to visit places where we have not been before.

If I have no plans for the weekend, I will call my friends and arrange to go out.

I like to be the centre of attention at parties.

When I arrange to meet my friends, I want to know where we are going, when we will be there and who else will be there.

I help my colleagues and work hard to finish a job.

I think you're probably more the helpful, easy-going type of person.

- 3  To get Ss to focus on statements and questions typically related to the themes of 'what you do' and 'where you are from'.

- Get Ss to complete the information trees about themselves and then to ask another student questions to elicit the same information. Use feedback to consolidate correct question forms.

Possible Answers

What do you do?

I am studying Chemistry and Biology.

I work part time as a waiter.

I hope to become a vet.

I am also involved in the Peace Corps.

My main interests are motocross and athletics.

At the moment I am working on Charles Dickens.

Where are you from?

I live in Cairo, Egypt.

My parents are originally from Hong Kong.

I was born in Paris, France.

I've spent most of my life travelling.

The area I live in is very quiet.

Example questions

What are you studying?

Where do you live?

etc.

- 4  To promote a general discussion/awareness-raising of why and how best to keep vocabulary notes.

- Ask Ss to discuss the different types of vocabulary-recording and to tell another student about any of the types they use. You could get Ss to share any vocabulary notes they have already made in the lesson, or bring to class model notes from other Ss you know for them to look at.
- Ask Ss to pick out two or three phrases from the previous 3 exercises and write them down as vocabulary notes. Look at one or two examples together as a class to discuss good things to include (*examples/grammar information etc.*) in vocabulary notes.

Possible Answers

- I write useful phrases on sticky notes.*
- I highlight useful phrases in the passage.*
- I record useful phrases on to a dictaphone/tape-recorder.*
- I use an index to record useful phrases.*
- I record useful phrases in a vocabulary file on my computer.*
- I write useful phrases in my notebook.*

5 **Aim** To look at common noun collocations with 'do' and 'make' and whether these nouns are typically used countably or uncountably.

- Ask Ss to discuss which word 'do' or 'make' is typically used with the word in the box and whether the word is typically used as a countable or uncountable noun. Relate the activity to Ex. 4 by showing that grammar information/collocation information, etc ... is important to record when meeting new words if Ss are going to use them correctly.

Answers

Make

decision, choice, application, progress

Do

course, work, sport, homework, travelling, revision, research, project, overtime, exam/test, degree

Countable

Course, decision, sport, choice, application, project, exam/test, degree.

Uncountable

Work, homework, travelling, revision, research, progress, overtime

Possible Answers

- I have to make a choice about my studies.*
- I have to make a decision about the IELTS test.*
- I hope to do overtime at work; I need more money for my holidays.*
- I hope to do a degree after I finish school.*
- I don't like doing homework. I prefer being in class.*
- I don't like doing team sports, I prefer going to the gym.*
- I used to do projects for my teacher.*
- I used to do a lot of travelling with my previous job.*

6 **Aim** To focus Ss' attention on the kind of grammar choices that using uncountable nouns involve.

- Ask Ss to focus on the grammar choice each sentence presents them with and to discuss their answers with another student.

Answers

- | | |
|-------------------------|---------------------------|
| 1 <i>Is</i> | 6 <i>kind of research</i> |
| 2 <i>any travelling</i> | 7 <i>a lot of</i> |
| 3 <i>much overtime</i> | 8 <i>good piece of</i> |
| 4 <i>some</i> | 9 <i>a bit of</i> |
| 5 <i>amount of</i> | 10 <i>some</i> |

7 **Aim** To get Ss to think about common question/answer combinations that can occur in interview type situations.

- Ask Ss to think logically in trying to deduce what the questions to the answers could be. Sometimes they are more general and in other instances more specific. Check student answers before they proceed to Ex. 8.

Possible Answers

- 1 *Have you been abroad before?*
- 2 *Do you do any sports?*
- 3 *Do you have a job/Are you working at the moment?*
- 4 *Do you study full-time or part-time?*
- 5 *Do you have any homework to do?*
- 6 *What do you want to do as a job/What kind of career do you want?*
- 7 *Have you taken IELTS before?*
- 8 *Do you go to the cinema often?*

8 **Aim** To round the section off by getting Ss to find out more about other Ss in the group, using the questions from Ex. 7.

- Ask Ss to take it in turns to ask each other these questions. As you monitor Ss, encourage Ss to extend answers where they only offer a minimal amount of information as a response.

(Ss' own answers)

Skills focus (pp. 11-12)

1 **Aim** To focus Ss' attention on the typical discourse [interview] strategy of short answer – expansion. To encourage Ss to think about appropriate short answers to questions and how to expand.

- Ask Ss to match a short answer to the questions and then to think about how they might expand them. Suggest to Ss that they try and give different types of information when they expand e.g.: *examples, explanations, reasons, opinions, etc.*

Possible Answers

- D *All sorts really. I like heavy rock the most.*
- G *I think so ... but I might take a year out to travel.*
- A *Nothing special. I prefer to stay at home and watch television.*
- H *It depends. I want to travel to Europe next summer, if I can afford it.*
- C *Whenever I can. I like to see all the new films when they are released.*
- B *Actually, it's me. I enjoy cooking.*
- F *Quite a few actually. My uncle lives in New York; my brother lives in London and my sister lives in Paris.*
- E *Only once. I went to Egypt when I was young.*

2 **Aim** To extend the focus of Ex. 1 by looking at groups of short answers that match different question types.

- Ask Ss to search the short answer box for a short answer which is appropriate to their personal situation/feelings.

Possible Answers

Not really. Every Saturday.
Probably not. Hardly anything.
This and that. Only once.

- 3 **Aim** To provide an extension of the focus in Ex. 2 where Ss have to answer questions put by another student.

- Ask Ss to take turns asking each other the questions in Ex. 2. Ss need to respond with an appropriate short answer and an appropriate expansion. Suggest that the expansion contains two or three different pieces of information/points of detail.

Possible Answers

*I do actually. In the week I am free in the evenings. At the weekends I can do whatever I want to do because I don't work then.
Definitely. I will work in the same bar I worked in last year.
All sorts. On Mondays I visit my grand-parents ... on Wednesdays I go shopping with my mother ...
Once a month. My parents work shifts ... so I don't see them often ... we make it a special occasion.
There are actually. The town hall is very old ... there is a museum ... there are a lot of historical buildings.
Not recently. I saw the Red Hot Chili Peppers last year ... they were great live.*

- 4 **Aim** To engage Ss with question formulation that predicts certain types of short answer and give further practice in the short answer expansion strategy.

- Ask Ss to write down short exchanges based around the short answers given. Get pairs of Ss to model their exchanges for the rest of the class and elicit from the class where they feel the responding student could have offered more information.

Possible Answers

A Do you come here often?
B Only at weekends. I work in the city during the week.
A Are there any museums in your town?
B None at all. There is one in the city though.
A How often do you go to the beach?
B Whenever I can. I go there with my friends all the time.
A Do you like Hip-Hop music?
B I do actually. I really like Jay-Z and Ludicrus.
A Have you ever been kayaking?
B A few times. I went with my brother last summer.
A Do you like action films?
B It depends. I don't if there is too much violence.

Interaction Strategies (p. 12)

- 5 **Aim** To look at typical functions for repairing interaction when there is a breakdown as well as common exponents of these functions.

- Ask Ss to work in pairs to discuss which exponent performs which function. You could try and elicit from Ss other forms that they typically use to do these things in English and compare them with the forms here.

Answers

1 A 3 A 5 D 7 C
2 D 4 C 6 B 8 B

Possible Answers

Where are you from?
Is it a large town?
Is there an opera house in your town?

Possible example of interaction strategies

Sorry, I didn't catch the name?
I mean ... which town?
It's in the west – sorry – the east of the country?

Grammar focus (pp. 13-15)

- 1 **Aim** To focus Ss' attention on points of use of the *present simple/present continuous* and types of adverbial time phrases linked to these uses.

- Ask Ss to read through the short language box and complete the sentences so that they are true about themselves. Discuss the contrast in use between the two forms when checking answers.

Possible Answers

*I am not studying ...
I don't listen to very much music ...
I am having to study a lot harder ...
I go into town ...
I am working as a waiter ...
I am not working ...
I go to my grandparent's ...
I don't go out much ...*

- 2 **Aim** To get Ss to elicit information from another student by asking questions using *present simple* and *present continuous* forms.

- Ask Ss to elicit similar information from another student by turning their statements in Ex. 1 into questions. Monitor student exchanges and go over any problems with the whole class at the end of the activity.

Possible Answers

*Are you studying at the moment?
Do you like pop music?
Are you working as hard this year?
What do you do at weekends?
Do you work?
What are you doing later today?
How often do you see your grandparents?
What do you do in the evenings?*

- 3 **Aim** To get Ss to focus on *time adverbials* typically used with *present perfect* forms and to think about making/keeping useful notes.

- Ask Ss to read the language box in Ex. 2 and then complete the matching exercise. Once they have completed the exercise ask them to transfer the time phrases they have made to the examples section of the language box.

Answers

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

Time phrases: since, 2005, all morning, so far, in ages, for the past few months, up to now, since last year, for two weeks.

- 4 **Aim** To focus Ss' attention on the contrast between the use of *for* and *since* in time phrases typically used with *perfect forms*.

- Ask Ss to match the words to *for* or *since* and then to answer the general questions about usage. As an extension ask Ss to close their books and then you call out the time phrase and get Ss to shout out whether it goes with *for* or *since*.

Answers

For ...	Since ...
a few days	Monday
the whole year	the beginning of last week
three months	yesterday
weeks	last year
a long time	August

'For ...' is used with a period of time.

'Since ...' is used to describe the beginning point of a time.

- 5 **Aim** To extend the focus of Ex. 4 by getting Ss to use *for* and *since* to give information about themselves.

- Ask Ss to write *for/since* statements about themselves in connection with each of the picture prompts and then to tell this to another student. Get Ss to relate anything interesting they hear about other Ss to the rest of the class. e.g. *Kim has had these shoes for a year ..., but they look brand new.* etc.

Possible Answers

- I haven't had an ice cream since I was 1 child.*
I haven't eaten an ice cream for three weeks.
- I've had my current mobile phone for three months.*
I've had my current mobile phone since October.
- David has been my friend since high school.*
David has been my friend for five years.
- I haven't had a haircut for six months.*
I haven't had a haircut since May.
- We've lived in our current home for eight years now.*
I've lived in my current home since I was small.
- I've only known the people in this class for a few weeks.*
These people have been my classmates since last year.
- I have had this IELTS book for one year.*
I have had this IELTS book since last week.
- I've had these shoes for ages.*
I've had these shoes since Monday.

- 6 **Aim** To focus Ss' attention on the differences in use between the *present perfect simple* form and the *present perfect continuous*.

- Ask Ss to read the language box and consider the examples and then to complete the statements so that they are true about themselves.

Possible Answers

- I haven't seen my brother for a long time.*
- I have been studying hard since the beginning of term.*
- I haven't had my current car very long.*
- We haven't had a family holiday for ages.*
- I've been going to the gym regularly all year.*
- I haven't haven't been to the beach since last summer.*

Follow up Activity

As an extension to this you might ask Ss to think of one question using the *perfect continuous* form that they might ask another student about IELTS. Elicit student questions to the board and discuss them.

- How long have you been preparing for IELTS?*
- Have you been attending IELTS classes long?*
- ~~*Have been knowing about IELTS a long time?*~~ Explain why this would be wrong.

- 7 **Aim** To round off the grammar section with a review of the uses of *present* and *perfect simple/continuous* forms.

- Ask Ss to complete the exercise keeping in mind the various points of use concerning present and present perfect forms in this section. Where Ss come up with incorrect answers refer them back to the appropriate language box in this section.

Answers

- Are you working at the moment?*
Sorry, have you been waiting long?
She practises most weekends.
How many times have you taken the test?
I have been revising all week and still have lots to do.
We haven't travelled much so far.
I get the bus to college each morning.
I have been staying with friends for the last few weeks.
No-one has understood any of the lectures so far this term.
I don't feel like going out tonight. Can we stay in?

Exam focus (pp. 16-19)

1. Tips for IELTS

- 1 **Aim** To get Ss to focus on what is key for success in this task.

- Ask Ss to consider the points in the tips section and to tick/highlight which ones they might need to focus on most. Ask Ss to compare what they have ticked with the list of another student before discussing points with the whole class.

Possible Answers

- I think remembering and using vocabulary is my big problem so I am going to keep better notes ...*
For me ... expanding on answers is something I don't do ... so I like the tip about expanding on how, why, when ..., etc.

2. IELTS Practice Test

1 **Aim** To give Ss practice in Part 1 of the Speaking Test.

- Ask Ss to take it in turns to act as examiner and ask the questions as in the test – asking 3 or 4 questions from each themed section. As a follow-up activity, you could ask one group to model an interview sequence for the whole class to then discuss.

Possible Answers**Home**

I was born in Dubai ... It is a large city in the UAE ... I have lived there all my life ...

Many things ... there are museums ... there is a famous football team ... I share a house with other Ss ... it is a large house ... I have my own room ... we share the bills ...

Dubai is great ... I would like to live in Barcelona ... they have a better football team there ... I visited the city last year ...

There are lots of squares and clubs ... or you can go to your friends' ...

Food

My favourite meal is breakfast ... it's the best meal of the day ... I have eggs; toast and yoghurt ... but only if someone else is preparing it ... otherwise I just have cereal.

I go shopping once a month ... I get the things I need ... I prefer to shop online ...

It depends ... my house-mates work at different times ... we have a meal together once a month ...

Never ... I don't eat healthy food ... I haven't got the time to shop for healthy food ... I don't know how to cook ...

All the time ... I order pizza every night ... at weekends we go to the Indian restaurant ...

Work/study

At the moment ... I am studying for IELTS ... I work part-time in a café ...

I am working as a waiter ... I have worked there for three months ...

It depends ... I would like to be a teacher ... I volunteered at a local school ...

My course is interesting ... we study many things ... I meet many different people at work ...

The course I'm studying is very hard ... I revise every night ... I only work once a week for 5 hours ...

Transport

It depends ... if it's sunny ... I ride my bike ... I take the bus ...

There are many bus routes in my area ... you can catch a bus to the train station ...

My town is very busy ... the traffic lights aren't working ... there are free buses in the city ...

I have to catch a bus to visit my family ... they live very far away ... I haven't passed my driving test ...

Definitely ... everyone owns a bicycle ... there are special bike lanes ...

3. Thinking about the IELTS Practice Test

1 **Aim** To provide Ss with sample models of Part 1 of the test and to think about its format.

- Ask Ss to listen to the extracts from Part 1 of these tests and to mark the statements about format and procedure 'true' or 'false'. Use the subsequent discussion of answers to clear up any points of confusion about the format of this part of the test.

Answers

1 T	3 F	5 F	7 T
2 F	4 T	6 T	8 F

2 **Aim** To get Ss to refocus on the sample tests from the point of view of how well the Ss perform.

- Ask Ss to listen to the two test extracts again and answer the questions. Once they have done this ask them to consider which student of the two tackled Part 1 of the test the best.

Answers

1 B	3 A	5 A	7 B	9 A
2 B	4 B	6 B	8 B	

Candidate A did not perform well as she didn't use a good range of vocabulary or grammar; she hesitates a lot and didn't give a lot of information. She uses the same words the examiner uses but does not expand her answers.

Candidate B performed well because she explains her answers and tries to correct herself. She expands her answers and gives lots of information, although some of it is not relevant to the questions. Furthermore she uses a good range of vocabulary and grammar and doesn't hesitate too much.

4. What do you know about IELTS?

1 **Aim** To review the key points relating to Part 1 of the test.

- 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 will be asked about three topics in Part 1
- You will be asked about your home town OR your work/studies
- Part 1 is about giving information about you/your family/people from your country etc.
- The examiner does not want to chat about himself/herself in any way.
- The test is recorded.
- (Ss' own answers)

Unit 2 – Travelling

Unit Focus

Vocabulary: This section aims to introduce Ss to and extend their use of words and collocations related to the topic of travelling, and raise Ss' awareness of word stress in relation to this vocabulary.

Skills: Listening for specific information. The IELTS exam often tests Ss' ability to listen for specific information such as numbers, addresses, spelling, places. This section gives Ss practice in this skill, helping them to realise that to listen for specific information, it is NOT necessary to understand every word in the recording, but simply the word/words which provide the specific information.

Grammar: Countable and uncountable nouns. The aim of this section is to revise and check Ss' knowledge and use of countable and uncountable nouns and some of the determiners that can be used with them. See the Grammar Reference section on pages 209-210 for further information on these.

Exam: This section aims to prepare Ss for and give them practice in Section 1 of the IELTS Listening Paper. It also aims to make them aware of how important it is to answer the questions in IELTS in the way given in the instructions.

Vocabulary focus (pp. 20-22)

- 1 **Aim** To get Ss talking about the topic of air travel, leading in to the vocabulary that is the focus of Ex. 2.

- Ask Ss individually or in pairs to describe what they can see, what is happening in each picture and where each photo is taken from.

Possible Answers

In Picture B there are two people in uniform in some kind of hall. They are standing behind a counter. People are waiting in line. I think they are probably at an airport check-in desk.

- 2 **Aim** To focus on key topic related vocabulary through listening. To begin to give Ss practice in listening which is the skills focus of this unit.

- Ask Ss to listen to the recording and label the box in each picture. Advise Ss to listen carefully so that they get the spelling of each word right. When you check the answers, check the spelling as well.

Answers

- | | | | |
|---|------------------|---|------------------|
| A | passport control | E | departure lounge |
| B | check-in | F | customs |
| C | security | G | gate |
| D | duty free | H | take off |

- 3 **Aim** To give Ss a chance to process and use the vocabulary introduced in Ex. 2.

- Ask Ss who has been on a plane and what places they went to in the airport before take off. Then ask them to put the places in order, individually or in pairs.

Answers

- | | | | |
|---|----------------------------|---|----------------------------|
| 1 | check in | 5 | departure lounge/duty free |
| 2 | passport control | 6 | gate |
| 3 | security | 7 | take off |
| 4 | duty free/departure lounge | | |

Odd one out: Customs (because you only go through customs when you arrive in a country; not when you leave).

- 4 **Aim** To consolidate Ss' use of the vocabulary introduced in Ex. 2 through introducing more topic related vocabulary.

- This activity could be done individually or in pairs before you check the answers.

Answers

- | | | | | | |
|---|------------------|---|------------------|---|----------|
| 1 | customs | 4 | departure lounge | 7 | take off |
| 2 | gate | 5 | check in | 8 | security |
| 3 | passport control | 6 | duty free | | |

- 5 **Aim** To raise Ss' awareness of word stress in English particularly in relation to the new topic related vocabulary, showing them how stress on a syllable leads to it being pronounced more strongly and to a weakening of the vowels in the non-stressed syllables. The effects of word stress on the pronunciation of a word are one reason why Ss find English difficult to understand. It is an area of English that they will need to handle confidently for the IELTS Listening Paper.

- Show Ss the words in Ex. 5 with the dot above the stressed syllable. Let them listen to you pronouncing them, then ask them to say them correctly, emphasising the stressed syllable and weakening the unstressed ones. Ex. 5a is a prediction exercise as Ss guess/predict where the word stress goes. It could be done individually or in pairs. In Ex. 5b Ss check their answers, and in Ex. 5c they move to producing the language correctly themselves. Notice the different word stress in 1 and 8. 1 is a noun and 8 a phrasal verb.

Answers

- | | | | | | |
|---|------------------|---|-----------|---|-------------|
| 1 | Check-in desk | 4 | Customs | 7 | departure |
| 2 | passport control | 5 | security | 8 | to check in |
| 3 | X-ray machine | 6 | Duty free | | |

- 6 **Aim** To begin to make Ss aware of the importance of collocation in language learning, specifically here in relation to the topic's vocabulary. Collocations help Ss to listen, read, write and speak better.

- Point out to Ss the importance of collocations in using English and in doing well in the IELTS test. Collocations allow learners to remember language as whole chunks rather than as sets of individual words. This helps them sound more natural in speaking and writing, and helps them predict which words are coming next in reading and listening.

- Ss could do the activity individually or in pairs. You could ask Ss what other collocations they can think of – they could be related to travelling or to other topics.

Answers

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

- 7 **Aim** To extend Ss' vocabulary related to the topic, and to change the pace of the lesson.

- This could be done individually, in pairs or groups. You could also set it up as a competition for who gets the most words in a set amount of time. You could then regroup Ss and ask them to combine their lists, or ask them to write their words on the board, taking care not to repeat any already in the list on the board.

Possible Answers

Plane, train, car, bike, foot, motorbike, underground, tram, ferry, helicopter, bus, trolley bus, boat, lorry, ship, rocket, canoe, kayak, etc.

- 8 **Aim** To check Ss' use of prepositions in collocations related to travelling.

- This activity could be done individually, in pairs or as a whole class.

Answers

1 to 3 for 5 with 7 with
2 from 4 at 6 back

- 9 **Aim** To check and/or extend Ss' vocabulary related to the topic of travelling. The activity also provides an opportunity to consolidate Ss' awareness and use of word stress.

- Ss could do this activity individually. You/They could then put answers on the board listing them in the correct category. You could then ask Ss to say the words from the board to check word stress.

Answers**Hand luggage**

passport	address book	umbrella
luggage tags	sun glasses	foreign currency
ticket/boarding pass	comb	guide book

Toiletry bag

toothbrush	headache tablets	comb
------------	------------------	------

Suitcase

luggage tags	jewellery	glass bottles
--------------	-----------	---------------

Wallet/purse

foreign currency	business cards	credit cards
------------------	----------------	--------------

- 10 **Aim** To consolidate the vocabulary Ss have met in this section and allow them to use it in connected speech. It also gives them practice in speaking at length on one topic, something they need to do in the IELTS Speaking Test.

- Allow Ss 10-15 minutes to prepare their presentation. Advise them to prepare a series of bullet pointed notes, rather than a scripted speech. Alternatively, they could do this preparation for homework.

- Depending on the size of the class and the confidence or shyness of your Ss, you may prefer Ss to give their presentations to the whole class, to groups or to a partner in pairs.

(Ss' own answers)

Skills focus (p. 23)

- 1 **Aim** To make Ss aware of what listening for specific information involves by just focussing on one piece of specific information in a very short recording which contains quite a bit of information which is irrelevant to the answer.

- Ask Ss if they know what listening for specific information is and how it might be different from other ways of listening (e.g. *listening for gist, listening for detail*). Do the activity, then again discuss with them exactly what they had to listen for and what they needed to do with the irrelevant information (i.e. *ignore it*).

Answers

Half past three

- 2 **Aim** To allow Ss to listen for a larger number of pieces of information. The specific information asked for is very similar to the kind of information that can be asked for in the IELTS Listening Paper, especially in Sections 1 and 2.

- Insist that in their answers Ss just give the specific information e.g. *1 Sydney, not 'his destination is Sydney'*. This is to build up their concept of what specific information is. The second listening asks Ss to underline the answers in order to highlight that specific information. It is about listening for one or two words which are often names or numbers. Point this out to Ss as you check their answers.

Answers

1 Sydney 3 open return ticket 5 Putney
2 19.05 4 Bramhill

- 3 **Aim** To make Ss aware of how important individual sounds are in listening for specific information. Although they only need to listen for one or two words, they need to listen carefully to them. The IELTS Listening Paper often asks Ss to listen for these small distinctions.

- This activity could be done individually or in pairs. In pairs it might produce some useful discussion if Ss disagree with one another. You may want to play the recording to the Ss again after you have checked their answers to build up their confidence.

Answers

a 14 e 60
b I need some new sheets f it is seen
c further g The shop is closed
d HARSTON h I sometimes walked to work

- 4 **Aim** The IELTS Listening Paper sometimes asks Ss to listen to the spelling of words. This task checks that Ss know the names of the different letters in English before asking them to recognise them in the recording in Ex. 6.

- It is best to do this activity in pairs or groups so that as many Ss as possible have the opportunity to spell out their information.

(Ss' own answers)

- 5 **Aim** To practise listening to and pronouncing numbers. This activity focuses on numbers, which again Ss are often tested on in the IELTS Listening Paper. Ss are usually taught the numbers in English when they are at beginners or elementary level, but they are rarely checked beyond this level, so they can cause problems for Ss. This activity aims to give Ss an opportunity to revise numbers.

- This activity could be done individually, in pairs or as a whole class. Make sure that when Ss give answers involving hundreds or thousands they include 'and' in the right place, but don't include it in answers below one hundred.

Answers

Four/fourteen	Twenty-one
Zero	Fifty-eight
Seven/seventeen	Three million, eight-
Ninety-five	hundred and ninety-six
Seven hundred and ninety-	thousand, five hundred and
three	forty seven
Forty-nine	Five/ fifteen
Thirty-three thousand, five	Seventy-seven
hundred and twenty six	Eight/eighteen
Sixty-three	Six hundred and eleven
Six/sixteen	Thirty-two
Eighty-four	One thousand and eleven
Nine/nineteen	

- 6 **Aim** To consolidate the focus of the other activities in this section, giving Ss practice in listening for spelling and numbers as specific information.

- You may want to check Ss' answers to spelling the names before asking them to answer the section on numbers. You could extend this activity by asking Ss to spell names or say numbers which the other Ss then have to write down.

Answers

1 PENSRI	4 FATIMA
2 PHILIP	5 AAKAANKHA
3 IGNATEVSKAIA	6 HIROKO
1 9+17=26	4 6825+14=6839
2 30+29=65	5 60+320=380
3 287+16=303	6 78573+97=78670

Grammar focus (pp. 24-25)

- 1 **Aim** To raise Ss' awareness of what nouns are. They need to understand this before being able to categorise nouns into different types.

- Ss may look for topic related connections between the words. Encourage them to think of grammatical connections. When the activity is complete you could ask Ss to tell one another what if anything they bring back from trips abroad, and then list the nouns they heard one another use.

Answers

They are all nouns.

- 2 **Aim** To make Ss aware of the fact that nouns are either countable or uncountable, and in this case, which nouns from Ex. 1 are which.

- Ask Ss to do the activity individually or in pairs. As you check their answers, ask them concept questions such as 'Can we count this? Do we think of this as a whole or as a series of separate things?' to reinforce their understanding of countable and uncountable and prepare them for Ex. 3. Write the answers on the board in two lists and when the lists are complete, show the Ss how the countable nouns are/can be made plural whereas the uncountable nouns cannot.

Answers

Countable

Trips	Cakes	Goods	Countries
Chocolates	Nuts	Liquids	Regulations
Tomatoes	Noodles	Plane	

Uncountable

Work	Cheese	Soya sauce	Luggage
Food	Olive oil	Security	Travel

- 3 **Aim** To give Ss an opportunity to work out the rule for distinguishing between countable and uncountable nouns. Some Ss like this analytical approach to learning language.

- Let Ss complete the blanks individually and monitor the answers by looking at Ss' work. This will allow you to gauge how much each student understands the concepts of countable and uncountable.

Answers

single, can, whole, not

- 4 **Aim** To make Ss aware that some words/nouns are both countable and uncountable and encourage them to work out the reason for this.

- Ask Ss to try to explain the differences between the words, giving them examples, if necessary, to help them e.g. I always drink coffee in a glass. I hate washing up glasses v Windows are made of glass.

Answers

A glass (to drink from) can be counted ... one glass; two glasses; several glasses

Glass (the material) cannot be counted ... the glass in the windows ... (not the glasses in the windows)

A coffee (to drink) for one person ... two coffees for two people ... several coffees for them

Coffee (the substance) is made from coffee beans ... (not coffees are made from coffee beans)

A (news/test) paper can be counted ... a (news/test) paper ... several (news/test) papers

Paper (the material) cannot be counted ... paper can be made from cellulose ... (not papers can be made from cellulose)

A time (to describe a moment when) can be counted ... one time at band camp ... there are two times I can remember

Time (as a measurement of ...) cannot be counted, we count the units of time, i.e. seconds, days, years ...

In summary, countable nouns are individual things that can be counted, uncountables cannot. They are often materials or substances or abstract concepts (e.g. time).

- 5 **Aim** To raise Ss' awareness of which determiners can be used before countable nouns, which before uncountable nouns and which before both.

- When you go over the answers with Ss, use the opportunity to reinforce the concepts behind countable and uncountable to help them see why some determiners can be used with countable nouns, some with uncountable and some with both.

Answers

Used before countable nouns

a/an (potato) the (book) lots of (flies)
 a lot of (birds) many (problems) any (chair)
 some (pencils) any (chair) (a) few (glasses)

Used before uncountable nouns

Much (fuss) The (past) Lots of (work)
 A lot of (confusion) (a) little (time)
 Some (glass) Any (cheese)

- 6 **Aim** To consolidate Ss' knowledge of determiners through proofreading.

- These 10 sentences contain mistakes Ss typically make. The activity asks them to proofread and correct the sentences. This helps them to test their knowledge of the use of these determiners as well as giving practice in proofreading, which is a very useful skill for the IELTS listening, reading and writing papers.
- When checking Ss' answers, make sure they realise that 'information', 'luggage' and 'advice' are uncountable. These are nouns that Ss tend to make mistakes with.

Answers

- I went on a short trip ...
- You can't get **any/much** information ...
- I packed a **few** clothes ...
- I took **some** luggage with me ...
- Many/lots of/a lot of** airports have ...
- Passengers can spend a **lot of** time ...

- Travel can be expensive
- ... if you don't have **any** illegal goods.
- I brought back **some** rice ...
- You can get **lots of/a lot of** good advice ...

- 7 **Aim** To consolidate and extend the focus of Ex. 6.

- If Ss did Ex. 6 individually you could ask them to do this one in pairs, or vice versa, to introduce variety.

Answers

- | | | | |
|--------|------------|--------|--------|
| 1 much | 4 - | 7 many | 10 few |
| 2 much | 5 a little | 8 some | |
| 3 some | 6 much | 9 - | |

- 8 **Aim** To give Ss an opportunity to use the target structures productively in a fluency activity.

- Ask the Ss to complete the whole activity in writing and conduct the discussion as you are checking answers, as there are no fixed answers to this task. It depends on Ss' interests and needs, so they could justify their answers through discussion and argument as they give them.

Possible Answers

- | | | | |
|-----------|--------|-------------|------------|
| 1 lots of | 5 one | 9 one | 13 lots of |
| 2 no | 6 one | 10 a few | |
| 3 some | 7 some | 11 some | |
| 4 some | 8 no | 12 a little | |

Exam focus (pp. 26-29)

1. Tips for IELTS

- 1 **Aim** To encourage Ss to realise what strategies they can use both before and during the listening paper to help them achieve a better score. Additionally, to help them realise which strategies they each as individuals need to focus on most.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips.

(Ss' own answers)

2. IELTS Practice Test

- 1 **Aim** This gives Ss direct exam practice. The layout of the test in the book, the instructions, the tasks and the listening skills tested are the same as they would be in the exam.

- Depending on the level of your Ss and their confidence, you might want to conduct this test as it would be done in the exam i.e. straight through to the end, hearing the recording once only and allowing 10 minutes at the end for Ss to transfer their answers to the answer sheet (See back of Ss' book for copy of answer sheet). Alternatively you may prefer to help Ss through this test by pausing it after each section and possibly playing the recording a second time if Ss seem to have found the questions difficult.

Answers

- | | | |
|-----|------------------|------------------|
| 1 C | 5 C | 9 20 |
| 2 G | 6 C,D | 10 mobile phones |
| 3 C | 7 tall | |
| 4 B | 8 leather jacket | |

3. Thinking about the IELTS Practice Test

- 1 **Aim** To reinforce Ss' understanding that listening for specific information only involves listening for one or two words.

- As you check Ss' answers, point out that the specific information involves one or two words only and often involves numbers, names and letters.

Answers

- ... went into the luggage hall to pick up my luggage. I was just ...
- ... went to that minimarket over there to buy some stuff – and it was then I noticed, when I wanted ...
- ... wanted to buy some water ...
- ... back through the arrivals hall to look for it, ...
- ... because he kept talking on his mobile really loudly ...
- ... but my credit cards have gone and \$300 in cash ...
- ... tall with ...
- ... a leather jacket ...
- ... probably around 20, ...
- ... two mobile phones ...

Specific information for locations/descriptions

- 2 **Aim** To help Ss become gradually aware of the range of task types that they need to work with in IELTS listening, and to learn the names of these task types so they can discuss them and focus on them in preparation if they need to.

- You may need to explain to the Ss what each of the listed activities involves, and why it is useful for them to know the names of the task types.

Answers

Plan, map, diagram labelling; multiple-choice; table completion.

- 3 **Aim** To point out the importance of following instructions in the IELTS exam.

- Following the instructions given in the exam is extremely important in IELTS. If candidates don't follow the instructions, their answer will be marked wrong if it is given in the wrong format, even when it is in fact right. It's extremely important that Ss realise this and train themselves early on to follow the instructions. This activity helps each individual student realise whether he/she followed the instructions.
- Ask Ss to tell you whether they followed the instructions or not, and point out to them why it is essential that they should do so.

Answers

Just write one letter for questions 1 and 2, write one letter for questions 3-5, two letters for question 6 and no more than two words and/or a number for questions 7-10.

- 4 **Aim** A version of this activity occurs in every-reading and listening unit. It aims to make Ss aware of the kinds of mistakes candidates often make with the formatting of their answers and how these can make them lose marks.

- Ask Ss to explain to you how the formatting of the answers is wrong. At the end summarise general points (See answers).

Answers

- C (only one letter should be written)
- G (candidates must write an answer)
- C (this is the wrong format for the answer. They must write a letter, not words)
- B (this is the wrong format for the answer. They must write a letter, not a number.)
- C (this is the wrong format for the answer. They must write a letter, not words)
- CD (only two letters are required. This answer is therefore marked wrong, even though it contains two correct letters)
- tall (the answer is misspelt so it wouldn't be given a mark)
- leather jacket (this answer contains too many words; four instead of the two required)
- 20 (this answer contains too many words; three instead of the two required)
- mobile phones (two words only are required, not three; also 'phone' is misspelt).

- 5 **Aim** To allow Ss to become familiar with using and understanding a diagram. To revise grammar and vocabulary covered.

- Allow Ss time to look over the diagram before they tell the story.

(Ss' own answers)

- Refer Ss to the recording script at the back of the book.

(Ss' own answers)

4. What do you know about IELTS?

- 1 **Aim** To help make Ss more aware of what IELTS Listening Section 1 is like and requires of them.

- Use this activity to show Ss the About IELTS section on pages 4-7 of the book and to go over the test tips in the unit.

Answers

- You are required to listen to a conversation.
- You need to listen for specific information.
- Listening for and noting specific factual information.
- There are ten questions in Section one.
- (Ss' own answers)

Unit 3 – Investigating

Unit Focus

Vocabulary: This section aims to introduce Ss to and extend their use of words and collocations related to the topic of investigation. This topic area which covers research includes many academic vocabulary items which are very relevant to IELTS Reading, and aims to make Ss aware that academic language often uses a more formal register than everyday English does. The section also introduces Ss to the concept of suffixes, to some common noun suffixes and their use.

Skills: To begin to make Ss aware that there are different kinds of reading skills with different functions, and that to work well with the IELTS Reading Module they need to use the right reading skill for the right purpose. The first reading skill introduced here is that of skimming, a skill Ss need to use in the IELTS Reading Module to get a general idea of a passage and its development, to get a sense of what kind of tasks they are being asked to carry out, and to carry out the IELTS task types: short answer questions, completion tasks, identifying information tasks, matching information tasks.

Grammar: To revise the uses of these two tenses in English, and reinforce Ss' understanding of the present perfect's link with the present, and the past simple's link with completed events or states.

Exam: This section aims to prepare Ss for and give them practice in Reading Passage 1 of the IELTS Reading (Academic). It also aims to make them aware of how important it is to answer the questions in IELTS in the way given in the instructions.

Vocabulary focus (pp. 30-32)

- 1 **Aim** To make Ss aware of the four different stages that go into investigation or research. This is to help them with IELTS reading passages, which are often reports of research. Calling research 'investigation' is a way of making it less scary to Ss and helping them realise it is something they probably do themselves.

- Ask Ss individually or in pairs to describe what is happening in the pictures, and get them to focus on how one stage leads into the next. You could ask them to describe what investigations/research they have carried out, making sure they frame the description in terms of the four stages.

Possible Answers

They show the different stages in carrying out an investigation (as given in the box below the pictures).

- 2 **Aim** This activity reinforces the concept of the different stages involved in investigation and at the same time introduces vocabulary relevant to each stage.

- Point out to Ss that this vocabulary is quite academic and will help them with both the reading and writing papers in IELTS. You could also ask them to talk about the pictures in 1 again using this vocabulary.

Answers

Findings 3/4	Data 2	Analysis 3
To present 4	Significant 3	Procedure 2
To report 4	Evidence 2/4	To collect 2
To investigate 1/2	Conclusion 4	To identify 1/3

- 3 **Aim** To reinforce the concept of collocation and introduce Ss to these very common academic collocations.

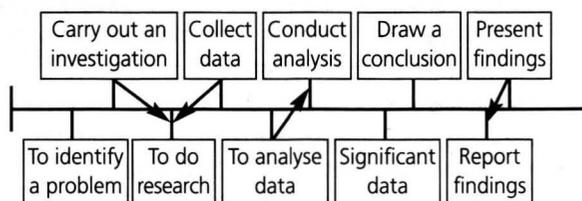
- Point out to Ss that it is more common to say 'to carry out/conduct research' when using an academic register, and that you cannot say 'to make research', or 'make/do a conclusion'.

Answers

1 H	3 A	5 C,F	7 C	9 H
2 A,D	4 A,D	6 E	8 C,F	10 G

- 4 **Aim** To have the Ss use the collocations presented in Ex. 3.

- Allow Ss to discuss and argue about their answers, as in the process they will use and consolidate their learning of the collocations.

Answers

- 5 **Aim** To begin to make Ss aware of the effect of suffixes in English, and that these particular suffixes are used to make nouns.

- Ask Ss what other words they know ending with these suffixes.

Answers

Investigation	Analysis	Procedure
Conclusion	Presentation	

- 6 **Aim** To develop Ss' awareness of the use of these suffixes.

- Point out to Ss that these words are quite formal and academic, and therefore useful for creating the right tone in academic writing.

Answers

Confusion	Decision	Participation
Preparation	Connection	Failure
Imagination	Calculation	Basis
Instruction	Administration	

- 7 **Aim** To reinforce Ss' learning of new vocabulary.

- Set a time limit on this activity, turning it into a short game.

Answers

- | | | |
|------------|--------------|---------------|
| 1 Evidence | 4 Conclusion | 7 Carry out |
| 2 Findings | 5 Data | 8 Significant |
| 3 Report | 6 Analyse | 9 Procedure |

8 **Aim** To make Ss aware that academic English, such as they will meet in the IELTS Academic Reading Paper is often more formal than everyday English.

- You could ask Ss to give you other examples of every day English words and their more formal, academic equivalents. Phrasal verbs contain many examples.

Answers

- To carry out = to do
- To investigate = to find out
- To present = to tell people about
- To draw a conclusion = to reach/come to a conclusion

9 **Aim** To encourage Ss to use the new words and collocations they have met in this section.

- Many Ss will have carried out mini investigations or surveys while at school. Ask them to tell the class/their partners about the four stages of their research. They will probably have carried out these four stages even if they didn't realise it at the time. Ask them to describe their research even though it may not have been very academic.

Possible Answers

- Something I have investigated/researched.
- I identified the problem to investigate/research.
 - Decided what it is you are going to investigate.
 - Decided what the problem was, e.g. 'The air quality in London is poor'
 - Collected as much information as possible research from as many sources as possible (Internet, newspapers, magazines, etc.).
 - causes: cars, planes, power plants
 - burning fossil fuels
 - CFC's
 - Methane from animals
 - <http://environment.nationalgeographic.com/environment/global-warming/pollution-overview.html>
 - London Assembly Report/investigation: <http://www.london.gov.uk/assembly/reports/environment/air-quality-report-200904.pdf>
 - Kings College 'London air quality network'.
 - Guardian newspaper 'premature deaths ...' Monday April 20 2009
 - <http://www.londonair.org.uk/london/asp/information.asp?view=howbad>
 - http://www.manchester.gov.uk/info/413/pollution_control-air_quality/2942/pollution_control-air_quality/1
 - etc.
 - Analysed my information/data.
 - Decided what was relevant and what was not.
 - Chose the significant information.
 - Presented the results.
 - Showed others what you have found in a clear and simple way.
 - Made it interesting.
 - I did not include anything vague or with no proof i.e. 'aliens are causing pollution.'

- I did include statistics and comparisons i.e. 'In Manchester the pollution is ...'

Skills focus (pp. 33-35)

1 **Aim** To introduce Ss to the idea of skimming, and give them practice in it.

- Point out to Ss that they will NOT need to read these texts in detail to get the answers to the questions. If you see any student reading with a ruler or their finger under the lines, they are likely to be reading in the wrong way. Point out to them how reading like this slows them down, and is unnecessary when dealing with many parts of the reading paper.

Answers

- 1 D 2 B 3 A 4 C

2/3 **Aim** To point out to Ss what skimming is and how it is useful in the IELTS Reading Paper.

- Allow the Ss to read both activities. You could ask them when they think they skim read out of class, and why. Point out why they mustn't read carefully, etc. when skimming. This is because it slows them down, and may stop them seeing the general picture.

(Ss' own answers)

4 **Aim** To give Ss further practice of skimming at text and paragraph level.

- Ask Ss to do the exercise. Remind them to use the skimming techniques.

Answers

- | | | |
|---------------|---------------|---------------|
| 1 text 2 | 4 paragraph A | 7 paragraph C |
| 2 text 1 | 5 paragraph C | 8 paragraph D |
| 3 paragraph B | 6 paragraph A | |

5 **Aim** To encourage Ss to keep and actively use a vocabulary record, by adding new words to it as and when they meet them. This activity also consolidates the learning of the new vocabulary.

- You might want to check how Ss have organised their vocabulary records and what information they have included about each word. At this level a vocabulary record should show the following information:

Word	Meaning	Part of speech	Pronunciation
Example of use	Collocations	Any other info. e.g. synonyms/register	

Possible Answers

- | | | |
|-------------------------------|-----------------|-----------|
| According to findings | problem studied | monitored |
| Investigation/ to investigate | report | analyse |
| presenting | researchers | measured |
| discovered | conclusion | evidence |
| | conduct | a study |

Grammar focus (pp. 36-37)

1 **Aim** To encourage Ss to work out the uses of these two tenses themselves.

- Ensure that the Ss find the answers from looking at the examples, rather than giving Ss the answers yourself. This is a revision task, so Ss should be able to do this.

Answers

Finished actions/states: 1, 3, 5, 6

Continuing actions/states: 2, 4, 7

We use the past simple for finished actions/states and the present perfect simple for actions/states which started in the past and are still continuing in some way.

2 **Aim** To consolidate Ss' understanding of the link between *past simple* and finished actions/states, and the *present perfect simple* with actions/states which started in the past and are still continuing, by focussing on how particular adverbs link with the present.

- You could ask Ss to say what adverbs or time phrases are often used with the simple past *e.g. then, ago, last/week/*.

Possible Answers

Because all these adverbs show a link from the past to the present.

3 **Aim** To encourage Ss to realise that there may well be differences between their language and English in the use and form of these tenses. Some languages do not use tenses. Ss need to understand how important to communicating meaning they are in English.

- In a multilingual class, this discussion could be quite rich or quite confusing, especially if you the teacher don't speak the Ss' languages! Make sure that the use of the tenses in English is clear to the Ss.
- In a monolingual class with a teacher who speaks the Ss' language, the teacher could use this opportunity, if appropriate, to stress the differences in how the two languages use these tenses.

(Ss' own answers)

4 **Aim** To test Ss' use of the two tenses.

- Use the answer checking stage to stress the different uses of these tenses in English.

Answers

1 *has been* 4 *lost* 7 *used*

2 *have known* 5 *began*

3 *made* 6 *produced*

5 **Aim** To further reinforce the concept behind the use of these tenses.

- Encourage discussion of answers so as to focus on the concept behind the use of these tenses.

Answers

began, 2 jump, 1 have improved, 3 set, 2
has been, 3 are able, 1 have been, 3
run, 1 require, 1 ran, 2

6 **Aim** To consolidate the tenses through research and presentation of a topic.

- This activity combines the topic of the unit 'Investigating' with the focus on the past simple and present perfect simple. It enables Ss to use both productively. Make sure Ss focus on both sides of the research i.e. when and how it was invented + what effects it has had. In this way they should use both the past simple and present perfect simple.
- The inventions can be of whatever kind interests the Ss. They could use the Internet or a library to get information. Decide whether you want Ss to present their results in speaking to the whole class/groups or a partner, or in writing to you.

(Ss' own answers)

Exam focus (pp. 38-41)

1. Tips for IELTS

1 **Aim** To encourage Ss to realise what strategies they can use both before and during the reading paper to help them achieve a better score. Additionally, to help them realise which strategies they each as individuals need to focus on most.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips.
- Stress to Ss how helpful it will be for their success in the IELTS exam to read as much as possible outside class. Any reading is useful, but reading more 'serious' texts is particularly useful as it allows Ss to become familiar with working with more complex language and longer texts.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** To give Ss direct exam practice. The lay-out of the test in the book, the instructions, the tasks and the skills tested are the same as they would be in the exam.

- Depending on the level of your Ss and their confidence, you may want to conduct this test as it would be done in the exam i.e. straight through to the end. Alternatively you may prefer to help Ss through this test by allowing them to take longer than the recommended time, and checking answers after each section and possibly allowing a second reading after checking answers, if Ss seem to have found the questions difficult.

Answers

- | | | |
|-----|---------------|--------------|
| 1 B | 6 video | 11 time |
| 2 H | 7 roads | 12 TRUE |
| 3 I | 8 front, back | 13 NOT GIVEN |
| 4 E | 9 females | 14 TRUE |
| 5 F | 10 middle | |

3. Thinking about the IELTS Practice Test

- 1 **Aim** To help Ss become gradually aware of the range of task types that they need to work with in IELTS Reading, and to learn the names of these task types so they can discuss them and focus on them in preparation if they need to.

- You may need to explain to the Ss what each of the listed activities involves, and why it is useful for them to know the names of the task types.

Answers

Matching information, flow chart completion, identifying information

- 2 **Aim** To further familiarise Ss with the specific task types.

- Reinforce the idea that the answers may only be in one part of the text, so it's not necessary to read all of it.
- Ask Ss to look back at the tasks and the passage, and locate the answers. This will help them do this activity.

Answers

Task 1	Task 2	Task 3
Matching information	Flow chart completion	Identifying information
Required skimming	Required skimming	Required skimming
Required reading for detail	Required reading for detail	Required reading for detail
The task required readers to read part of the text only	The answers are in the first half of the passage so we don't need to read the second half.	
		Check if contained any information on particular point
	Requires finding key words.	

- 3 **Aim** To practise following the IELTS exam instructions.

- Following the instructions given in the exam is extremely important in IELTS. A candidate's answer will be marked wrong if it is given in the wrong format, even when it is in fact right. It's extremely important that Ss realise this and train themselves early on to follow the instructions. This activity helps each individual student realise whether he/she followed the instructions.

- Ask Ss to tell you whether they followed the instructions or not, and point out to them why it is essential that they should do so.

Answers

- B (requires a one letter answer)
- H (requires a one letter answer)
- I (requires only one letter answer)
- E (requires a one letter answer)
- H (Candidates are strongly advised to give an answer even if they are unsure of the answer).
- video (requires exact words from the passage; also candidates should only give the number of answers required; if they give more, as here, they will get no marks for this question)
- roads (spelling must be accurate)
- front, back (requires text as it is in the passage, and a maximum of 3 words)
- females (only give one answer)
- middle (a maximum of three words is required)
- time (only one answer must be given)
- TRUE (way of answering does not follow instructions)
- NOT GIVEN (way of answering does not follow instructions)
- TRUE (candidates are strongly advised to give an answer even if they are unsure of the answer).

General points: these answers have been given in the wrong way. This highlights the need to always follow the instructions. In this case answers were wrong because they gave words rather than letters, too many words or letters, two rather than one answer, misspelt answers or no answer.

4. What do you know about IELTS?

- 1 **Aim** To help make Ss more aware of what IELTS Reading is like and requires of them.

- Use this to remind Ss of the structure of the exam.

Answers

- There are forty questions in total.
- There are three passages to read.
- Candidates have sixty minutes to complete the whole paper. Advice is given at the top of each task on how much time to spend on it.
- Each task may require the candidate to use at least one reading skill; predicting; skimming; reading for detail.
- No. Each task may require the candidate to use a different reading skill; predicting; skimming; reading for detail.
- (Ss' own answers)

- 2 **Aim** To help build up Ss' vocabulary records and reinforce their learning of new words.

- See Ex. 2, Vocabulary Focus on p. 31 Ss' book.

Possible Answers

Gist: general meaning

Skimming: reading for specific information

Investigation: examination; study

Analysis: examination

Findings: information gathered after examination

Evidence: proof

Conclusion: deduction

Significant: important
Procedure: method; process
Data: information; facts

Unit 4 – Population

Unit Focus

Vocabulary: The aim of this section is to introduce Ss to vocabulary for talking about graphical and numerical tables and charts, describing changes over time in the data they contain and encouraging Ss to record useful phrases related to *time* and *number*.

Skills: The aim of this section is to focus Ss on ways to organise and link ideas in short writing tasks like the IELTS Writing Task. Ss are introduced to connecting ideas between sentences with reference words and contrastive and additive linking words.

Grammar: The aim of this section is to look at forming adverbs from adjectives and comparative adjective and adverb forms. The activities highlight differences in the use of adjective and adverbs forms in the context of describing numerical and statistical information.

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

Vocabulary focus (pp. 42-44)

- 1 **Aim** To introduce Ss to the names of different types of charts and illustrations.

- Point out to Ss that these are the most common types of charts/tables used in IELTS Writing Task 1.

Answers

A illustration C bar chart E pie chart
 B table D line graph

- 2 **Aim** To get Ss to discuss what kind of information each type of chart/table in Ex. 1 represents and to reflect on what they show about the Ss' own part of the world.

- Try and get Ss to tease out of the graphical information as much information about their part of the world/country as possible.

Possible Answers

- a. A The illustration shows the ten countries with the greatest population (number of people), in the form of a coloured map.
 B The table shows statistical information about world population (number of people) in total, then by region: Africa, Asia and Europe, but not America.

- C The bar chart shows the trends in migration to the main European countries between 1985 and 2003.
 D The line graph shows world population trends for the main regions of the world from 1950, projecting into the future, 2050.
 E The pie chart shows the world distribution of population, in 2005.

- b. Students' own answers relating to their part of the world e.g. In 2005, my part of the world – Europe – had a significant percent of the distribution of world population.
 c. The population in my part of the world – Europe – seems as though it is declining ... even though immigration is increasing. There will be 100 million fewer people by 2050. World population is continuing to grow but at an uneven rate in different regions and at a slower rate than before.

- 3 **Aim** To get Ss to use key collocations to describe data trends in relation to different types of graphical information.

- Make sure that Ss compare their observations to see whether they have picked up on the same things and compare the language they have used.

Possible Answers

The bar chart shows there was a steady rise in the numbers that had access to a computer between 1998 and 2007.

There was a significant rise in the number having access to the Internet. The line graph shows that there was a slight fall in the figures for women in the manufacturing industry between 1978 and 2000.

There was a significant rise in the numbers for females in the service industry during the same period.

There was a steady drop in the figures for men working in the manufacturing industry.

The number of men working in the service industry rose.

- 4 **Aim** To present to Ss some key compound noun collocations which describe population trends and to get Ss to think about the contrast in meaning between *level* and *rate*.

- Check spelling with Ss as some of these words are commonly misspelt and then ask Ss to discuss in small groups whether these rates/levels are rising/falling in their country.

Answers

1 birth 5 crime 9 migration
 2 income 6 death 10 debt
 3 expectancy 7 marriage
 4 literacy 8 unemployment

- 5 **Aim** To provide Ss with a framework for recording significant language as they work through the unit.

- Get Ss to note down under each heading a few phrases already seen from this vocabulary section. Ss will be reminded later in this unit to look back at this box.

Answers

Time	Number
in 2006	immigration/emigration numbers
between 1997 and 2006	big increase/decrease
in most years	more or less stable
from year to year	significant increase/decrease
in the same period	grew consistently
By 2006	the peak of 2004
four years ago	roughly four times as high
March 1992 to 2007	significantly higher/lower
	highest difference
	number of emigrants/immigrants fell/rose
	increase less even
	highest/lowest
	rose and fell
	rose/dropped dramatically
	a lot smaller
	divided in to four parts
	more/less than
	percentage urban
	slightly higher/lower
	three times as many
	rate of growth
	much bigger
	further drop
	from 200 to 130 thousand

Skills focus (pp. 45-47)

1 **Aim** To focus Ss' attention on matching written and graphical data and spotting written information that does not fit with statistical data, as they might when checking their writing.

- Explain that the writing of a short description based on graphical information will involve working different statements about the data into paragraphs. The first thing to make sure of though, is that the statements actually correspond to the data. Get Ss to spot which statement does not fit in each case.

Answers

The figures for emigration between 1997 and 2006 remained more or less stable.
The gap between people immigrating and emigrating from the UK grew consistently between 1997 and 2006.

2 **Aim** To get Ss to focus on the logical ordering of information in a paragraph and how short linking phrases help information flow.

- Encourage Ss to think about logical grouping and sequencing before they look at the linking words.

Answers

4, 2, 3, 1

Compared to 1997, in 2006 the migration figure was roughly four times as high.

The highest difference between immigration and emigration figures was in 2004.

By 2006, however, the migration figure was significantly lower than the peak of 2004. This was because between 2004 and 2006 emigration numbers increased more than immigration numbers.

3 **Aim** To further practice the logical ordering of information but with a longer paragraph.

- Again encourage Ss to think about logical grouping and sequencing before they look at the linking words. Here there is an obvious sense block related to immigration and another related to emigration.

Possible Answers

1, 2, 4, 5, 3

The number of immigrants coming to the UK in 2006 was almost double the figure in 1997. In fact, between 1997 and 2006 the number of immigrants coming to the UK increased in most years. The only exception to this was that immigration numbers fell back slightly in 2005 after a big increase in 2004. Overall figures for emigration from the UK between 1997 and 2006 also show a significant increase. There were, however, several years between 1997 and 2006 when the number of emigrants fell.

4 **Aim** To focus Ss' attention on the important role of reference words in linking ideas in and across sentences in short factual pieces of writing like this.

- Get Ss to look at what each missing word refers to and then choose an appropriate reference word from the box. Encourage Ss to mark texts like this in their wider reading to highlight this kind of connection, especially between ideas across sentences.

Answers

1 It	5 this	9 these
2 these	6 such	10 it
3 this	7 its	11 these
4 these	8 its	12 This

5 **Aim** To get Ss to think about the usage of common contrastive and additive linking words.

- Stress to Ss that all the words in bold in the text can be replaced by one of the words in the box but that in some cases changes of word order, beginning a new sentence or punctuation will have to be made.

Answers

also. Can be replaced by **too**. but word order is changed:
It shows the difference ... **too**.

also. Can be replaced by **as well**. Again the word order changes:
... between these years increased **as well** ...

but. Can be replaced by **although**. No change to word order is needed.

but could be replaced by **however** if you begin a new sentence.

however. can be replaced by **though**. No change to word order is required.

however. can be replaced by **though**. No change to word order is required

6 **Aim** To present Ss with a clear structure for the organisation of these short writing tasks and to get them to notice this structure in a model description.

- Get Ss to highlight on the report in Ex. 4 where each section begins and ends.

Answers

Each section refers to one of the four paragraphs in 4.

7 **Aim** To get student to plan and write a short text using the structure looked at in Ex. 6.

- You may want to check the details of the content for each section of the description with the whole class before Ss write them individually.

Possible Answers

The graph shows the number of one, two, three and four bedroom houses as a percentage of total house building carried out in the UK between 1991 and 2007. It shows figures for five separate years during this time.

The first significant trend was that between 1991 and 2001 the number of smaller (one and two bedroom) houses fell quite significantly as a percentage of the total. In 1991 these types of houses accounted for about 52% of all house building but by 2001 this figure had fallen to about 32%. In the same period, the number of three and four bedroom houses that were built rose considerably – with 4 bedroom houses alone representing almost 40% of all houses built in 2001.

From 2001, however, the graph shows that the house building picture changed. The number of smaller houses – especially two-bedroom houses – started to rise as a percentage of the total. In the four years from 2001 to 2005 two bedroom houses jumped from 25% of the total to 42%. At the same time, the number of four bedroom houses fell sharply from about 38% of the total to 20%.

Overall, the figures for the period between 1991 and 2007 show fluctuating trends in house building. The most dramatic change, though, was the increase in two bedroom house building. In 2007 four times as many two bedroom houses as one bedroom houses were built.

Grammar focus (pp. 48-50)

1 **Aim** To present Ss with simple rules and common exceptions for forming adverbs from adjectives and to look at the forms of comparative adjectives and adverbs.

- Get Ss to read through the first table and complete the task. Give feedback before getting them to repeat the process for the second table.

Answers

The adverb form of most adjectives is formed by adding *-ly*.

Adjectives ending in *-y* or *-ic* change their spelling to make adverbs as follows: drop the *-y* and add *-ily* e.g. happy – happily; add *-ally* to *-ic* e.g. emphatic – emphatically but public – publicly

A few adjectives have exactly the same adverb form.

Good has an irregular adverb form.

To make the comparative of shorter adjectives (one syllable) add *-er* to the base form. With longer adjectives use 'more'.

A few comparative adjectives have the same comparative adverb form.

Irregular comparative adjectives have the same comparative adverb form.

2 **Aim** To get Ss to identify the correct form (adjective/adverb ... comparative adjective/adverb) needed in sentences in the context of statistical data.

- For each sentence, ask Ss to make two decisions: – Is an adjective or adverb form required? Is it a simple or comparative form?

Answers

- | | | |
|-----------------|-----------|-----------------|
| 1 sharply | 4 farther | 7 significantly |
| 2 smaller | 5 stable | 8 further |
| 3 more dramatic | 6 sharply | 9 steadier |

3 **Aim** To get Ss to reflect on their decisions in Ex. 2 by thinking of two common uses of adverbs.

- Get Ss to look back at Ex. 2 and highlight the sentences where adverbs are used. You might like to indicate that there are 5 of these. Then ask Ss to decide which use of adverbs they show.

Answers

After a verb. 1, 4, 6
Before an adjective. 7, 10

4 **Aim** To present Ss with a student response to an IELTS Writing Task 1 question containing common errors relating to adjective and adverb forms.

- Get Ss to correct the bolded sections of the text. Remind Ss they should think about the form of the bolded words e.g. spelling/form exceptions, etc. and uses of adjectives and adverbs.
- You might also like to point out that this would not be an untypical number of such forms to use in a writing task like this. Stress the importance of this area of grammar for the task.

Answers

- | | |
|-------------------------|---------------------|
| 1 dropped sharply | 6 further drop |
| 2 most significant fall | 7 much slower |
| 3 fell steadily | 8 rose more quickly |
| 4 slowly declined | 9 clearly shows |
| 5 previous level | 10 much bigger |

5 **Aim** To consolidate the use of adjective/adverb forms through a practice task.

- Encourage Ss to think about the part of speech needed in the gap (adjective/adverb/comparative) before scanning the box for a word that will fit.

Answers

- | | | |
|----------------|--------------|-------------------|
| 1 happily | 6 better | 11 main |
| 2 dramatically | 7 favourable | 12 favourably |
| 3 near | 8 recently | 13 more seriously |
| 4 higher | 9 better | 14 significantly |
| 5 soon | 10 expensive | |

6 **Aim** To look at various forms for talking about degrees of comparison: *far fewer/twice as many, etc.*

- Get Ss to look at the tables and discuss the data with another student before deciding on the correct answer in each case. You might like to remind Ss on completion of this task that in the Vocabulary Section at the start of the unit they were asked to record **time** and **number** expressions such as these.

Answers

1 double	4 higher	7 more
2 three times	5 similar	8 steadily
3 more than	6 significantly	

Exam focus (pp. 51-53)

1. Tips for IELTS

1 **Aim** To get Ss to think about what is key to success in this task.

- Get Ss to rank the relevance of the tips to themselves then to compare their answers with those of another student.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** To get Ss to practice 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 use the 4-part plan for the task looked at in previous sections.

Possible Answers

The graphs show the number of people migrating to and from Ireland and New Zealand over a similar period: between 1987 and 2005 for Ireland and between 1992 and 2007 for New Zealand.

The graph for Ireland shows that prior to 1992 far more people were emigrating from Ireland than immigrating to it. The peak in this trend was in 1991 when 70000 people left and only 30000 arrived. Things settled down, however, in the period between 1992 and 1995 when roughly the same number of people [around 35,000] emigrated as the number that immigrated. From 1996 the picture again started to change as the number immigrating started to increase quite steadily and numbers emigrating started to steadily decline. By 2005 around 90000 people a year were immigrating to Ireland and only about 18000 people emigrating from it.

The graph for New Zealand similarly shows periods of net emigration and net immigration but the pattern over the 25 years is more variable. From 1993 to 1996 the number of people emigrating and immigrating increased at the same rate. From 1996 until 2000 the numbers immigrating to New Zealand fell dramatically so that between 1998 and 2002 more people were emigrating from NZ than immigrating to it. From 2002 to 2007 there was again a net immigration each year but numbers varied.

In 2003, for example, there was net immigration of 45000 whereas in 2005 net immigration was only 5000.

The data for both countries shows that patterns of migration varied considerably in this short period.

3. Thinking about the IELTS Practice Test

1 **Aim** To get Ss to discuss a student response to the question that has both good and weak points.

- Ask Ss to consider the marker's comments in relation to the student answer. In feedback elicit from Ss what the candidate could have done differently.

Possible Answers

Students discuss

– Always write a relevant introduction or opening statement.

– Number could be replaced by figure or difference.

– Use relevant information, never speculate.

– Use accurate information taken from the evidence that you have been given.

– Use correct vocabulary and grammar.

– Give as much detail as you can.

2 **Aim** To make Ss aware of the marking criteria for IELTS Writing Task 1 and to think about a specific student performance in relation to this.

- Following student deliberations, give feedback highlighting points that the examiner viewed as positives in the student answer and eliciting from Ss what the examiner would have wanted to see where a negative comment was made.

Answers

– no opening 2

– the word 'number' 3

– meaning unclear 3

– not relevant/speculation 1

– good linking between sentences 2

– statement inaccurate 1

– some vocabulary imprecise 3

– ... more detail/closer reference to graph needed 1

– good summary of trends 2

– clear wording/sentence structure 4

- As a follow-up task you might ask Ss to write out a model answer to this task combining rewritten sections of this student answer and their previous answer.

4. What do you know about IELTS?

1 **Aim** To review the key points relating to Writing Task 1.

- Ask Ss to discuss these key review questions with another student and to refer to the About IELTS section to clarify points of which they are not sure. Also get Ss to refer to the Vocabulary section of this unit [point 6] and decide how complete or otherwise their vocabulary recording has been.

Answers

- 1 You are advised to spend 20 minutes on Task 1.
- 2 You are expected to compare the data given and comment on significant points. You must never speculate.
- 3 There are no choices in Task 1.
- 4 You are expected to write a minimum number of 150 words in Task 1.
- 5 Candidates are assessed on
 - Task achievement
 - Coherence and cohesion
 - Lexical resource
 - Grammatical range and accuracy
- 6 (Ss' own answers)

Revision and Exam Practice 1-4

1 Aim

This section aims to give Ss further practice in the exam task types of units 1-4 and so provide opportunities for revision. It also aims to give Ss practice with these tasks under exam-like conditions. Please note that for these reasons, these tests are not equivalent in length to the whole IELTS exam as they only focus on particular sections of each paper.

2 Using the test

If your Ss will be sitting the academic module of the IELTS exam, the whole revision and exam practice test is relevant to their exam needs. For Ss taking the General Training module, only the listening and speaking tests are relevant to their exam needs. You may however choose to ask them to do the writing and reading papers of this test as well, because they provide revision and general exam practice.

3 Exam-like conditions

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

1 Order of papers

In the exam, listening, reading and writing are taken together in that order and in one sitting. The speaking test can be done before or after the other papers.

2 Timing

Listening – as long as the recording lasts + 2.5 minutes transfer time

Reading – 20 minutes for Passage 1

Writing – 20 minutes for Task 1

Speaking – 4-5 minutes for Part 1

3 Other administrative details**Listening**

– the recording is only played once

– Ss write their answers on the listening answer sheet
(See back of Ss' book)

Reading

– Ss write their answers directly onto the answer sheet
(See back of Ss' book)

– No transfer time is allowed

Writing

– Ss write their answers on an answer sheet (See p. 98 of Ss' book)

Speaking

– You may wish to record Ss as in the actual exam.

Speaking**Possible Answers****Work/study**

– I am a student ... I am studying IELTS ..., etc.

– I spend three hours a day on the computer ... I usually research grammar ..., etc.

Family

– My family are from Malacca ... they live in a small town called Hale ..., etc.

– My parents work late every day ... we try to eat a meal together on Sundays ..., etc.

– My grand father is the oldest person in my family ... he's 87 years old ..., etc.

Travel

– I've been to America and Germany ... I visited America in 2004 ... I was there for three months ..., etc.

– I prefer travelling by bus ... you can see more of the countryside that way ..., etc.

Listening**Answers**

- | | | |
|-----|-------------------|------------|
| 1 H | 5 C | 9 football |
| 2 D | 6 B, E/E, B | 10 bottle |
| 3 B | 7 (bright) yellow | |
| 4 B | 8 straps | |

Reading**Answers**

- | | | |
|-----|--------------------|---------------|
| 1 A | 6 obligation | 11 distracted |
| 2 C | 7 back | 12 TRUE |
| 3 H | 8 chain of thought | 13 FALSE |
| 4 B | 9 less | 14 FALSE |
| 5 D | 10 breaking off | |

Writing**Possible Answers**

The graphs show the numbers of under 16s and over 65s in the UK as a percentage of the total population in both 1971 and 2002. The graph also shows the number of males and females in each group.

Between 1971 and 2002 the number of under 16s fell as a percentage of the total population from 25% to 20%. The percentage drop was similar for both boys and girls. In 2002, there were still roughly 5 boys for every 4 girls in this population group.

At the same time, the percentage of over 65s as a percentage of the total population rose from around 12% in 1971 to approximately 16% in 2002, with the number of men in this category perhaps rising slightly more significantly. However, the percentage of women in the age group still remained higher than that of men in 2002.

Overall, the graph shows the trend towards an ageing UK population with the percentage of under 16s falling by 5% and the percentage of over 65s rising by about 4% in this 30 year period. The difference in numbers between males and females closed slightly in both age groups during this time but not dramatically.

4 Marking

Listening

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

Reading

Each question carries one mark. There are no half marks. Cambridge Assessment does 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. Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task which relates strictly to the factual content of an input diagram and not to speculated explanations that lie outside the given data.

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.

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

Half bands can be awarded.

Speaking

Tasks are marked using the following criteria:

Fluency and Coherence

This criterion refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (*e.g. connectors, pronouns and conjunctions*) within and between sentences.

Lexical Resource

This criterion refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.

Grammatical Range and Accuracy

This criterion refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

Pronunciation

This criterion refers to the ability to produce comprehensible speech to fulfil the Speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of speech which is unintelligible and the noticeability of L1 influence. Scores are reported in whole and half bands.

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

Half bands can be awarded.

5 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>

Unit 5 – Education

Unit Focus

Vocabulary: The aim of this section is to focus Ss attention on a variety of compound nouns, verb-noun collocations and commonly confused words connected with the theme of education, with the aim of encouraging Ss to use these words to relate information about their own educational experiences.

Skills: The aim of this section is to present Ss with useful strategies when making notes to speak from and giving a short talk on a topic. Ss are encouraged to think about how they can best expand on points they introduce.

Grammar: The aim of this section is to focus on the forms and uses of narrative tenses: *simple past*, *past continuous* and *past perfect* and to contrast the use of *simple past* with the *-used to* form.

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

Vocabulary focus (pp. 58-59)

- 1  To get Ss to talk about school facilities and discuss how similar/different schools they have attended are/were.

- As a warm up for Ss you could model what they have to do by talking about how different the school premises where you went to school were e.g. *blackboards v whiteboards/interactive boards, etc.*

Possible Answers

There is a gymnasium in this school, it's different from my school. We didn't have a gymnasium only outside sports fields.

There wasn't a cafeteria in my school only a small shop where you could get snacks.

We have a cinema at our school – I think an auditorium is different.

2.  To get Ss to use the compound words (e.g. *school resources*) by matching them to a particular area in the school using the floor plan in Ex. 1.

- Pre-teach one or two of the individual words (not whole compounds) e.g. *counsellors*, *attendance*, *reference* ... that you think are less familiar to Ss. Then when they do the tasks they will have to infer the meaning of the compound word.

Possible Answers

Notice boards – main entrance

White boards – classrooms

Exercise machines – gymnasium

Career counsellors – career guidance

Reference sections – library

Work stations – e-learning centre

Attendance records – office

Stage lighting – auditorium

Changing rooms – pool, gymnasium

Photocopiers – office

Test tubes – lab

Vending machines – cafeteria

- 3  To make Ss aware of stress patterns in compound words and to encourage them to mark stress on words like this in their notes.

- Get Ss to say the words out loud to themselves and to listen to another student saying them. Then get them to decide together on which word the main stress is.

Answers

Notice-boards

Whiteboards

Exercise machines

Career counsellors

Reference sections

Work stations

Attendance records

Stage lighting

Changing rooms

Photocopiers

Test tubes

Vending machines

- 4  To get Ss to focus on verb-noun collocations used to describe activities at school.

- When Ss have matched collocations and you have given feedback, ask them to do the second part of the task in which they relate the activities to their school experiences.

Answers

1 *go on trips*

2 *do experiments*

3 *play volleyball*

4 *attend lectures*

5 *attend team practice*

6 *go camping*

7 *go on exchange programmes*

8 *attend after school clubs*

9 *do computer studies*

10 *do gymnastics*

11 *do charity work*

12 *do sport*

13 *play musical instruments*

14 *do extra lessons*

(Ss' own answers)

- 5  To get Ss to think about the difference in meaning and use of words commonly confused.

- Encourage Ss to think about each word and contexts in which they have heard them used. Get Ss to explain the differences they have come up with to the whole class.

Possible Answers

1 *A lecturer is someone who gives lectures in a university.*

A tutor is someone who supervises the study of an individual or small group.

2 *A teacher is someone whose job it is to teach, especially in schools.*

An instructor teaches a sport or practical skill, e.g. driving instructor.

- 3 A lesson is a period of time spent in class.
A subject is what the lesson is about, e.g. Maths; Chemistry.
- 4 A test is usually given as part of a series of lessons to check progress.
An exam could be a public examination or an end of term/year event to measure achievement.
- 5 To sit an exam is to take the exam.
To pass an exam is to gain the necessary marks to receive a pass grade.
- 6 You get a mark [score] for an individual question.
You get a grade for overall achievement.
- 7 A course is a learning framework usually measured in length of time.
A syllabus is what is covered on the course: units of work, practical classes, etc.
- 8 Homework is work that a student is asked to do at home after a lesson.
Revision is the process of going over work to prepare for a test.
- 9 A college is a school of higher education, which may specialise in particular skills or prepare Ss for a particular profession.
A campus is the land and buildings of a university or college, (often including the buildings Ss live in).
- 10 A diploma is a certificate showing that someone has completed a course of study or passed an exam.
A degree is a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course.

6 **Aim** To get Ss to use vocabulary looked at in this section to discuss learning experiences.

- Encourage Ss to think as widely as possible about educational experiences e.g. learning a new language, learning to drive/swim, etc., learning how to use a new gadget.

Possible Answers

One of the best things I've ever learned to do is to ski. I went on a trip with the school and I was a complete beginner. I was terrible when I started. It took me two days just to get used to the ski-lift ... but the instructor was very patient.

One of my worst learning experiences was working on the stage lighting for the school play. I was new to the team, and although I had attended all the rehearsals I got so confused during the second act that I forgot to put the spotlight on the main character.

Skills focus (pp. 60-61)

1 **Aim** To look at a good example and a weaker example of notes made for a short talk.

- Ask Ss to discuss what they feel the good points and weaker points of the two versions of the notes are and to explain to another student why.

Possible Answers

Student B has made the best notes because they are clear and concise. Student A's notes are confusing and he/she has written out whole sentences which would have to be read while speaking.

Student B's notes have headings and he/she uses short bullet points. Student A's notes do not give him/her much to say.

Student B uses bullet points to show connections between things.

2 **Aim** To give Ss the opportunity to make notes for a short two minute talk guided by the points discussed in Ex. 1.

- Encourage Ss to make full but concise notes. Put Ss into pairs to give each an audience for the talk and decide which student will do the listening and which the speaking. In feedback explore with Ss the difficulties they had using/ referring to their notes while speaking.

Possible Answers

Favourite subject

Science [all sciences]: fascination:

how and why:

– practical work [labs/experiments]

– field trips

– computer work

Why important

University degree – career: research

(Ss' own answers)

3 **Aim** To get Ss to think of typical functions that we use when expanding on what we say.

- Ask Ss to complete the table and give feedback. You could possibly model each phrase and ask Ss to repeat with a view to focusing on pronunciation. For example, linking in: For instance, ... Another example ... What I mean is ...

Answers

Function

Explaining

Comparing

Giving examples

Clarifying

Giving opinions

Speculating

4 **Aim** To get Ss to prepare short notes for a subsequent speaking task on issues that are relevant to them.

- Encourage Ss to choose statements that they are happy to talk about and support, and remind them of the need to keep their notes short as in the example.

Possible Answers

1 Everyone should go to school until they are 18.

– so much to learn

– fun

– prospects

5 Some children should do practical rather than academic subjects.

– specialise [but not too young]

– designing/making things

– motivation

8 School uniforms are a good idea for many reasons.

– safety

– camaraderie

– identify children

5 **Aim** To get Ss to give a short talk from notes and then to expand on something they have said following a prompt from another student.

- Explain to Ss what they have to do and then play the recording so that they have a model to base their talks and responses on.

(Ss' own answers)

6 **Aim** To give Ss guided practice – prompt cards encourage them to expand on what they say – in giving a short prompted talk using an IELTS task.

- Give Ss a minute to make notes on the task card and then get them to write out the prompt words on individual pieces of paper/card [one set of words per pair of Ss].
- Ask Ss to take turns giving their talks and encourage them to prompt themselves with the cards as they do.

(Ss' own answers)

Grammar focus (pp. 62-64)

1 **Aim** To encourage Ss to think about the main uses of the different narrative tenses.

- Get Ss to read through the passage quickly and name the examples of the highlighted tenses. Then ask Ss to read through the text again and match the examples to the description of use in the boxes. Encourage them to look for as many examples as they can in the text to support their decisions.

Possible Answers

were renting off campus ... (past continuous)	is used for	Longer/background actions
... were preparing (past continuous)		Interrupted past actions
They studied hard that week (past simple)		The next main action in the story
they rushed in and made their excuses (past simple)		A series of successive past actions
They had just sat down when ... (past perfect)		An action just before the next main action in the past
Their plan had worked ... (past perfect)		Actions occurring at an earlier point

2 **Aim** To get Ss to share with the rest of the class short narratives (jokes) with which they are familiar.

- To encourage Ss to think of jokes that they know/have heard elicit from Ss things/situations that jokes are typically about: school jokes, going to the doctor's etc. Then get Ss to make notes on their joke, practise it on another student and then tell it to the whole class.

Possible Answers

A college student, who was working part-time as a pizza delivery boy, arrived at the house of Mr Smith one evening. He knocked at the door and Mr Smith answered. After the boy had handed over the pizza, Mr Smith asked: "What is the usual tip?"

"Well," replied the student, "this is my first trip here, but the other Ss I work with say that if I get a few pence out of you, I'll be doing great." "Really?" replied Mr Smith. "Well, just to show them how wrong they are, here's five pounds."

"Thanks," said the student, "I'll save this for a rainy day."

"What are you studying at college?" asked Mr Smith.

The student smiled and said: "Applied Psychology."

3 **Aim** To consolidate the use of past tenses.

- Encourage Ss to look back at the table describing uses of the tenses as they do this.

Answers

1 did not send	7 had gone /went	13 was trying
2 had	8 started	14 didn't help
3 missed	9 had had	15 wasn't going
4 spent	10 had	16 didn't know
5 (had) lost	11 were renting	17 was missing
6 was	12 was always watching	

4 **Aim** To think about the use of 'used to': when it can replace the *simple past* and when it can't.

- Encourage Ss to think about which of these memories relate to repeated actions/events or past states and which are more about a specific time/moment/event.

Possible Answers

- playtimes used to be fun
- my desk used to be right at the back of the class
- the journey to school used to take two hours
- I used to wear my brother's uniform
- My last report card was excellent
- My funniest moment was when ...
- ... first day at school wasn't that scary
- By the age of eight I was already learning French

5 **Aim** To get Ss to think about how *used to* might be used in a continuous narrative.

- Make it clear to Ss that they should only consider verbs that they previously used the simple past with. Also point out to Ss that using *used to* with consecutive verbs in a sentence can sound odd so it is best avoided as in the first and last sentences of Caroline's story.

Possible Answers

- (1) *didn't use to send me to school/(2) used to have a really awful life (one of these but probably not both [in one sentence])*
- (10) *use to have to learn ... on my own*
- (14) *didn't use to help*
- (16) *I didn't use to know what I ...*

- 6 **Aim** To encourage Ss to talk about themselves using used to forms.

- Get Ss to report to the whole class the most interesting thing they hear about their partner.

Possible Answers

I used to play rugby when I was younger, but I got an injury and had to stop.

I used to have a parrot that talked to me. One day it flew away though and never came back.

I didn't use to like liquorice when I was younger but now it's one of my favourite things.

- 7 **Aim** To involve Ss in relating a narrative at length and to get Ss to relate details of a narrative with emotion/conviction.

- Explain to Ss that it is one true story that they have to find and then to divide the telling of the story into 3 parts. Get Ss to practise their stories in their groups and while they are doing this, encourage them to fill them out with details/explanations, etc.
- Recording/videoing the stories can be a good way of providing feedback and getting Ss to think about where they could have expanded/said something differently, etc.

(Ss' own answers)

Exam focus (pp. 65-67)

1. Tips for IELTS

- 1 **Aim** To get Ss to think about what is key to success in this task.

- Encourage Ss to underline a key word or core phrase in each tip and then to compare what they have underlined with another student.

Possible Answers

one or two-word prompts

expand on things

BBC podcast service

good use of note-making time

2. IELTS Practice Test

- 1 **Aim** To give Ss an opportunity to practise IELTS Speaking Part 2 task.

- Encourage Ss to use their full time to make notes and check these before they begin speaking. Put Ss in pairs to practise and get them to take turns as the examiner (listener) and candidate.

Possible Answers

Notes

Age: 13 school routine

Sister: school next door

Best friends: journey to school

Summer trip: beach – innocence

When I was thirteen I went to a private school. It was a school just for boys, so we didn't have any girls in our classes. Our teachers were very strict and made us do lots of homework. They said it was to keep us out of trouble. I would study very hard with my friends, David and Anthony; they were my best friends and they lived near me so we used to walk to school together. We were always messing around. My sister went to the school next door; it was a school for girls, but the teachers were not as strict as ours. She would finish her homework before me, so my parents let her go out and play, but I had to stay in to finish mine. I didn't mind though, because I used to start at 9.30 in the morning, but she had to start at 7.45.

That summer, my sister's teachers and my teachers organised a special trip to the seaside. Both schools hired special buses to take us there. We played on the beach and at the fun fair too. My father gave me some money so I could buy some candy floss and things for my mother and younger sister.

I remember that year and that summer trip as one of the happiest times of my life. I suppose that is what is called the age of innocence when you don't have any worries at all.

3. Thinking about the IELTS Practice Test

- 1 **Aim** To raise student awareness of the format of IELTS Speaking Part 2 and issues in candidate performance.

- Highlight for Ss before listening that there are two different focuses to the questions here: procedure/format of this part of the test and this particular candidate's performance.

Answers

1 F 3 F 5 F 7 F 9 T
2 T 4 T 6 T 8 T 10 F

- 2 **Aim** To encourage Ss to think about the value of the notes made for the task and the kind of detailed notes they might have included.

- Point out to Ss that each sub-section of the question can be thought of as a heading and that they should note 3-4 prompt words/phrases under each one.

Answers

School name	'circus'	Two years
Where/location	Mrs Kerney/English	Special/exchange
When/year	Puppets	

4. What do you know about IELTS?

- 1 **Aim** To review the key points relating to Part 2 of the Speaking Test.

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

Answers

- The candidate is given a topic card in part 2 and in Part 3 questions relating to the same topic will be asked.*
- The examiner will give you a pen and piece of paper to make notes on the topic.*
- The examiner will not ask you any questions whilst you are speaking, but may or may not ask questions when you have finished. They may interrupt you to end this part of the test.*

- 4 Speaking tests are marked in whole bands or half bands, on a 9 band scale.
- 5 Try to stick to the topics as they appear on the card and expand as much as possible. If you finish speaking about all the topics, then go back and talk some more about topics already covered – you may think of something you haven't already said.
- 6 You will be assessed on a range of different things. Remember the following:
 - use a range of grammar and vocabulary, and use it correctly
 - pronounce all your words clearly and accurately
 - speak at a normal rate of speed, not too fast, not too slow
 - try to develop and extend your ideas
- 7 (Ss' own answers)

Unit 6 – Accommodation

Unit Focus

Vocabulary: This section aims to introduce Ss to and extend their use of words and collocations related to types of accommodation, furniture, room fittings and accommodation, equipment and facilities. It also continues work on word stress and collocation as well as revising numbers and spelling. Accommodation is a frequent topic in the IELTS exam, and also an area which Ss frequently have to deal with in their own lives.

Skills: This section aims to introduce Ss to paraphrasing and give them practice in recognising it. This is a key skill in IELTS Listening as answers are often not given in the exact words you might expect. Activity 7 develops and extends the focus on listening for individual sounds, first introduced in Unit 2.

Grammar: The aim of this section is to revise and extend Ss' understanding of the meaning of these modal verbs, and give them practice in using them.

Exam: This section aims to prepare Ss for and give them practice in Section 2 of the IELTS Listening Paper. It also aims to make them aware of how important it is to answer the questions in IELTS in the way given in the instructions.

Vocabulary focus (pp. 68-70)

- 1 **Aim** To start Ss talking about kinds of accommodation.

- Encourage Ss to use their imaginations when answering and go beyond what they can see in the pictures.

Possible Answers

Picture 1: hotel	Picture 2: hostel
Expensive	Low-priced
Comfortable	Uncomfortable
Clean	Dirty
Safe	Relaxed
Tidy	Friendly
Smart	etc.
Snobbish	
etc.	

- 2 **Aim** To introduce Ss to the meaning of words describing different kinds of accommodation.

- Make sure Ss use the correct word stress on these words. 'Dormitory, hostel and hotel' in particular may be problematic.
- After Ss have given their answers, you could ask them which kinds of accommodation they have experienced and to tell the class about any positive/negative experiences.

Possible Answers

- | | | |
|---------------------|---------|----------|
| 1 hall of residence | 4 flat | 7 hostel |
| 2 bedsit | 5 room | 8 hotel |
| 3 dormitory | 6 B & B | |

- Encourage discussion of preferences, using *I'd rather stay in ...*

(Ss' own answers)

- 3 **Aim** To check Ss' understanding of this vocabulary or extend their knowledge of this vocabulary.

- When checking Ss' answers ensure they use the correct word stress in anticipation of activity 4.

Answers

- | | |
|--------------------|----------------------------|
| 1 central heating | 10 wardrobe |
| 2 TV | 11 cooker |
| 3 air conditioning | 12 socket |
| 4 microwave | 13 desk |
| 5 shelves | 14 telephone/phone |
| 6 fridge | 15 iron |
| 7 Internet | 16 sheet |
| 8 washing machine | 17 pillow |
| 9 sink | 18 vacuum cleaner/h Hoover |

- 4 **Aim** To increase Ss' awareness of word stress in general and their knowledge of word stress on this topic related vocabulary.

- Make sure in c that Ss repeat both the main and the weak stress correctly. Get Ss to beat out the rhythm of the words with their hands or feet as they say them. This can help.

Answers

- | | |
|--------------------|-------------|
| a. 1 accommodation | 4 shelves |
| 2 bed-sit | 5 cooker |
| 3 microwave | 6 dormitory |

b. (Ss' own answers)

c. (Ss' own answers)

- 5 **Aim** To extend Ss' knowledge of collocation to words in this topic area.

- After you have checked Ss' answers, you could encourage Ss to use these collocations by e.g. asking them whether they like/dislike these items and why.

Answers

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

6 **Aim** To make Ss think about the meaning of these words, thus encouraging them to process them and learn them better. The focus on countable and uncountable noun acts as a revision and extension from Unit 2.

- Again, when checking answers, make sure Ss' word stress is correct. You could possibly ask Ss to write their answers in the correct category on the board and then, when they have finished, drill the words from the board, or ask them to make sentences about themselves using the words.

Answers

Equipment/facilities	Types of accommodation	Furniture or room fittings
Microwave (C)	Bed-sit (C)	Shelves (C)
Cooker (C)	Dormitory (C)	Pillow (C)
Washing machine (C)	Flat (C)	Bed (C)
Television (C)	Room (C)	Desk (C)
Internet (UC)	B & B (C)	Wardrobe (C)
Central heating (UN)	Hostel (C)	
Fridge (C)	Hotel (C)	
Vacuum cleaner (C)		
Air conditioning (UN)		

7 **Aim** This activity aims to give Ss practice in using the words they focussed on in Ex. 6.

- Do as group or pair work if possible, to give Ss extra practice.

Possible Answers

I'd like to have the Internet while I'm there because I like to check my emails.

8 **Aim** This picks up on the focus on spelling and numbers from Unit 2. Although your Ss will probably be at intermediate level or above, they often still have problems with these. As spelling and numbers figure strongly in IELTS Listening, it is important that Ss know them well.

- These activities could be done in pairs, groups or as a whole class. Ss could also use newspapers to get the answers for c. Finding out the value of the different currencies is a homework task unless the class has easy access to computers.

Answers

- Accommodation
- Possible questions
 How do you spell 'air conditioning'?
 How do you spell dormitory?
 How do you spell 'vacuum cleaner'? etc.
- (Ss' own answers)

9 **Aim** To encourage Ss to keep and actively use a vocabulary record. To consolidate the learning of new vocabulary.

- You might want to check how Ss have organised their vocabulary.

(Ss' own answers)

Skills focus (pp. 71-72)

1 **Aim** To introduce the idea of paraphrasing in a very simple activity.

- Point out to Ss that *half past three/three thirty* and *next to mine/opposite the post office* are two ways of saying the same thing in these contexts i.e. they are paraphrases of one another. Have Ss come up with other examples of their own.

(Ss' own answers)

2 **Aim** To show Ss how different paraphrases can be, in preparation for the IELTS Listening paper.

- After Ss have completed the activity, you could ask Ss to identify how the paraphrases differ from one another i.e. use of different vocabulary, structures or parts of speech.

Answers

- 1 k 3 i 5 l 7 d 9 e 11 j
 2 g 4 b 6 c 8 a 10 h 12 f

3 **Aim** This activity now transfers the idea of paraphrasing from reading, where it is easy to spot, to listening, in preparation for IELTS Listening. The prompts lead the Ss to expect the answers in a certain form, whereas some of them come in another (i.e. a paraphrase) as in the exam.

- Encourage Ss to predict what form the answers will be in/ what the answers will be. When you check the answers to the listening, point out the paraphrases.

Answers

- week**; 'My landlord comes on Sundays ... I have to give him \$60 dollars each time.'
- 7:30**; 'Well it's 7:25 now, so supper will be in five minutes.'
- would prefer**; I think I'd like to live by myself but wouldn't like to have to cook my own meals or do my own cleaning, so maybe a hall is best for me.
- Living in Australia**; It's a really useful book ... You should read it too. It's called 'Living in Australia.'
- DONATELLA**; It's D-O-N-A-T-E-L-L-A

4 **Aim** To help consolidation of paraphrasing.

- Play the recording again and ask Ss to follow it in the script on p. 214. Ask them to highlight the paraphrases.

(Ss' own answers)

5 **Aim** To encourage Ss to find their own words for paraphrases, to give them further familiarisation with what paraphrasing means.

- Encourage Ss to give as many plausible paraphrases as they can think of. When checking the answers, point out that in fact there is no one correct answer, as paraphrases can be worded in any way provided they have the same meaning as the original.

(Ss' own answers)

- Play the recording and have Ss write the paraphrases of the underlined words.

Answers

- | | |
|--------------------|-------------------------------|
| 1 on Tuesday | 4 thinks his flat is horrible |
| 2 it's quite small | 5 it's unfurnished |
| 3 in the suburbs | |

6 **Aim** To give Ss further practice in listening for small differences in sounds. In Unit 2 these differences were mostly at word level; here they are all in words in sentences. The differences this time include sentence stress as well as individual sounds.

- You may need to play the sentences several times before Ss get the right answer. This is useful practice. You could ask Ss to tell you what the differences are due to in each case, i.e. contractions, sentence stress or individual sounds.
- You could extend the activity by asking Ss to say one of the sentences (from the left or right hand column) and others to recognise which one they said.

Answers

- I'd love to change room.*
I'd prefer to share accommodation.
I would've gone by then.
How did you do it?
She always came on Tuesdays.
It's funny, isn't it?
They couldn't understand the language.
This is an aim which is important.
He's looking for a big and comfortable chair.

Follow up Activity

To practise word or sentence stress and the differences in sound, ask the Ss to write 3 similar sentences of their own, similar to the exercise. They should either show contractions, difference in sentence stress or in individual sounds. Have each student write his/her two sentences on the board and clearly say one out loud. Ss in class must say which one they heard.

7 **Aim** To give Ss practice with an exam type task in which they have to listen for specific information involving numbers and paraphrasing, thus consolidating the focus of this section.

- Ask Ss to read through the notes and try to predict what the answers may be. Remind them to follow the task instructions. Play the recording.

Answers

- | | | |
|-------------|----------------|-----------|
| 1 dormitory | 4 edge of town | 7 canteen |
| 2 furnished | 5 furnished | 8 lounge |
| 3 20 a week | 6 the library | 9 220 |

Grammar focus (pp. 73-74)

1 **Aim** This activity aims to start Ss thinking about the differences in meaning between these three modal verbs within the context of the unit topic, accommodation.

- Encourage Ss to give you as many rules as they can, going beyond those prompted by the pictures. This will allow you to see whether they understand the differences in meaning between these three modal verbs.

Possible Answers

- Residents have to be in between 12pm and 5am.*
Non-residents must not use the car park.
Residents mustn't smoke in rooms.
Residents have to pay in cash.
Lights need to be switched off at 11pm.
Residents must not bring pets.

2 **Aim** To allow Ss the opportunity to work out the meaning of these verbs themselves.

- Make sure the Ss realise the differences in meaning between 'must' and 'have to' (i.e. the source of the obligation is within the speaker for 'must', and external for 'have to') as well as the two meanings of 'must' i.e. an obligation and a logical conclusion.

Answers

- a a necessity **need**
 b an obligation the speaker feels **have to/must**
 c an obligation that comes from other people **have to**
 d a logical conclusion/a certainty **must**
- a *needn't* b *don't have to* c *mustn't*

3 **Aim** Reading this table allows Ss to read an explicit explanation of the meaning of these verbs, after they worked them out for themselves in the previous activity.

- Allow Ss to read and ask you any questions they may have. Ask them to make their own sentences.

(Ss' own answers)

4 **Aim** To allow Ss to check their understanding of the differences in meaning between these verbs.

- Ss could do this activity individually or in pairs.

Answers

- | | |
|-------------------|-------------------------|
| 1 have to/need to | 5 have to |
| 2 need to | 6 had to/needed to |
| 3 had to | 7 needn't/don't have to |
| 4 mustn't | 8 needs |

- 5 **Aim** This is an opportunity for free practice of these verbs as Ss use them to answer prompts in ways they choose.

- Make sure Ss understand how to use the prompts. You might want to ask a few pairs of Ss to demonstrate the activity so it is clear to all what they need to do.

Possible Answers

Student A's prompts

A: Name something you usually have to do in rented accommodation.

B: You usually have to make your own bed.

A: Name something you must do if sharing a fridge.

B: You must label your own food.

A: Name something you don't need to do when you live alone.

B: You don't need to do other people's washing up.

A: Name something you have to be 18 years old to do in the UK.

B: You have to be 18 years old to vote in the UK.

A: Name something you mustn't do with wet hands.

B: You mustn't use electric appliances.

A: Name something you mustn't do in case of a fire.

B: You mustn't panic in case of a fire.

A: Name something you need to do when parking your bicycle.

B: You need to lock it.

A: Name something you often have to get when travelling abroad.

B: You have to get injections.

Student B's prompts

B: Name something you usually need to show to rent a house.

A: You need to show your ID.

B: Name something you must do if you hear a fire alarm.

A: You must leave the building quickly.

B: Name something you mustn't do if you live in halls of residence.

A: You mustn't play loud music.

B: Name something Ss have to get if they use public transport.

A: They have to get a pass.

B: Name something you must have if you want to get a licence to drive in the UK.

A: You must have some driving lessons if you want to get a licence to drive.

B: Name something you don't have to do if you have a credit card.

A: You don't have to carry money.

B: Name something you mustn't forget to do with plants.

A: You mustn't forget to water them.

B: Name somewhere you have to go to find accommodation around a campus.

A: You have to go to the accommodation office.

- 6 **Aim** This gives Ss an opportunity to personalise these verbs by using them to talk about their own lives.

- Get all the Ss to make their lists individually before they discuss and explain their answers. In this way, everyone will have the chance to think about the use of these verbs. Discussing in pairs or groups can provide lots of opportunities for practice.

Possible Answers

I need to eat breakfast in the morning.

I need to have a shower before dressing.

I must wear a uniform to go to school.

I must take my grandmother a coffee in the morning.

I have to wear a uniform for school.

I have to wear a tie.

Exam focus (pp. 75-77)

1. Tips for IELTS

- 1 **Aim** To encourage Ss to realise what strategies they can use both before and during the exam to help them achieve a better score. Additionally, to help them realise which strategies they each as individuals need to focus on most. The tips also give information about handling particular listening task types.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips. Make sure Ss understand the spelling rules given in the Preparation Tips. Explain that spelling accurately is very important in the reading, listening and writing papers.

(Ss' own answers)

2. IELTS Practice Test

- 1 **Aim** This gives Ss direct exam practice. The lay-out of the test in the book, the instructions, the tasks and the listening skills tested are the same as they would be in the exam.

- Depending on the level of your Ss and their confidence, you may want to conduct this test as it would be done in the exam i.e. straight through to the end, hearing the recording once only and allowing approximately 2.5 minutes at the end for Ss to transfer their answers to the answer sheet (*See back of Ss' book for copy of answer sheet*). Alternatively you may prefer to help Ss through this test by pausing it after each section and possibly playing the recording a second time if Ss seem to have found the questions difficult.

Answers

1	A	6	single
2	C	7	£3000/3000 pounds
3	C	8	extras
4	} C, E or E, C	9	accomm@wellfield.edu.org
5		10	application form

3. Thinking about the IELTS Practice Test

1 **Aim** To help Ss realise the differences between spoken and written English and the effects that features of connected speech such as contractions, stress and weak forms have on how English sounds. Reading the tapescript also aims to consolidate Ss' understanding of the text and their learning of topic related vocabulary and grammar, as well as give them a concrete base from which to discuss paraphrasing.

- Allow Ss time to read through the script, check their answers and answer any questions they may have. You may wish to combine Exs. 1 and 2.

2 **Aim** This activity aims to reinforce the idea of paraphrasing and direct answers.

- Remind Ss of the difference between paraphrased and direct answers.

Answers

These are all direct. None are paraphrased.

3 **Aim** To help Ss become gradually aware of the range of task types that they need to work with in IELTS Listening, and to learn the names of these task types so they can discuss them and focus on them in preparation if they need to.

- You may need to explain to the Ss what each of the listed activities involves, and why it is useful for them to know the names of the task types.

Answers

*multiple choice
table completion*

4 **Aim** To make each student aware of the importance of following instructions exactly.

- Try to get each student to realise whether they followed instructions or not. This, of course, is different to saying whether they got the answer right or not. In preparation for Ex. 5, ask them also to tell you the kinds of things they did wrong in terms of not following instructions.

(Ss' own answers)

5 **Aim** As per this same activity in units 2 and 3. Following the instructions given in the exam is extremely important in IELTS. A candidate's answer will be marked wrong if it is given in the wrong format, even when it is in fact right. It's extremely important that Ss realise this and train themselves early on to follow the instructions. This activity helps each individual student realise whether he/she followed the instructions and if not what they did wrong.

- Ask Ss individually to go through the answers to spot what is wrong, before checking answers. This should lead to greater involvement of each student.

Answers

- 1 A (only one letter should be given as an answer)
- 2 C (Ss should be encouraged to always give an answer even when not sure)
- 3 C (requires a one letter answer only)
- 4 } CE (just write the letters without any words. NB The letters can
- 5 } be written in any order)
- 6 single (correct spelling is required)
- 7 three thousand pounds (maximum three words)
- 8 no extras (words from the text only, which are grammatically accurate)
- 9 accomm@wellfield.edu.org (correct spelling is required)
- 10 application form (words must be as is in the text i.e. singular in this case)

General points: these answers show once again that candidates must follow instructions exactly, and use grammar and spelling correctly.

6 **Aim** To activate the language of the exam tapescript, and through this to revise the language and topic of the unit.

- You could ask different Ss to say what they know and put answers on the board to gradually build up a picture of this student and his accommodation.

Possible Answers

The student will be entering his first year at college. His student number is 07-26523-921 and he will be studying sports science. The student may be taking a single room in hall. It costs three thousand pounds for 40 weeks with no extras. The fee includes use of the laundrette and there is a shop nearby. To take the room, the student must fill in an application form, and return it. The accommodation office address is accomm@wellfield.edu.org.

7 **Aim** To exploit the tapescript for any useful language Ss may think it contains, and to revise the language and topic of the unit.

- Ss could tell one another some of their answers in case all options have not been realised.

(Ss' own answers)

4. What do you know about IELTS?

1 **Aim** To help make Ss more aware of what IELTS Listening Section 2 is like and requires of them.

- Use this activity to revise the structure of the paper.

Answers

- 1 Section 2 focuses on topics related to daily survival needs.
- 2 There are ten questions in each section of IELTS Listening tests.
- 3 Only one person speaks in Section 2.
- 4 Section 1 is a conversation between two people. Section 2 is a monologue.
- 5 Section 2 focuses on listening for and noting specific factual information.
- 6 You write your answers on the question paper as you listen, then when the recording ends, you have 10 minutes to transfer your answers to all 40 questions to your answer sheet.

- 7 The recordings include a range of accents including British, Australian, New Zealand and North American.
 8 (Ss' own answers)

Unit 7 – Gadgets

Unit Focus

Vocabulary: The aim of this section is to focus Ss on nouns, verbs and phrasal verbs related to gadgets. There is also a focus on -ed and -ing adjectives in the same context.

Skills: To make Ss aware of what reading for detail is and when and when not to use it in IELTS Reading.

Grammar: To provide Ss with an opportunity to revise their understanding and use of the passive through a series of guided discovery and practice activities.

Exam: This section aims to give Ss practise in reading for detail and other reading skills within the context of IELTS exam tasks. It also aims to further familiarise Ss with IELTS reading tasks and to make them aware of relevant exam strategies and ways to help themselves prepare and take the exam.

Vocabulary focus (p. 78)

- 1 **Aim** The aim of this task is to start Ss thinking about the topic of this unit.

- The pictures are deliberately vague so that Ss can guess and discuss their answers. In this way, they may mention other gadgets. In preparation for Ex. 2 you could write these on the board as they do so and ask Ss whether they use all these gadgets and what for.

Answers

- | | | |
|-----|-------|-----|
| A 6 | C 2/5 | E 3 |
| B 4 | D 5 | F 1 |

- 2 **Aim** To get Ss using these topic related verbs in a personalised activity.

- This could be pair, group or whole class work. You might want to check that Ss understand all these verbs before you start the activity. Make sure Ss also answer the second part of the activity i.e. 'why' as this is the part that will generate most discussion.

Possible Answers

- I use my mobile phone for **text messaging** every day to keep in touch with my friends.
 I don't use **social networking sites** on the Internet because I don't want some people who use it to know what I am doing.
 I sometimes send **emails** to friends I haven't seen for a while.
 I like **playing video games** after I have finished my homework.
 I use **online messaging** only when I am surfing the Net.
 I only **browse the Net** when I need to for my homework.

- 3 **Aim** To check that Ss know the meaning of these phrasal verbs and give them the opportunity to use them in a relevant context.

- This could be individual, pair or group work. Make sure that Ss put the object in the right place after these verbs e.g. *you can switch a computer on/you can switch on a computer, but you can switch it on NOT you can switch on it.* You may wish to point this out to Ss before they do the task, or only if you have heard them making this kind of mistake. Check Ss know the meaning of the verbs before you begin the task.

Answers

- | | |
|-------------------------|------------------------|
| You can switch on/off | A CD |
| A printer | You can't turn on/off |
| A calculator | A mouse |
| A computer | You can't turn up/down |
| A keyboard | A CD |
| A phone | You can't turn up/down |
| You can't switch on/off | A printer |
| A mouse | A calculator |
| A CD | A computer |
| You can hang up | A keyboard |
| A phone | A phone |
| You can't hang up | A mouse |
| A printer | You can plug in |
| A calculator | A printer |
| A computer | A computer |
| A keyboard | A keyboard |
| A mouse | A phone |
| A CD | A mouse |
| You can turn on/off | You can't plug in |
| A printer | A CD |
| A calculator | A calculator |
| A computer | |
| A keyboard | |
| A phone | |

- 4 **Aim** This is a mini guided discovery exercise that allows Ss to work out the rules for the use of these adjectives themselves. The activity also serves as a basis for Ex. 5.

- It might be best to do this activity as a whole class, as it is short and ensures that you get everyone's attention before going on to practise the structure in the next exercise.

Answers

- Adjectives with the suffix -ing describe the thing/person that causes a feeling.
 Adjectives with the suffix -ed describe the person who has the feeling.

5 **Aim** To use/produce these adjectives. The writing comes before the speaking so you can monitor Ss' use of these adjectives before the freer spoken activity.

- You may wish to ask Ss to do the first part of this activity in writing so you can monitor their understanding and to give them a firm basis for the second part of the activity. Make sure Ss use the right prepositions after these adjectives.

Possible Answers

Playing video games is exciting./I am excited about playing video games.

Browsing the Internet can be boring./I sometimes get bored with browsing the Internet.

Social networking is interesting./I am interested in social networking.

Text messaging can be confusing./I get confused by text messaging.

Working on a computer can be tiring./I get tired when I work on a computer.

It is frustrating when your battery dies./I get frustrated when my battery dies.

Using a PDA is fascinating./I am fascinated by PDAs.

Reading some online blogs is inspiring./I am inspired by some online blogs.

6 **Aim** To reinforce the distinction between the two kinds of adjectives and also show Ss the cross over in meaning between some of them.

- This activity is short so it is probably best done as a whole class activity. The teacher could write answers on the board to make sure Ss notice them.

Answers

- | | |
|---------------------------|-------------------------|
| 1 boring/dull | 5 interested/fascinated |
| 2 clear | 6 bored |
| 3 uninspiring | 7 dull/unexciting |
| 4 refreshing/exhilarating | 8 bored |

7 **Aim** To prepare for Ex. 8, this activity aims to help Ss with the pronunciation of these words, particularly the word stress as most of them are compounds. It also aims to help them remember the words.

- Ss could repeat chorally or individually, out loud or silently.

Answers

- | | |
|--|-------------|
| remote control | Gaming |
| laptop | Phoning |
| mobile phone | Exciting |
| PDA | Boring |
| MP3 player | Interesting |
| DVD player | Confusing |
| Playing video games | Tiring |
| Sending emails | Frustrating |
| Uploading material | Fascinating |
| Browsing the Internet | Inspiring |
| Text messaging | Relaxing |
| Social networking
(Facebook, Orkut) | |

8 **Aim** To test Ss' recall and use of the new words in a 'fun' way.

- This activity is probably best done as a shout-out, with all Ss answering each question together. The teacher could write each word on the board as it is answered.

Answers

- | | | |
|----------------|---------------|-----------|
| 1 mobile phone | 5 a DVD | 9 turn on |
| 2 clear | 6 useful | 10 of |
| 3 tiring | 7 with/by/of | |
| 4 no | 8 frustrating | |

9 **Aim** To get Ss to think about the meaning of the new vocabulary and to reinforce the meaning and use of the new words.

- You could do this as group work and then have the quiz as a team game. Alternatively, you may prefer Ss to work individually or in pairs.

Possible Answers

- What do you call a computer you can carry with you. (Laptop)
- Do you turn on or turn up a CD? (turn up)
- What do you use to browse the Internet? (Computer/laptop/PDA)

Skills focus (pp. 80-82)

1/2 **Aim** To give Ss practice in the three reading skills of predicting, skimming and reading for detail so that they can use this experience as a basis for seeing and discussing the difference between the three skills in Ex. 3.

- Make sure Ss read in the right way i.e. that they just read the title of the article in 1, that they just skim when checking their predictions and that they read for detail in 2.

Possible Answers

I think this article will be about people taking their PDAs to bed, so they don't miss important messages or emails.

Answers

- | | | |
|--------|---------|-------------|
| 1 TRUE | 2 FALSE | 3 NOT GIVEN |
|--------|---------|-------------|

3 **Aim** To make Ss aware of what you do differently when using the different skills.

- Get Ss to verbalise what they did as much as possible, discussing what part of the text or words they looked at and for how long.

Possible Answers

By reading the title only, we use our prior knowledge of the subject to anticipate what the rest of the text will be about. Having already read the title and predicted what the text is about, we can gain extra information by skimming. When skimming, we don't read the entire text in detail; rather we quickly pass over it, looking for particular words to get the general 'gist' of the text. Once we have an idea of what the text is about, we can then read for detail; focusing on the structure and vocabulary of a sentence or sentences and the links between sentences to get the meaning from all of these.

- 4 **Aim** To give Ss confirmation of what reading for detail is.

- You might want to ask Ss when/what kind of things they do/do not read for detail to check they have really understood what this skill is for.

(Ss' own answers)

- 5 **Aim** To point out the relevance of reading for detail to IELTS Reading, and to make Ss aware that it is a reading skill they should not use automatically or all the time in IELTS Reading.

- Reading for detail is slow, and is only needed when full comprehension of part of a text is required. Many IELTS questions just require scanning or only reading particular parts of the text for detail rather than the whole text. Ss need to understand that reading for detail is time consuming and reading the whole text for detail is simply unnecessary in parts of the exam.
- After Ss have read the information in the box, emphasise the above points.

- 6 **Aim** This provides practice of targeted reading skills within the context of IELTS tasks. It aims to show Ss the relevance of reading for detail in IELTS.

- Before they do the activity, ask Ss to notice what skills they use to answer the task, in preparation for Ex. 7. It is probably most useful for Ss to do this task individually.

Answers

- | | | |
|-------------|--------|-----|
| 1 FALSE | 3 TRUE | 5 C |
| 2 NOT GIVEN | 4 B | 6 B |

- 7 **Aim** To give Ss practice in and an awareness of the need to use exam techniques, in this case the relevant reading skills.

- Get as many Ss as possible to answer these questions as fully as possible.

Answers

You should only need to read the title and look at the pictures in the passage when predicting what the text is about.

You should skim the questions first to get a general idea of what you need to focus on, and the whole text to get an idea of what kind of information is where.

By skimming.

- 8 **Aim** To extend Ss' vocabulary.

- Ask Ss to add new words to their vocabulary records.

Possible Answers

Remote control	Hi-fi
TV	Universal remote
DVD	Web camera
Set-top box	portable devices

Grammar focus (pp. 83-84)

- 1 **Aim** To consolidate Ss' understanding of when to use the *passive*, its difference in use to the active, and of the different forms of the passive.

- This activity may best be done in pairs as it may well give rise to quite a lot of doubt and discussion.

Answers

- | | |
|----------------------|---------------------------|
| 1 B (past simple) | 6 B |
| 2 A | 7 B (present continuous) |
| 3 B (present simple) | 8 A |
| 4 B (present simple) | 9 B (present tense modal) |
| 5 B ('will' future) | 10 A |

A = active, B = passive

Present Perfect Continuous, Future Continuous and Past Perfect Continuous are not normally used in the passive.

- 2 **Aim** To make Ss aware of how the *passive* is formed.

- Point out to Ss that it is the different forms of the verb 'to be' that show the tense in the *passive*. Point out too that the agent is not given when it is considered unimportant information or is unknown.

Answers

I (SUBJECT) was (VERB TO BE) hit (PAST PARTICIPLE) by John (AGENT)

Bill (SUBJECT) will be (VERB TO BE) shocked (PAST PARTICIPLE) by the price of the DVD (AGENT)

(SUBJECT)+(VERB TO BE)+(PAST PARTICIPLE)+(BY)

- 3 **Aim** To make Ss aware that the *passive* is often used as a stylistic device to make language seem more impersonal and objective. This is useful for them to know so that they can use a suitable style in their writing in IELTS.

- Encourage as many opinions as possible and get Ss to give their reasons.

Answers

- | | | |
|--------------|--------------|--------------|
| a personal | d impersonal | g impersonal |
| b impersonal | e impersonal | h impersonal |
| c personal | f personal | i impersonal |

NB Note that 'b' and 'i' are quite impersonal in style but they do not contain the *passive*. Their impersonal style comes from their use of 'formal' lexis e.g. reported, developed, wearer. You could point out to Ss that the *passive* is not the only way of making language more impersonal.

4 **Aim** To give practice in the use of the rules of the language that Ss have worked on in the previous exercise.

- It could be useful to do this exercise in pairs to generate discussion.

N.B. Note that 'is believed' is an example of what is called 'the impersonal passive'. It is used with verbs of perception and is common with reporting verbs e.g. *it is believed/thought/considered/found/said*. It is also common in academic writing. You could elicit this from/ point this out to Ss.

Answers

was designed (passive) shows what is done to people/things
was developed (passive) shows what is done to people/things
announced (active) shows what people/things do
would stop (active) shows what people/things do
was cancelled (passive) shows what is done to people/things
was reported (passive) shows what is done to people/things
recognised (active) shows what people/things do
could remember (active) shows what people/things do
could see (active) shows what people/things do
could run (active) shows what people/things do
was believed (passive) shows what is thought about something
lasted (active) shows what people/things do

5 **Aim** To move Ss from recognising to using the *passive* in a controlled activity, and to test their ability to use the *passive* and its different forms.

- After Ss have completed the activity and you have checked their answers you could focus on the small task below the box. This is an awareness – raising activity, aimed at pointing out to Ss that they really don't need to include the agent all the time when using the passive, and that in fact it would be unnecessary and confusing to do so. We only include the agent when doing so gives useful information.

Answers

1 announced	6 measure
2 have/had developed	7 is linked
3 lets	8 reads
4 made/ have made	9 are produced
5 have been fitted	10 be used

– a range of sensors are fitted. (by the researchers) *already mentioned, so needn't be explained again.*

– the T-shirt is linked to a computer, (by remote) *knowing how the sensors are connected is unimportant in this context, so needn't be explained.*

– Chord patterns are produced, (by the computer) *knowledge about the role played by the computers is assumed, so needn't be explained. It is also unimportant in this context.*

6 **Aim** To give Ss the opportunity to use the *passive* freely.

- Make the discussion as full as possible. It is the discussion that will generate free use of the passive and allow you to see how well Ss are using it. Don't insist on its use if using the active is more natural in the discussion.

Possible Answers

- change channels
- move a cursor around the screen
- contact friends
- send and receive information from around the world
- to be easy to use
- help the user

Exam focus (pp. 85-89)

1. Tips for IELTS

1 **Aim** To encourage Ss to realise what strategies they can use both before and during the exam to help them achieve a better score. Additionally, to help them realise which strategies they each as individuals need to focus on most.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips.
- Stress to Ss how helpful it will be for their success in the IELTS exam to read as much as possible outside class. Any reading is useful, but reading more 'serious' texts is particularly useful as it allows Ss to become familiar with working with more complex language and longer texts.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** This gives Ss direct exam practice. The lay-out of the test in the book, the instructions, the tasks and the skills tested are the same as they would be in the exam.

- Depending on the level of your Ss and their confidence, you may want to conduct this test as it would be done in the exam i.e. straight through to the end. Alternatively you may prefer to help Ss through this test by allowing Ss to take longer than the recommended time, checking answers after each section and possibly allowing a second reading after checking answers, if Ss seem to have found the questions difficult.

Answers

1 TRUE	5 C	9 D	13 B
2 NOT GIVEN	6 E	10 B	
3 FALSE	7 A	11 D	
4 TRUE	8 G	12 C	

3. Thinking about the IELTS Practice Test

1 **Aim** To help Ss become gradually aware of the range of task types that they need to work with in IELTS Reading, and to learn the names of these task types so they can discuss them and focus on them in preparation if they need to.

- You may need to explain to the Ss what each of the listed activities involves, and why it is useful for them to know the names of the task types.

Answers

identifying information, matching information, multiple choice

- 2 **Aim** To revise what the differences are between each task type.

- This exercise could be done individually or in pairs/groups.

Answers

Task 1	Task 2	Task 3
Identifying information	Matching information	Multiple choice
Requires skimming for key words then reading for detail	Requires skimming for key words then reading for detail	Requires skimming for key words then reading for detail
Answers are all at the beginning of the text	Answers are all in the lettered paragraphs	Answers are all in the part after the lettered paragraph apart from no. 13
Requires checking if information is not in the text		
Need to find paraphrases	Need to find paraphrases	Need to find paraphrases
Need to look for key words	Need to look for key words	Need to look for key words

- 3 **Aim** To point out the importance of following instructions in the IELTS exam.

- Following the instructions given in the exam is extremely important in IELTS. A candidate's answer will be marked wrong if it is given in the wrong format, even when it is in fact right. It's extremely important that Ss realise this and train themselves early on to follow the instructions. This activity helps each individual student realise whether he/she followed the instructions.

Answers

- 1 TRUE (requires full word answer)
- 2 NOT GIVEN (requires full word answer)
- 3 FALSE (requires full word answer)
- 4 TRUE (one word answer only)
- 5 C (one letter only)
- 6 E (one letter only)
- 7 A (encourage Ss to always write an answer)
- 8 G (encourage Ss to always write an answer)
- 9 D (a letter is required not a number)
- 10 B (must just write one letter only)
- 11 D (encourage Ss to always write an answer)
- 12 C (one letter only)
- 13 B (encourage Ss to always write an answer)

You must always write an answer even if you're not sure.
You must only write letters when they are asked for.

You must write whole words when they are asked for.
You must only write one answer when only one answer is asked for.
i.e. You must follow the instructions exactly.

4. What do you know about IELTS?

- 1 **Aim** To help make Ss more aware of what IELTS Reading is like and requires of them.

- Use this activity to revise the structure of the paper.

Answers

- 1 You are given guidance at the start of each part of the paper.
- 2 You should spend no more than the recommended time on each passage. You have a total of 60 minutes for the whole paper.
- 3 You don't need to read the text in detail; this will only slow you down and you won't finish the test.
- 4 Different tasks will require you to read the passages in different ways.
- 5 Yes
- 6 You should write your answers on the answer sheet provided as you do the test. You must use pencil NOT a pen to complete the answer sheet. If you rub out an answer to write a new one, you must do so completely. A confusedly rubbed-out answer will not get a mark.
- 7 (Ss' own answers)

- 2 **Aim** To encourage Ss to keep a vocabulary record.

- Ask Ss to go through the unit and record any vocabulary relating to gadgets. Encourage them to separate them into parts of speech.

(Ss' own answers)

Unit 8 – Crime

Unit Focus

Vocabulary: The aim of this section is to focus Ss on vocabulary related to crime and punishment including words for describing causes of crime and typical collocates with words describing crime.

Skills: The aim of this section is to introduce Ss to organisational patterns and register features in a discursive essay. Ss are encouraged to use the discursive outlines presented in planning their essays and to consider how to achieve a more effective impersonal tone in this type of writing.

Grammar: The aim of this section is to review the forms and uses of the zero and first conditional and to look at the uses of these forms in the context of discursive essay writing.

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

Vocabulary focus (pp. 90-91)

- 1 **Aim** To introduce the idea of different types of crime and their consequences for victims.

- Get Ss to discuss the criminal activities shown in the pictures and exactly who or what each one is a crime against.

Answers

- 1 graffiti (damage to private property)
- 2 burglary (theft of private property)
- 3 speeding (may cause accidents)
- 4 fly tipping/illegal dumping (environmental problem)
- 5 smoking in non-smoking area (passive smoking/unpleasant for others)
- 6 armed robbery (violent theft from others/frightening)

- 2 **Aim** To get Ss to think about definitions for these different types of crime and what distinguishes similar crimes from each other e.g. theft/burglary/murder/manslaughter.

- Encourage Ss to discuss the differences between these different types of crime.

Answers

- Burglary:** break into someone's home
Vandalism: damage private or public property
Hacking: break into someone's computer
Theft: steal something from someone
Fraud: cheat someone out of something
Murder: kill someone intentionally
Armed robbery: rob someone using weapons
Drug trafficking: transport illegal drugs

- 3 **Aim** To introduce vocabulary that describes 'punishments' and to ask Ss to match the crimes in Ex. 2 to suitable punishments.

- Encourage Ss to think as widely as possible about the different punishments and consider all factors: seriousness of the crime, deterrents, help/compensation to victims, reoffending, etc.

Possible Answers

- Burglary:** prison sentence, 5 years because they have stolen from me
Vandalism: community service, they should clean the graffiti
Hacking: fine, they should pay for the damage to the computer
Theft: fine and community service, they should realise that it is wrong
Fraud: prison sentence 2 years, it depends who they defrauded
Murder: life imprisonment, they shouldn't be set free
Armed robbery: 10 year prison sentence, they frighten people
Drug trafficking: life imprisonment, drugs are bad, they kill people

- 4 **Aim** To get Ss to think about crime words which do and do not collocate with *serious*.

- Ask Ss to think logically about the two words that do not collocate.

Answers

murder, death

- 5 **Aim** To encourage Ss to come up with examples of these types of incidents, etc. that might be classed as *serious*.

- Ask Ss to work together to discuss what types of things would warrant the *serious* as opposed to the *minor* label.

Answers

- serious accident:** motorway pile-up
serious crime: car theft
serious damage: vandalism of a school
serious injury: broken back
serious trouble: with police
serious offence: theft
serious fraud: identity theft
serious criminal activity: involvement with known criminals

- 6 **Aim** To introduce words/phrases commonly used in discussing the causes of crime.

- Pre-teach some of the words from this short text that you think Ss may be less familiar with e.g. *peer group, factor, commit, record* before Ss tackle the task.

Answers

- | | | |
|--------------|-----------|----------------|
| 1 offences | 4 abuse | 7 homelessness |
| 2 troubled | 5 illness | 8 pressure |
| 3 attendance | 6 housing | |

- 7 **Aim** To get Ss to discuss reasons why certain types of crime are more/less likely to involve different age groups.

- Encourage Ss to think as widely as possible about different aspects of crime e.g. *profile of victims, perpetrators, typical crime scenes/settings, causes/criminal motivations, etc.*

Possible Answers**Anti-social behaviour**

- older people are affected by young people involved in anti-social behaviour
- younger people more likely to be involved in or affected by anti-social behaviour due to peer pressure

Types of anti-social behaviour

- rowdy, noisy behaviour
- dealing or buying drugs on the street

Doorstep/telephone fraud

- older people who are home owners/credit card holders are targeted more by fraudsters
- younger people less likely to be home owners/credit card holders and less likely to be targeted

Types of doorstep/telephone fraud

- people selling or offering services that are paid for but never arrive/completed, i.e. bogus tradesmen

Burglary

- older people who are home owners more likely to be affected
- younger people less likely to be home owners/however, if living alone, may be vulnerable to opportunistic burglary

Types of burglar

- opportunistic, i.e. someone who sees an open door/window and takes the opportunity to take what they can before they are caught
- smash and grab, i.e. someone who sees valuables and smashes a window to steal them

Car crime

- older people less likely to have flashy cars
- younger people more likely to have flashy cars

Types of car crime

- theft of a motor vehicle
- theft from a motor vehicle

Threatening behaviour

- older people will try to avoid dangerous situations in the street
- younger people more likely to be involved with perpetrators and may get caught up due to peer pressure

Types of threatening behaviour

- abusive language/actions
- threatening language/actions

Robbery

- older people less likely to carry things 'worth robbing' i.e. i-pods/mobile phones, etc.
- younger people more likely to carry things 'worth robbing' i.e. i-pods/mobile phones, etc.

Types of robbery

- stealing something from someone
- stealing from someone using a weapon

Violent crime

- older people will try to avoid dangerous situations in the street
- more likely younger people in situations where violent crime may occur, i.e. on the streets

Types of violent crime

- physical assault
- assault with a weapon

Skills focus (pp. 92-94)

- 1  To get Ss to label the different parts of a model discursive essay to see how these parts fit together in a logical structure.

- Explain to the class that labels (1-7) describe the different parts of the text in order. They need to label the text to show where it moves from doing one thing to the next.

Answers

- General situation:
'Governments are being told to build more prisons ... in many cases overcrowded.'
- Problems one and two
- 'Many offenders are leaving prison only to return a short time later ... why this happens.'
- 'As a society ... what it is they ... re-enter society.'
- Detail problem one
'There seems little for them to do that is productive ... make more criminal contacts.'
- Detail problem two
'In addition, society has to deal with prisons ... (they just return) to their life of crime.'
- Solution to problem one
'Prisoners should be given work to do ... value to society ... aid projects.'
- Solution to problem two
'... through these projects ... learn new skills ... hopefully get jobs.'

7 Evaluate and conclude

'Of course, there is no magic solution ... However through projects involving ... some hope of reforming prisoners ... especially ... from the people their work helps.'

- 2  To get Ss to see how they might think of the structure looked at in Ex. 1 as an outline plan for a discursive essay and to consider what the plan for the essay in Ex. 1 might have looked like.

- Insist Ss only make brief notes for each section as they would have to do in the context of an exam situation (time constraint).

Possible Answers

Situation: more prisons/more re-offenders

Problems: Problem 1 → nothing productive to do/make criminal contacts

Problem 2 → not given skills/return to life of crime

Solutions: job skills/value to society/meaningful projects

Conclusion: feedback from people helped/reforming criminals

- 3  To get Ss to see how using a logical structure can help them to map and recall arguments.

- Get Ss to discuss how much they can recall of the original essay by referring to their plan.

(Ss' own answers)

- 4  To get Ss to complete a model plan for an essay to be written with support from ideas looked at in the previous (vocabulary) section.

- Refer Ss back to Exs. 6 and 7 of the vocabulary section to help them come up with ideas for this plan. Remind Ss to keep their notes in the plan short.

Possible Answers**Situation**

new youth crime, anti-social behaviour, society is changing

Problems

Cause 1: lone parents, parents working, less to do/no supervision

Cause 2: drug/alcohol related crime, peer pressure

Solutions

teachers recognise, understand effects of crime, somewhere to go

Conclusion

needs of children, suitable distractions

- 5  To get Ss to use their notes from Ex. 4 to write one particular section of the essay.

- Get Ss to write a paragraph and then with the whole class look at what Ss have produced. Points to discuss should include:
 - does the paragraph move on well from the previous paragraph?
 - is the paragraph well-rounded (complete/logical)?
 - is the paragraph appropriate to this part of the essay (detailing problems)?

Possible Answers

Over the years there has been an increase in the number of lone parent families, young parent families and families with both parents working long hours. Many families are unable to provide adequate parenting time for their children, either because of not being there or being too tired when they are. Furthermore, due to a lack of government funding, many community centres, recreation parks and youth clubs have been closed; resulting in there being fewer places for children to go than there used to be.

- 6 **Aim** To focus Ss' attention on features of more impersonal style in discussion essays.

- Get Ss to underline examples of these structures in the essay in Ex. 1 and then compare what they have found with another student.

Answers**Passive**

are constantly being told ...
both issues ... are connected ...
locked in their cells ...
they are only let out ...
prisoners should be given work to do ...

Impersonal

there will be a person who ...
it seems to me ...
there seems little ...
most people
it seems that
there is no magic solution ...

- 7 **Aim** To encourage Ss to think about how simple restructuring can help them achieve a more suitable register in discursive essays.

- Point out to Ss that the second sentence in each example involves a passive structure or the type of impersonal phrase identified in Ex. 6.

Answers

1	be re-educated	5	this doesn't
2	(in) just locking	6	needs to be
3	are connected	7	unfair to punish
4	be given	8	needs to be

- 8 **Aim** To get Ss to complete the essay that they planned and worked on in Exs. 4 and 5.

- Remind Ss as they complete their essays to think about
 - the flow of information between paragraphs [not repeating themselves] and developing points within a paragraph
 - sticking to the aim of each section of the plan
 - keeping the tone impersonal/discursive

Possible Answers

Today, there seem to be many new kinds of youth crime: vandalism, anti-social behaviour and joy-riding in cars. To understand these crimes we need to look at how society is changing.

Over the years there has been an increase in the number of lone parent families, young parent families and families with both parents working long hours. Many families are unable to provide adequate parenting time to their children, either because of not being there or being too tired when they are. Furthermore, due to a lack of government funding, many community centres, recreation parks and youth clubs have been closed; resulting in there being fewer places for children to go than there used to be.

Similarly, there has been an increase in alcohol and drug related crime amongst youngsters. A major factor is children having nothing to do. It seems youths are turning to alcohol and drugs as a means to escape their boredom. This in turn leads them to do things which they would not if they had something constructive to do with their spare time.

In these situations, it is the duty of teachers to identify and recognise the children at risk and for schools to provide lessons and group discussions on the effects of youth crime and anti-social behaviour; as well as the terrible effects of drugs and alcohol. Furthermore it is up to community councils to ensure there are proper facilities for young people, such as youth clubs or social centres, giving them somewhere to go after school; as well as encouraging parents to take an enthusiastic role in these projects in order to keep their children active, safe and out of trouble.

To sum up, society is changing, but so too are the needs of children. It is now necessary for society to provide suitable distractions for young people to keep them out of trouble and away from crime.

Grammar focus (pp. 95-96)

- 1 **Aim** To focus on the different forms and uses of the zero and first conditional.

- Make it clear to Ss that they need to focus carefully on the meaning of the examples to complete this exercise.

Answers**Zero conditional**

A talking about rules/laws and people's reactions
B talking about roles and responsibilities

First conditional

C talking about how future situations may develop
D making requests/offers and promises/threats

- Encourage Ss to think about how some of the uses in Ex. 1 would be appropriate in the context of a discussion essay and why one is not. Elicit from Ss [discussed in previous section]
 - who discursive essays are written to (teacher/tutor/lecturer)
 - what they are written for (to set out logical argument)
 - in what style they are written (impersonal not interpersonal)

Answers

D is not common in essay writing because it is an interpersonal form.

2 **Aim** To consolidate use of zero and first conditional forms.

- In feedback ask Ss which use from Ex. 1 (A, B, C, D) each sentence represents.

Answers

- | | |
|--|----------------------------|
| 1 are | 5 goes ... mix |
| 2 don't look after ... will | 6 will become ... don't do |
| 3 will never beat ... we don't educate | 7 commits ... are ... will |
| 4 will call ... happens | 8 uses ... will be/is |

3 **Aim** To practise use of words that substitute for *if* in sentences with similar meaning.

- Get Ss to complete the sentences by referring to the language box where different examples of the uses of these conditional conjunctions are presented.

Answers

- | | |
|---------------------------------|------------------------------|
| 1 we can find | 4 provided that |
| 2 not reduce youth crime unless | 5 unless they are given help |
| 3 as long as it is | 6 provided that prisoners |

4 **Aim** To get Ss using the zero and first conditional in a communicative exercise.

- Get Ss to think as widely as possible about creative punishments.

Possible Answers

Offender

If someone uses someone else's credit card they should be made to reimburse the victim.

If someone bullies someone at school, they should be made to apologise and be suspended.

If someone runs away from a restaurant without paying, they should be reported to the police.

If someone causes a car accident while using a mobile phone, they should have their licence revoked.

If someone starts smoking on an aeroplane they should be told to extinguish it and reported to the police.

If someone climbs into someone's garden and swims in their pool, then they should be forced to clean the pool.

Victim

If someone uses someone else's credit card, the victim can lose a lot of money.

If someone is bullied at school they might develop emotional problems.

If someone runs away from a restaurant without paying, then sometimes the restaurant staff have to pay.

If someone causes a car accident while using a mobile phone, other people can be put in life-threatening danger.

If someone starts smoking on an aeroplane then they will harm/inconvenience other passengers.

If someone climbs into someone's garden and swims in their pool, the victim will probably feel threatened.

Exam focus (p. 97)

1. Tips for IELTS

1 **Aim** To get Ss to think about what is key to success in this task and to consider areas of their Writing that they need to work on most.

- Get Ss to make their list and compare it with that of another student. Encourage them to reflect on what they find most difficult in writing essays and what the answer to these issues might be.

Possible Answers

A: *I don't really plan what I am going to write ... so I suppose I need to work on this.*

B: *My priority I think must be to write in a more impersonal way in my essays.*

A: *I also think I need to think about how to begin my essays.*

2. IELTS Practice Test

1 **Aim** To get Ss to practice an IELTS 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 use the structured plan for the task looked at in previous sections to plan their answer.

Possible Answers

As a society, we are faced with an increasing number of types of youth crime such as serious bullying, vandalism and anti-social behaviour. Youngsters of increasingly young ages are also getting involved in serious crimes such as theft, car-jacking and other crimes often associated with gangs. As the crimes change so must the way the authorities tackle them.

The first thing that needs to change is that schools must be given a greater role in spotting and dealing with potential offenders. Schools should appoint advisors who deal with parents, social services and police when there is concern about pupil behaviour. In this way, anti-social behaviour can be dealt with before it develops into something more serious.

A second major area to look at is the range of punishment and rehabilitation options available to the police and courts. Requiring parents to attend counselling with their children, requiring offenders to do supervised community service and even periods of conscription in the armed services are all possible alternatives to prison.

Ultimately, however, for certain types of offenders, there may be no alternative to youth prisons. If young offenders commit serious crimes against other people, society must isolate them. The purpose of locking children up though should focus very much on rehabilitation rather than punishment. The priority must be to stop youngsters from reoffending and, thus, education and regular contact with their families must continue.

Nobody likes the thought of imprisoning children. Developing ways of diverting young people from crime must be a priority and when there is no alternative to prison, society must invest all its resources to ensure offenders are not lost to crime forever.

3. Thinking about the IELTS Practice Test

- 1 **Aim** To get Ss to discuss a candidate's response to the question that has both good and weak points.

- Go through the assessment criteria for the writing task (see About IELTS p.5). Elicit responses from Ss regarding the weaker/stronger points of the writer.

(Ss' own answers)

- 2 **Aim** To practise the skills discussed in Ex. 1.

- Ask Ss to consider the marker's comments in relation to the student answer. In feedback elicit from Ss what the candidate could have done differently. Then get Ss to rewrite the sections of the essay that need improvement.

Possible Answers

Society is very different today from fifty years ago. Lone parent families and families with both parents working long hours are far more common today. Consequently children often spend longer unsupervised because family members spend a lot less time together than they used to.

Time will tell which solutions and punishments work best but, as a priority, we must increase the range of options available to the authorities [schools] and the police. The option of prison must remain but should only be used when other alternatives fail.

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 points of which they are not sure.

Answers

- You need you write AT LEAST 250 words.
- You are advised to take 40 minutes to complete this task, so at least 66%.
- You should write this task in a formal/impersonal way, with an academic reader in mind. However, you do not need to pretend to be an expert on the subject.
- If you do not write at least 250 words you WILL LOSE MARKS because you will not be able to cover all the points in the question satisfactorily.
- You are marked on the following
 - Task response
 - Coherence and cohesion
 - Lexical resource
 - Grammatical range and accuracy.
- You are expected to present your own ideas and/or arguments AND justify and support them.
- (Ss' own answers)

It also aims to give students practice with these tasks under exam-like conditions. Please note that for these reasons, these tests are not equivalent in length to the whole IELTS exam as they only focus on particular sections of each paper.

2 Using the test

If your Ss will be sitting the academic module of the IELTS exam, the whole revision and exam practice test is relevant to their exam needs. For Ss taking the General Training module, only the listening and speaking tests are relevant to their exam needs. You may however choose to ask them to do the writing and reading papers of this test as well, because they provide revision and general exam practice.

3 Exam-like conditions

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

- Order of papers
In the exam, listening, reading and writing are taken together in that order and in one sitting. The speaking test can be done before or after the other papers.
- Timing
Listening – as long as the recording lasts + 3 minutes transfer time
Reading – 20 minutes for Passage 2
Writing – 40 minutes for Task 2
Speaking – 3-4 minutes for Part 2
- Other administrative details
Listening
– the recording is only played once
– Ss write their answers on the listening answer sheet (See back of Ss' book)
Reading
– Ss write their answers directly onto the answer sheet (See back of 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)
Speaking
– You may wish to record Ss as in the actual exam.

Speaking Test Part 2

Possible Answers

OK I'm going to tell you about my summer holidays when I was 15 years old ... I was in secondary school at St Winifred's School ... it had been a boring year ... we were getting ready to take our final exams the next year, we had lots of homework all year... when the summer holidays came we were so happy ... six weeks off and no school ... Normally, my brother and I went to my grandma's cottage in the Lake District ... this year it was different ... my grandma was ill, so we had to stay with Mrs Tomkins ... she had a big fat cat called Tabby ... It rained hard for two weeks and we couldn't go out ... One day the rain stopped and we decided to go out ... we were out walking near the landfill, a big smelly place where they put everyone's household waste ... suddenly the ground in front of us disappeared ... we looked into the hole and saw lots of skeletons and bones ... we called the police and they told us that there used to be an old graveyard where we had been walking ... I still

Revision and Exam Practice 5-8

1 Aim

This section aims to give Ss further practice in the exam task types of units 5-8 and so provide opportunities for revision.

remember all the bones piled up on top of each other and how white they were ... I think that image will always stay with me ...

Listening Paper Section 2

Answers

- | | | | |
|---|-------------|----|--------------------|
| 1 | A | 6 | the same |
| 2 | B | 7 | basics/fittings |
| 3 | B | 8 | central heating |
| 4 | } E, B/B, E | 9 | (through) agencies |
| 5 | | 10 | 10% |

Reading

Answers

- | | | | | | |
|---|---|----|-----------|----|-----------|
| 1 | B | 6 | B | 11 | TRUE |
| 2 | D | 7 | D | 12 | TRUE |
| 3 | A | 8 | B | 13 | NOT GIVEN |
| 4 | E | 9 | NOT GIVEN | | |
| 5 | D | 10 | FALSE | | |

Writing Paper (Academic) Task 2

Possible Answers

It has been said that punishing young offenders alone is not enough to resolve the problem of youth crime and that it is about time that society takes more positive steps to reduce youth crime.

In my opinion, we should address what causes young people to commit crime in the first place, rather than just locking them up with other criminals, only for them to be released and to re-offend. We can no longer take a back seat, or turn a blind eye to the problem.

The government must make it a priority to inform people, not just children, but parents too, about the consequences of crime and its effects on the victims and on society. Local councils could run compulsory classes that give information about the causes, the effects and the consequences of criminal activity.

Furthermore, it is the role of parents to use discipline with their children. For that reason parents could be made to attend lessons in successful parenting. Schools must assist those parents for whom this is difficult, by providing better resources which they can use. For example this may include after school activities or youth clubs, where youngsters could take part in community projects, rather than just hanging around on the streets. With proper supervision, after school activities can help children to improve their academic performance as well.

To sum up, I feel that it is the responsibility of governments and local councils to provide for the needs of a safer society by educating everyone about crime and its consequences. By doing so, I believe we can help to stop the problem before it gets out of control.

4 Marking

Listening

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

Reading

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

Writing

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

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.

Unit 9 – Free time and entertainment

Unit Focus

Vocabulary: The aim of this section is to present Ss with vocabulary used to describe free time activities and to get them to use this vocabulary to discuss both how they typically spend and would ideally like to spend their free time.

Skills: The aim of this section is to present Ss with clear strategies for developing answers to more abstract/opinion-oriented questions.

Grammar: The aim of this section is to look at and get Ss to practise the use of the second conditional form. Related structures with hypothetical meaning: if only/I wish are also looked at and a structure commonly confused with these i.e. I hope to.

Exam: This section aims to get Ss to think about and give them practice in the IELTS Speaking Part 3. It also aims to raise awareness in Ss of key areas of performance that will be assessed and encourages them to think about ways in which they can improve.

- B It's usually better to watch movies at the cinema. In some circumstances, though, it's nice to share watching a film with your family at home.
- C Generally speaking, it is good to stay in contact with old friends. In my experience, though, I find that it's easy to lose touch with them.
- D People who say that children are too inactive are wrong. In reality, children have fuller lives now than they have ever had.
- E On the whole, people prefer simple recreational activities, but there are a few who prefer to be more adventurous.
- F I wish it wasn't like this, but in today's world parents don't have time for their kids.
- G Most people expect the government to solve all their problems but in my view, people should take more responsibility for their own lives.
- H It's nonsense to say that video games do not have an effect on kids. What we actually need is tighter control on what they play.

- 4 **Aim** To practise extension strategies in relation to a task that asks Ss to comment on two aspects of an entertainment issue.

- Get Ss to work in pairs or small groups to discuss both aspects of the question.

Possible Answers

- 1 This is not very popular with people my age, and it's very expensive where I live.
- 2 Listening to music is a wonderful form of entertainment, and it's not expensive – especially if you listen to music on the radio.
- 3 All of my friends love eating out, but it's a bit expensive to eat international food in my town.
- 4 Going to the cinema is a nice option for groups of people who want to be entertained together. The cinema is not too expensive where I live.
- 5 A visit to an amusement park is very popular amongst young people. It's an exciting place full of great rides and fun food. An entry ticket can get you access to many of the rides and is not too expensive.
- 6 Going to the theatre is entertaining and a nice thing for people to do together, but unfortunately it's not good value for money: one night out at the theatre can be quite expensive.
- 7 For some people, going to the gym is not only for exercise, but also a way to socialise. I don't like going to the gym, and having to pay for a whole year is a con.
- 8 Friends usually like to meet at cafes to enjoy good coffee and conversation. It's a cheap way to enjoy the company of your friends.

- 5 **Aim** To get Ss to think about different ways in which they can offer and support opinions.

- Get Ss to look at the examples in the language box and to practise using this language in presenting their opinions to other Ss.

Possible Answers

- A: I think families in my town like to spend time together at the weekend, mostly. For example, you often see families in parks having picnics. During the week I think many people are just too busy to spend much time with their families and things are only likely to get worse as people have to work more.

- B: I'm not convinced that many people do spend much time with other family members, although in my family we make it a point to eat dinner together every evening, and I know that some of my friends' families do the same.

- 6 **Aim** To get Ss to think about common ways to round off answers and the use of intonation to indicate they are finishing a turn.

- Play the recording first to allow Ss to mark intonation. Then play the recording again getting Ss to repeat each one for intonation.

Answers

- | | |
|-------------------------------|-------------------------------|
| 1 falling /closing intonation | 4 falling /closing intonation |
| 2 falling /closing intonation | 5 falling /closing intonation |
| 3 falling /closing intonation | 6 falling /closing intonation |

- 7 **Aim** To encourage Ss to think about features of closing turns in their language and to note the similarities/differences in the use of such words/phrases.

- This activity will vary depending on whether you have a class that shares a first language or has different first languages. If they share a first language, elicit from Ss as many ways as they can think of for saying these different things. If they have different languages, ask Ss to explain one or two examples to the whole class.

Possible Answers

- 1 **though**: however
- 2 **suppose**: I believe/imagine
- 3 **perhaps**: possibly but not certainly
- 4 **at least**: at minimum/in any case
- 5 **maybe**: possibly but not certainly/perhaps
- 6 **anyway**: in any case

- 8 **Aim** To consolidate all the skills and strategies looked at in this section.

- Monitor student discussions and note anything that needs to be commented on to the whole class when groups have finished.

Possible Answers

- 1 Yes, they have. For example, there are styles of music that I enjoy listening to today that I didn't like when I was younger. Probably most people find that their interests change as they get older ... they have for me at least.
- 2 People say so, but I'm not sure. Many video games have violent themes which I'm sure can be bad for children, but not all of the games are violent. It think it depends, really.

Grammar focus (pp. 109-111)

- 1 **Aim** To get Ss to rewrite each sentence from a hypothetical point of view using the second conditional.

- Get Ss to read the language box and then to identify the hypothetical implication of each sentence and to rewrite each one using the second conditional. Point out to Ss that they will have to change other words in the original sentence as well.

Answers

- 1 You would be able to listen to hundreds of tracks if you got an MP3.
- 2 If I could afford a ticket I would go to the match.
- 3 You wouldn't be so unfit if you walked more.
- 4 If you joined a gym you would meet more people.
- 5 If his films weren't so sophisticated they would attract a wider audience.
- 6 If they weren't always so tired they would be more fun to be with.



- 2 To practise the use of second conditional forms in the context of answering speculation questions.

- Get Ss to complete each answer using a second conditional form. Point out to Ss that the question and answer need to tie together grammatically.

Answers

- | | |
|-----------------------|------------------------|
| 1 would be/were | 5 would be/could |
| 2 would do/had | 6 would do/had |
| 3 could/would like | 7 would encourage/were |
| 4 was/were/would like | 8 would waste/did |

Possible Answers

- 1 It would be nice if there were less. Then perhaps TV programme makers would start to make programmes about things that are of real interest and really matter.



- 3 To get Ss to think about the difference in use between structures *I wish/if only* and *I hope* and *it's a pity*.

- Ask Ss to read the language box and to note the similarities and differences between the structures in terms of the usage of verb forms that follow them and then to complete the exercise.

Answers

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



- 4 To provide further practice in use of *I wish/if only/I hope ...* structures in the context of giving short answers.

- Point out to Ss that these structures are commonly used in this way as part of short answers to questions.

Answers

- | | | | |
|---------|-------------|-----------|---------|
| 1 could | 3 did/would | 5 doesn't | 7 could |
| 2 am | 4 so | 6 didn't | 8 had |



- 5 To get Ss to practise expressing simple wishes and hopes.

- Encourage Ss to write down [brief but meaningful] wishes and hopes in relation to the pictures. Get them to tell the other student their wishes/hopes in a different order to the sequence of the pictures.

Possible Answers

- I wish I could go more often. (you are talking about the gym)*
I hope to get better with more training. (you are talking about self-defence)

Exam focus (pp. 112-113)

1. Tips for IELTS



- 1 To get Ss to think about what is key to success in this task.

- Get Ss to rank the relevance of the tips to themselves and choose the two which are most important for themselves. Then get Ss to compare their answers with those of another student.

(Ss' own answers)

2. IELTS Practice Test



- 1 To get Ss to practise an IELTS Part 3 Speaking Test within the rough time frame of the test.

- Explain to Ss that this part of the test will last roughly 5 minutes. Ask them to take it in turns to act as examiner and candidate and to give each other 5 minutes to work through at least one or two questions from each section.

Possible Answers

How do people typically relax after work in your country?

In my country, people relax after work in different ways. Some people like to meet their friends after work at a café. Other people have hobbies which they find relaxing.

How easy is it to get a good balance between work and free time?

I'm not sure. I think it depends on what job a person has. For example, someone who has many responsibilities at work will find it more difficult to get a good balance between work and free time, while people with less stressful jobs will have an easier time. Basically, I think each person's needs are different, etc.

3. Thinking about the IELTS Practice Test



- 1 To get Ss to focus on the key areas of speaking performance that will be assessed.

- Play the recording twice and get Ss to focus on the different points of the speaker's performance.

Answers

little hesitation, yes
make clear connections, yes
accurate and appropriate vocabulary, yes
use different structures, yes
speak clearly, yes



- 2 To get Ss to focus on stronger and weaker points of speaker performance.

- Get Ss to go over the tapescript with another student and highlight examples for discussion with the whole class.

Answers

Clear connections
but at some times of the year ... especially in summer ... (good)
for example, I ... (good)
so that more to do (weaker)

Accurate and appropriate vocabulary

- stimulate and challenge (good)
- commuting (good)
- keep fit and socialise (good)
- until very late into the night (good)
- outwork (weaker)
- more facilities to make festival (weaker)

Different structures

- All I want to do is ... (good)
- I mean ... (good)
- It is about being ... (good)
- ... that's all they do (good)
- as a fair ... (weaker)

4. What do you know about IELTS?

1 **Aim** To consolidate understanding of what Part 3 of the Speaking test involves.

- Get Ss to answer the questions by referring back to examples in the unit and/or checking information in the About IELTS section.

Answers

- | | |
|-------|--|
| 1 yes | 5 fluency, coherence, grammar, vocabulary, pronunciation |
| 2 no | 6 about 14 minutes |
| 3 yes | 7 (Ss' own answers) |
| 4 yes | |

Unit 10 – Jobs

Unit Focus

Vocabulary: To consolidate or extend Ss' job-related vocabulary to a wide range of names for jobs as well as to job-related collocations.

Skills: To make Ss aware of two different listening skills and how to carry them out, and to give them practice in using them. Both of these skills, listening for attitude and listening for detail, are tested in the IELTS Listening Paper.

Grammar: To revise key uses of the gerund by working with a guided discovery activity then controlled practice and finally free practice.

Exam: This section aims to prepare Ss for and give them practice in Section 3 of the IELTS Listening Paper. It also aims to make them aware of how important it is to answer the questions in IELTS in the way given in the instructions.

Vocabulary focus (pp. 114-116)

1 **Aim** To begin the process of accumulating names for jobs.

- If you wish, encourage Ss to write as many job titles as they can within a time limit e.g. 1 minute (i.e. they don't have to limit themselves to six). Make sure Ss compare their lists carefully and add any additional jobs to their own list.

(Ss' own answers)

2 **Aim** To make Ss aware of the clues about meaning that they can get from suffixes. These particular suffixes very often indicate people's jobs. The activity also aims to extend Ss' vocabulary.

- Ask Ss to do this activity individually at first. In this way they will all have to do some thinking. They can then compare their answers. Elicit as many answers as you can to the second activity i.e. one more job for each ending, so as to give as much vocabulary extension as possible.

Possible Answers

- | | |
|---------------------------------|------------------------|
| salesperson/salesman/saleswoman | decorator |
| manager | professor/lecturer |
| technician | musician |
| pharmacist | principal/headmistress |
| driving instructor | journalist/reporter |
| actress | dentist |

(Ss' own answers)

3 **Aim** The aim of this activity is to extend Ss' job vocabulary yet further.

- Ss could do this in groups before reporting back to the whole class. Encourage them to be imaginative in their answers. There are no right or wrong answers. Check the stress on Ss' answers in preparation for activity 6.

Possible Answers

- A doctor, dentist, pharmacist
- B secretary, librarian, teacher
- C teacher, coach, professor
- D delivery man, truck driver, postman

4 **Aim** These words are quite formal. They are of the kind that could occur in IELTS. This activity aims to introduce Ss to them through a personalised task.

- Point out to Ss that they should answer according to their own interests/hopes/opinions, etc. – there is no right answer to this task. Make sure Ss all do the ticking task before they go on to the discussion. The ticking task gives them something definite to talk about.

Possible Answers

- I would like to work in marketing because it is well paid.
- I wouldn't like to work in cleaning because it has no future.
- I would like to work in creative graphics because it is interesting.

5 **Aim** To reinforce the meaning of the vocabulary introduced in Ex. 4 and to give Ss further practice with it.

- This could be done individually or in pairs. You/Ss could write answers on the board under the correct area.

Answers

- 1 Travel/tourism
- 2 Travel/ tourism/transport
- 3 Hotel industry/Other (Food service)
- 4 Creative and graphics/Marketing
- 5 Construction

- 6 Engineering/Construction
- 7 Media
- 8 Construction
- 9 Transport
- 10 Care and nursing
- 11 Hotel industry/Care and nursing
- 12 IT/Creative and graphics
- 13 Leisure/Hotel industry
- 14 Sales
- 15 Transport
- 16 Hotel industry/Other (Food services)

Aim To make Ss aware of word stress on the new topic-related vocabulary and give them the opportunity to practise it.

- Make sure Ss do the underlining activity before they listen. This will help them to notice the stress when they do listen. Ss could repeat individually round the class or chorally. You may wish to play the recording twice or replay words which Ss have difficulty with.

(Ss' own answers)

Aim To develop further from Units 2 and 6 Ss' ability to listen for small differences in sounds in preparation for the kind of listening they can be asked to do in the IELTS Listening Paper.

- Before or after listening to the recording you could ask Ss to do the same activity in class with Ss saying the words themselves.

Answers

- | | | |
|------------------|--------------|--------------|
| 1 Nursing | 5 Building | 9 Cleaner |
| 2 Engineer | 6 Designer | 10 Waiter |
| 3 Travel agency | 7 Secretary | 11 Cooking |
| 4 Security guard | 8 Journalism | 12 Programme |

Aim To give Ss practice in listening for detail, revise the new vocabulary and give further practice in spelling.

- You might want to ask Ss to review the unit's new vocabulary silently before doing this activity. Make sure Ss write their answers, as they will need their written answers in order to do the spelling activity.

Answers

- | | |
|-------------------|---------------------|
| 1 Cook | 6 IT |
| 2 Education | 7 Leisure |
| 3 Accounting | 8 Engineer/Mechanic |
| 4 Labourer | 9 Secretary |
| 5 Waiter/Waitress | 10 Human resources |

Aim To introduce Ss to some job-related collocations and reinforce the idea of the importance of collocations in language learning.

- This could be individual, pair or whole-class work.

Answers

- | | | |
|--------|-----|--------|
| 1 E, G | 3 A | 5 B |
| 2 G | 4 F | 6 C, D |

Aim Revision and record keeping.

- To encourage Ss to keep and update a vocabulary record.
(Ss' own answers)

Aim To provide an opportunity for Ss to use the new vocabulary they have met and talk about themselves.

- Make sure Ss realise they can talk either about a job they have had or one they would like to have. In this way, all Ss can talk about the topic, whether they have worked or not. Ss would probably benefit from being given a few minutes to think about and practise what they want to say. The presentations could be given in small groups, in pairs or to the whole class.

(Ss' own answers)

Possible Answers

I would like to be a computer programmer. To do this job you must know how to work with computer technology. I like it because it would give me a chance to be creative with computers. To become a computer programmer you must study IT. Then you must apply for a vacancy with a company that needs programmers.

Skills focus (pp. 117-118)

Aim To make Ss aware of how intonation can show attitude and affect meaning, and give them practise in listening for attitude.

- Before the task, you could write a sentence on the board e.g. *I've got my driving test next week* and ask them to try and say it with the attitudes given in a-f.

Answers

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

On the recording the speaker's attitude was shown both through choice of words and through intonation. It is possible though to show attitude just through intonation.

Aim To extend the work on intonation from activity 1, this time working with just one sentence, and therefore with the attitude just coming from the intonation rather than from the words.

- Again, before listening you could ask Ss to try saying the sentence in the different ways indicated. This will help them notice the intonation on the recording better. Ss may be more willing to add intonation to their voices if you ask them to do this as if they were acting, or chorally.

(Ss' own answers)

- 3 **Aim** To show Ss that sentence stress can also convey attitude, and give them practice in recognising it, as they may need to in IELTS Listening.

- You may need to play the recording to the Ss more than once/several times to help them with the answers. Make sure they read each option carefully BEFORE listening. Again, you may want to ask the Ss to pretend they're acting to help them say the sentences with sufficient emphasis.

Answers

1 a 2 b 3 b 4 c 5 c 6 b

- 4 **Aim** To help Ss see the difference between listening for specific information and listening for detail.

- Before they read the box, ask Ss what different demands the two questions made of their listening. These two listening skills are similar in kind to the same skills in reading i.e. specific information requires focussing in on and understanding one or two words whereas detail requires listening to a series of words and the meaning they make in combination.

Answers

1 In a language school. 2 He organises social events for the Ss.

- 5 **Aim** To give Ss practice in listening for detail in the context of an IELTS exam-like task and the unit topic.

- Ss should by now be able to do the task straight through without needing you to stop the recording after each question to replay it.

Answers

1 c 2 b 3 b 4 c 5 c 6 b

Grammar focus (pp. 119-120)

- 1 **Aim** To remind Ss of the forms and key uses of the gerund.

- Ask Ss to do this activity individually or in pairs rather than as a whole class so that each student gets involved in it. You may need to explain to some Ss what a subject, an object and a preposition are.

Answers

All the underlined words are gerunds

Gerund: base form of verb + ing

Subject: Spending, working (in the 4th line)

Object: working (in the 1st line), gaining

After a preposition: enjoying, doing, working (in the last line)

- 2 **Aim** To make Ss aware that their language might not have gerunds and use other structures instead. In this way, they may come to see the importance of gerunds in English.

- In a monolingual class you could get Ss to tell you how they would say each sentence and what structure(s) this involves using. It may not be useful to do this activity in a multilingual class in which Ss speak a variety of mother tongues.

(Ss' own answers)

- 3 **Aim** To give Ss practice in using the gerund in the three key uses.

- You may wish to ask Ss to do the exercise before checking the answers.

Answers

1 Working 3 Getting 5 Having
2 Sitting 4 Being

- 4 **Aim** To give Ss practice in using the gerund in the three key uses.

- You may wish to ask Ss to do the exercise before checking the answers.

Possible Answers

The man is bored with working.

Instead of working, the woman has her mind on other things/matters.

The man should think about finding another job.

- 5 **Aim** To give Ss practice in using the gerund in the three key uses.

- You may wish to ask Ss to do the exercise before checking the answers.

Answers

1 started working 5 enjoyed working
2 help feeling 6 stopped working
3 hated going 7 mind doing
4 suggested getting

- 6 **Aim** To give further controlled practice of the three uses of the gerund.

- This activity could be done orally or in writing. Doing it in writing would give each student practice and allow you to monitor more easily.

Answers

1 working long hours
2 working as a barman
3 Filling in those application forms
4 at typing without making mistakes
5 working very long hours
6 checking my emails
7 Practising
8 working on computer programmes

- 7 **Aim** An opportunity to use the gerund freely.

- You might need to give Ss a bit of thinking time before they do this activity so that they come up with enough ideas. This could be pair or whole class work.

(Ss' own answers)

Exam focus (pp. 121-123)

1. Tips for IELTS

Aim To encourage Ss to realise what strategies they can use both before and during the exam to help them achieve a better score. Additionally, to help them realise which strategies they each, as individuals, need to focus on most. The tips also give information about handling particular listening task types.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips. Make sure Ss understand the spelling rules given in the Preparation Tips. Spelling accurately is very important in the reading, listening and writing papers.

2. IELTS Practice Test

Aim This gives Ss direct exam practice. The lay-out of the test in the book, the instructions, the tasks and the listening skills tested are the same as they would be in the exam.

- By this stage of the course you will probably want to conduct this test as it would be done in the exam in order to give your Ss exam practice. To do this, play the recording straight through to the end and once only, and allow approximately 2.5 minutes at the end for Ss to transfer their answers to the answer sheet (*See back of Ss' book for copy of answer sheet*). Alternatively you may prefer to help Ss through this test by pausing it after each section and possibly playing the recording a second time if Ss seem to have found the questions difficult.

Answers

1	building course	5	simple	9	B
2	first aid	6	body language	10	A
3	two	7	more clearly		
4	too much	8	practice run		

3. Thinking about the IELTS Practice Test

Aim To help Ss see some of the differences between written and spoken English, to consolidate new language and comprehension, and to give Ss a basis for the answers to activity 2.

- You might want to mention to Ss before they listen that they should try and notice the differences between spoken and written English as they listen.

Answers

- My building course ...
- It was about first aid, but ...
- ... should only write two lines ...
- ... maybe I used too much animation.
- ... keep them simple.
- Body language is really important – things ...

- ... idea across more clearly with a ...
- ... why don't we do a practice run?
- ... getting quite excited myself, ...
- ... if we do a practice run ... said, that could be good ...

Aim This activity continues one of the themes of the unit i.e. raising Ss' awareness of the different listening skills and how we carry them out.

- Encourage Ss to explain what they did when listening and why. This will help them and you see if they have been listening in the most useful ways. However, bear in mind when checking answers that different people arrive at the correct answer in different ways.

Answers

Specific information: 1, 2, 3, 6, 7, 8

Detail: 4, 5

Attitude: 9, 10

Aim To raise awareness of the importance of following instructions.

- Ask Ss to read the instructions again and tell you exactly what they require.

(See practice test instructions.)

Aim We can't emphasise enough that following the instructions given in the exam is extremely important in IELTS. A candidate's answer will be marked wrong if it is given in the wrong format, even when it is in fact right. It's extremely important that Ss realise this and train themselves early on to follow the instructions. This activity helps each individual student realise whether he/she followed the instructions and if not what they did wrong.

- Ask Ss individually to go through the answers to spot what is wrong, before checking answers. This should lead to greater involvement of each student.

Answers

- building course (correct spelling required)
- first aid (only two words required)
- two (correct spelling required)
- too much (no more than two words required)
- simple (no more than two words required as it appears in the text)
- body language (correct spelling and grammar required)
- more clearly (correct spelling and grammar required)
- practice – run (correct spelling required)
- B (candidates really should put an answer even if unsure)
- A (only one letter is required)

These wrong answers show how important it is for answers in the Listening Paper to be spelt correctly and to be grammatically correct. We can also see that Ss must only put the number of words or letters stated and not more, and also that it is always advisable to write an answer even when you are not sure.

5 **Aim** To reinforce Ss' comprehension and to activate the language in the recording.

- Ss could work in pairs initially, piecing their knowledge together before reporting back to the class. When answering Ss don't need to limit themselves to what was said on the recording.

(Ss' own answers)

6 **Aim** To extend Ss' vocabulary.

- You could ask Ss to compare their vocabulary records to see how they have laid them out and which design features are most helpful.

(Ss' own answers)

4. What do you know about IELTS?

1 **Aim** To help make Ss more aware of what IELTS Listening Section 3 is like and requires of them.

- Ss could use the answers from these questions to write a brief description of IELTS Listening Section 3.

Answers

- 1 You listen to 2-4 people.
- 2 You listen to a conversation or discussion.
- 3 Specific information, attitude, detail, and speakers' opinions.
- 4 There are 10 questions.
- 5 As in the other sections, you may hear a range of accents on the recordings from Australia, Britain, New Zealand and North America.
- 6 Topics related to studying
- 7 (Ss' own answers)

Unit 11 – Working in business

Unit Focus

Vocabulary: This section introduces and practises a range of words (particularly adjectives) and collocations related to the topic of 'Working in business'. It also focuses on the meaning of several common prefixes, and gives practice in them.

Skills: This section introduces Ss to reading for main ideas. This is an extremely useful way of processing longer texts and one that is very useful for the IELTS Reading Paper where candidates not only have to deal with tasks that require this skill e.g. *identifying information*, but need to use this skill to find out which paragraph talks about what i.e. to help them find their way round a text.

Grammar: To revise the meanings and forms of some key modal verbs.

Exam: This section aims to give Ss practise in reading skills within the context of IELTS exam tasks. It also aims to further familiarise Ss with IELTS reading tasks and to make them aware of relevant exam strategies and ways to help themselves prepare for and take the exam.

Vocabulary focus (pp. 124-125)

1 **Aim** To provide a warm up to the unit's topic.

- Allow Ss to look through the first two pages. Ask them to notice the adjectives on the first page.
- Encourage Ss to explain fully why they might prefer one or the other of these people as their boss. As they explain they may use some of the adjectives which are the focus of this section. Give Ss thinking time before asking for their answers.

(Ss' own answers)

Possible Answers

I would rather work for the man in the first picture. He seems supportive and fair. A good boss should be firm but not bossy.

2 **Aim** To introduce new vocabulary.

- Before starting this activity, you will probably need to check that Ss know the meanings of these words or explain them to them.

Answers

efficient: able to complete any task successfully; not waste time

supportive: be kind to sb in need

bossy: telling others what to do too much

understanding: kind and aware of other peoples feelings

confident: sure of your abilities, believe in yourself

friendly: kind, pleasant and enjoying being with other people

firm: not easily changing your mind; to be in control

encouraging: hope/confidence giving

fair: reasonable and just

considerate: aware of the feelings of others

- Ask Ss about any experiences of bosses that they have had, and ask them to describe these bosses, possibly using some of these adjectives.

Possible Answers

1st picture: supportive, understanding, confident, friendly, fair, considerate

2nd picture: bossy

3 **Aim** To introduce more vocabulary related to the topic and give practice in using the words introduced in Ex. 2.

- Make sure Ss tick or cross the statements before you begin the discussion. In this way, they will have a firm basis to discuss from. Get them to explain and exemplify their opinions. Some of these statements may be true for some kinds of jobs but not others. Explain any unknown words.

(Ss' own answers)

4 **Aim** To contrast the qualities of bosses and employees and introduce/consolidate more vocabulary.

- This activity could be the basis of pair work or a class discussion. Ss are unlikely to agree on all the words, so you can exploit this difference of opinion to get a discussion going. Ss should again give reasons for their opinions, and examples.

(Ss' own answers)

5 **Aim** To focus on some useful topic related collocations.

- Explain any unknown collocations. After the matching activity, get Ss to ask one another 'Have you ever ...' questions e.g. *Have you ever attended a meeting?* to get them using these collocations.

Answers

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

6 **Aim** To raise Ss' awareness of word stress on new vocabulary.

- You could check Ss' answers before they listen to the recording, but without confirming the correct answer. They may then listen more keenly for the answers on the recording.

Answers

efficient	encouraging	reliable
support	fair	obedient
bossy	considerable	smart
understanding	punctual	careful
confident	creative	kind
friendly	dynamic	
firm	a team player	

7 **Aim** To consolidate the new vocabulary introduced in the previous activities and give Ss an opportunity to use it freely.

- To give as many Ss as much practice as possible, this activity is probably best done as pair work.

(Ss' own answers)

8 **Aim** Prefixes and suffixes are a useful in understanding the meaning of a word in English. This activity works on this area, following up on work on prefixes in Unit 10, and anticipating work on suffixes in Unit 15.

- Point out to Ss before they begin the activity that there are more prefixes than meanings i.e. that several suffixes match with one meaning. Point out too that not all words can have prefixes put before them. Check when asking Ss for further examples that their examples really are examples of a prefix with that meaning e.g. *disturb* is NOT an example of *dis+* word.

Answers

<i>mis-</i> = wrongly/badly	<i>ir-</i> = not
<i>sub-</i> = below	<i>in-</i> = not
<i>un-</i> = not	<i>under-</i> = under
<i>dis-</i> = not	<i>over-</i> = above/too much
<i>re-</i> = again	<i>trans-</i> = across/through
<i>im-</i> = not	<i>inter-</i> = between
<i>il-</i> = not	<i>anti-</i> = against

Possible Answers

<i>mis-</i> miscalculate, misjudge	<i>ir-</i> irrelevant, irreplaceable
<i>sub-</i> submarine, subnormal	<i>in-</i> insignificant, insoluble
<i>un-</i> uninterested, unfair	<i>under-</i> underestimate, undervalue
<i>dis-</i> disadvantage, distrust	<i>over-</i> overstate, override
<i>re-</i> recycle, reuse	<i>trans-</i> transatlantic, transcontinental
<i>im-</i> impossible, improbable	<i>inter-</i> interconnect, interdependent
<i>il-</i> illegible, illiterate	<i>anti-</i> anti-clockwise, anti-perspirant

9 **Aim** To point out that Ss can't/shouldn't put prefixes in front of all words e.g. *adjectives and adverbs are more likely to take prefixes than concrete nouns.*

- You might want to ask Ss to give you some words that can't take prefixes e.g. *table/move/green.*

Answers

un: supportive (unsupportive); friendly (unfriendly); fair; (unfair); reliable (unreliable); kind (unkind)
dis: encouraging (discouraging); obedient (disobedient)
im: -
il: -
ir: -
in: efficient (inefficient), firm (infirm), considerate (inconsiderate)

10 **Aim** This is a practice activity, giving Ss the opportunity to use the new vocabulary freely.

- Again, give Ss thinking time to prepare their answers. If Ss can't think of ideas, suggest some jobs to them that would bring out different sides of their personalities e.g. *teacher, computer programmer, television presenter, pop star, etc.*

(Ss' own answers)

Skills focus (pp. 126-128)

1 **Aim** This IELTS task (matching information) aims to familiarise Ss with reading for main ideas through doing an IELTS task which practises it.

- Before they start reading the text, ask Ss what kind of reading they think they need to do to answer the questions. They should recognise that it is not reading for specific information or detail, but involves looking for summaries/main ideas at the level of chunks of text.

Answers

1 D 2 A 3 F 4 C 5 B

- 2 **Aim** To make Ss aware of what reading for main ideas is and what it involves by introducing them to topic sentences.

- Before they read Ex. 2, you could ask Ss how they read for Ex. 1 to make them aware of the strategies they used and that they may have already read for main ideas.

- 3 **Aim** To give practise in identifying topic sentences.

- After Ss have found the topic sentences, you could ask them what the other sentences in the paragraph do e.g. *provide examples or give further explanation to support the main sentence.* This will help Ss not only with their reading but also with their writing. Point out to Ss that topic sentences are often but not always the first sentence in a paragraph.

Answers

Para 1: 1st sentence – supporting sentences giving examples and evidence

Para 2: 1st sentence – supporting sentences giving extra information

Para 3: 1st sentence – supporting sentences giving explanation

Para 4: 1st sentence – supporting sentences giving explanation

Para 5: 1st sentence – supporting sentences giving extra information and explanation

- 4 **Aim** To make it clear to Ss why and how reading for main ideas is useful in the IELTS Reading Paper.

- You may already have covered these points before you get to this activity. In which case, just ask the Ss to read this activity as confirmation.

- 5 **Aim** To give Ss further practice in identifying topic sentences, this time in a longer text.

- Ask Ss to compare and discuss their answers in pairs before you check them with the whole class.

Answers

Para 1: (both/even numbers of) men and women

Para 2: an even mix

Para 3: being in

Para 4: home life/gender differences outside work

Para 5: stress at home/women

Para 6: their family lives spill over

- 6 **Aim** To review vocabulary, highlight its importance and encourage Ss to keep vocabulary records.

- You could organise a quiz based on the Ss' vocabulary records. Ss in teams could write questions and answer other teams' questions.

(Ss' own answers)

Grammar focus (pp. 129-131)

- 1 **Aim** Ss will have met these verbs before. This activity encourages them to analyse their meaning in relation to one another.

- Make sure Ss understand the differences between *certain*, *probable* and *possible* before they start this activity.

Answers

Certain: you will get promoted

Probable: should be

Possible: it might take, you may get promoted, Promotion may mean, you might not be

- 2 **Aim** To extend the analysis of meaning to some other modal verbs, and to reinforce their meaning.

- Elicit examples of how to complete the sentences on the right before Ss start doing the activity. Check the answers to the first part of the activity before Ss go on to the second part.

Answers

1 F – I expect she's there by now.

2 D – I'm sure you will succeed if you try.

3 A – Would it be possible (for us) to meet at about 4 o'clock?

4 B – She's the most likely person to get the promotion.

5 G – There's a possibility that she'll be a little late for the meeting./E

6 C – It's not certain that we'll meet the deadline now./G/E

7 E – It's possible that she'll even be my next boss./G/C

Certain: shall, will

Probable: should, ought to

Possible: may, might, could

- 3 **Aim** To review other meanings of these modal verbs.

- This short matching exercise is probably best done as a whole class activity.

Answers

Should – Recommending

Could – Asking for permission

Ought to – Recommending

May I – Asking for permission

Could – Talking about a general past ability

May not – Forbidding/Refusing permission

- 4 **Aim** This is an error correction task guided by rules. It aims to make Ss aware of the rules for the formation of these modal verbs.

- As the answers may need discussion, Ss could do this in pairs.

Answers

1 I ought to get a promotion next year. ('to' is a part of 'ought to')

2 She may be a very good manager. (1st rule)

3 I hope to find more interesting work for him. (4th rule)

4 He shouldn't get to work so late. (2nd rule)

5 Where might I find the secretaries office? (2nd rule)

6 He could hold fewer meetings. (3rd rule)

5 **Aim** This activity reviews both the meanings and forms looked at in the previous activities in this section.

- It is probably a good idea to ask Ss to write their answers out individually so that each student has the opportunity to think about these forms and meanings.

Answers

- | | |
|---------------------------------------|---------------------------|
| 1 <i>may/might be</i> | 5 <i>May I</i> |
| 2 <i>couldn't draw pictures</i> | 6 <i>could persuade</i> |
| 3 <i>ought to be/could be</i> | 7 <i>might/may not be</i> |
| 4 <i>may not send personal emails</i> | 8 <i>should/ought to</i> |

Exam focus (pp. 132-135)

1. Tips for IELTS

1 **Aim** To encourage Ss to realise what strategies they can use both before and during the exam to help them achieve a better score. Additionally, to help them realise which strategies they each as individuals need to focus on most.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips.
- Stress to Ss how helpful it will be for their success in the IELTS exam to read as much as possible outside class. Any reading is useful, but reading more 'serious' texts is particularly useful as it allows Ss to become familiar with working with more complex language and longer texts. You could ask Ss to bring in and share books, magazines, websites, etc. that they have enjoyed reading to give other Ss ideas for what to read. Ss could also share titles by email.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** To give Ss direct exam practice. The lay-out of the test in the book, the instructions, the tasks and the skills tested are the same as they would be in the exam.

- At this stage it is quite important that Ss have practice in sitting the test under exam conditions, to enable them particularly to learn to work within the time limits i.e. 20 minutes for one passage. Therefore, it would be useful to run this practice test as a mock exam.

Answers

- | | | | | |
|-----------------|------------------|------------|-------------|-------------|
| 1 <i>ii, A</i> | 4 <i>viii, D</i> | 7 <i>H</i> | 10 <i>K</i> | 13 <i>G</i> |
| 2 <i>v, B</i> | 5 <i>i, E</i> | 8 <i>E</i> | 11 <i>L</i> | |
| 3 <i>vii, C</i> | 6 <i>C</i> | 9 <i>A</i> | 12 <i>D</i> | |

3. Thinking about the IELTS Practice Test

1 **Aim** To help Ss gradually become aware of the range of task types that they need to work with in IELTS Reading, and to learn the names of these task types so they can discuss them and focus on them in preparation if they need to.

- You may need to explain to the Ss what each of the listed activities involves, and why it is useful for them to know the names of the task types.

Answers

Matching headings and matching sentence endings.

2 **Aim** Further familiarisation with the specific task types, and reinforcement of the idea that the answers may only be in one part of the text, so it's not necessary to read all of it.

- Ask Ss to look back at the tasks and the passage, and locate the answers. This will help them do this activity.

Answers

Task 1	Task 2
Matching headings	Matching sentence endings
Required skimming	Required skimming
	Required reading for detail
Required reading for main ideas	
Only needed to read parts	Only needed to read parts
	Need to find phrases
Needed to look for key words	Needed to look for key words

3 **Aim** Following the instructions given in the exam is extremely important in IELTS. A candidate's answer will be marked wrong if it is given in the wrong format, even when it is in fact right. It's extremely important that Ss realise this and train themselves early on to follow the instructions. This activity helps each individual student realise whether he/she followed the instructions.

- Ask Ss to tell you whether they followed the instructions or not, and point out to them why it is essential that they should do so.

Answers

- ii (The answer must be written in Roman numerals)*
- v (One answer only required)*
- vii (Candidates are strongly advised to always write an answer)*
- viii (The answer must be written in Roman numerals)*
- I (A letter is required)*
- F (The answer must be a letter)*
- H (Only one letter is required)*
- E (Candidates are strongly advised to always write an answer)*
- A (Candidates are strongly advised to always write an answer)*
- K (There's no letter M, only A-L)*
- L (Only one letter is required)*
- D (Candidates are strongly advised to always write an answer)*
- G (Only one letter is required)*

We see here that candidates must follow the instructions about how to answer (letter, number, etc), and how many letters to write, and also that they are strongly recommended to write an answer even when they are not sure about it.

4. What do you know about IELTS?

1 **Aim** To help make Ss more aware of what IELTS Reading is like and what it requires of them.

- Use this activity to remind Ss of the IELTS tasks and exam procedure.

Answers

- 1 60 minutes
- 2 Yes – yes, 20 minutes on each reading passage?
- 3 Reading for detail
- 4 Approximately 1 – 1.5 minutes per question. You need time to read the whole task, skim through the text then answer the individual questions by reading the relevant part of the text again.
- 5 Official information about the IELTS Reading Paper does not state that one passage is more difficult than the next. The last passage is, however, usually longer.
- 6 No, you don't and in fact you mustn't or you will lose time. Only read for details when questions require it. Several tasks may only require you to read for specific information or main ideas. You should always read the question for detail, however.
- 7 (Ss' own answers)

2 **Aim** To highlight the importance of vocabulary, of revising it and of keeping vocabulary records.

- Ask Ss to compare what words they have written down and how they have noted the meaning. Have them write sentences as extra practice or use them orally in a discussion.

(Ss' own answers)

Unit 12 – Transport

Unit Focus

Vocabulary: The aim of this section is to get Ss to focus on words and phrases commonly used to talk about transport and to introduce Ss specifically to prepositional phrases, prepositions with verbs of movement, collocations and commonly confused words connected with this area of vocabulary.

Skills: The aim of this section is to encourage Ss to compare significant trends in writing about graphical data by focusing on the organisation and linking of ideas in short factual texts.

Grammar: The aim of this section is to encourage Ss to think about and practise the use of tenses – *past simple* and *past perfect* – in factual historical reporting.

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

Vocabulary focus (pp. 136-137)

1 **Aim** To get Ss discussing issues involved in the use of different means of transport.

- Get Ss to think as widely as possible about why these forms of transport are not more commonly used.

Possible Answers

- Picture 1:** Travelling by scooter is not practical when the weather is bad.
- Picture 2:** Rollerblading is not practical for long journeys.
- Picture 3:** These mini motorbikes are an unsafe way to get around and are very noisy.
- Picture 4:** Hot-air balloons are too impractical, complicated and costly to be a popular means of transport.
- Picture 5:** Bicycles with two seats are too impractical and complicated as a regular means of transport.
- Picture 6:** Sports cars are too expensive for most people, and they aren't environment friendly.
- Picture 7:** Electric cars are too complicated to be popular with many people and still not very practical for long distances.
- Picture 8:** Double-decker buses are not popular because they are unsightly and difficult to drive.

2 **Aim** To focus Ss' attention on discussing practical transport issues in their own lives.

- Ask Ss to discuss the means of transport they use in these different contexts, making reference to any health/environmental issues that they feel are relevant.

Possible Answers

- Student A:** For getting to school, I usually use my bicycle – it's the best way.
- Student B:** I know it keeps you fit and is environment friendly, but it can be unsafe, especially in cities.

getting around your capital city

- Student A:** I like to use a motorbike to get around my city. It's practical and not too costly.
- Student B:** Yes, but it's very unsafe and not environment friendly, etc.

3 **Aim** To get Ss to match a description of transport trends and statistics to a bar chart, focusing on prepositional phrases used to talk about percentages and means of transport.

- Encourage Ss to refer to the table to decide on issues such as over/under certain percentages. Explain the use of the prepositions 'around' and 'about' to refer to approximations. If they have trouble thinking of the correct prepositions, write the answers in jumbled form on the board. Ask them to choose their answers from the list.

Answers

- | | |
|-----------------------------------|------------|
| 1 over, on | 4 in, by |
| 3 approximately, around/about, by | 5 over, by |
| 2 between, by | 6 as |

- 4 **Aim** To consolidate use of the prepositions looked at in Ex. 3 by completing a table.

- Get Ss to complete the table by making reference to the answers in Ex. 3.

Answers

means of transport: travel by car, go on foot

Percentages: around/about 30 percent, over/above 60 percent, just below/under 40 percent, three times as many

- 5 **Aim** To focus Ss' attention on prepositional usage with different verbs of movement.

- Encourage Ss to consider the option that no preposition may be required before deciding on their answers. Once they have completed the questions get them to ask them to another student.

Answers

1 to	3 at	5 x	7 x
2 x	4 around	6 to	8 in

- 6 **Aim** To consolidate the use of prepositions/no preposition looked at in Ex. 5 by getting Ss to complete a table.

- Get Ss to complete the table by making reference to their answers in Ex. 5.

Answers

to	x	at/in	around
----	---	-------	--------

- 7 **Aim** To focus Ss' attention on collocations related to traffic/transport that can all be given as a reason for a delay.

- Encourage Ss to focus on the idea of delay as they match the words to come up with new phrases. Then get Ss to discuss examples of their worst delay experiences and report some of these to the whole class.

Answers

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

(Ss' own answers)

- 8 **Aim** To get Ss to think about these commonly confused words to describe different travel experiences.

- Get S to think of what each speaker is referring to i.e. the type of travel experience when discussing their answers.

Answers

1 ride/journey	4 journey/trip
2 excursion/trip	5 ride/journey
3 tour/trip	6 trip/excursion

- 9 **Aim** To practise and consolidate the use of the words looked at in Ex. 8 by getting Ss to exchange travel experiences.

- Get Ss to discuss each point and encourage them to comment on and ask questions about what their partner says.

Answers

- The Lakshar hills are a nice place to go for a bike ride.
- The best train journey I've ever taken was from Perth to Adelaide.
- Once on a school excursion we went to Iceland ..., etc.

Skills focus (pp. 138-141)

- 1 **Aim** To get Ss to focus on graphical data and spot significant trends.

- Ask Ss to note three significant trends represented by the graph and to report these to another student.

Possible Answers

The graph shows a dramatic decline in the use of buses in English cities and in English rural areas between 1986 and 2006.

The graph shows a dramatic rise in the use of buses in London from 1996 to 2006.

The use of buses in Scotland and Wales has not changed dramatically in that period.

- 2 **Aim** To get Ss to practise putting information in a logical order using linking words.

- Ask Ss to study the graph and read sentences A-H. Give them some time to do the exercise.

Answers

Para 1: G, A, D, E

Para 2: F, H, B, C

- 3 **Aim** To get Ss to consider pairs of sentences and to decide whether their relationship is one of addition or contrast and then to use an appropriate conjunction to link them.

- Get Ss to consider each pair of sentences and to first decide whether the second one shows an additional or contrasting idea. Then ask them to look at the conjunction table and consider an appropriate way of linking them.

Answers

- additional information (The number of journeys by bus increased after 1945. Journeys using other means of transport also increased.)*
- contrasting idea (The increase in the use of buses was steady; whereas for other means of transport, it was varied.)*
- contrasting idea (The number of people using trains started to increase from 1980, but by 1999 it had still not reached 1945 levels.)*
- additional information (There was a slight fall both in the use of trains and bus journey's around 1987.)*

- 5 *contrasting idea (The number of journeys by train and other means of transport were almost identical in 1990. By 1999, however, the use of other means of transport was much higher.)*
- 6 *contrasting idea (The train was still a very significant means of urban transport in 2000. It was not, however, the dominant means of transport that it was in 1945.)*

4 **Aim** To get Ss to comment on significant trends in line graphs as a lead-in to a writing task.

- Encourage Ss to comment on the statistical data – highlighting and comparing significant trends.

Possible Answers

The graph shows that the percentage of households with only one car did not change overall between 1971 and 2006. The percentage of households with no car, however, declined dramatically in this time. The percentage of households with two cars rose significantly, whereas the percentage of households with three or more cars rose only slightly in this period.

5 **Aim** To focus Ss' attention on possible errors in the use of conjunctions of addition and contrast and correcting them.

- Explain to Ss that each highlighted word involves an error in the use of a conjunction. Ask Ss to spot what the error is and to say how it might be corrected.

Answers

- both, WO → both changed*
- although, WW → however*
- as well, WO → 2006 was the year as well*
- In addition, WW → As well as*
- also, P, → also*
- However, WW → although*
- whereas, WW → however*
- too, WW → also*

6 **Aim** To get Ss to plan/organise a discussion of significant trends into two coherent paragraphs.

- Ask Ss to spot significant trends in the data and note similarities/contrast between them. Then get Ss to note these as points to discuss in two separate paragraphs.

Possible Answers

PLAN FOR BAR CHART A

Paragraph 1

- percentages of both men and women with licenses increased*
- more men than women with driving licences*
- for 1975-1976, the percentage of women with licences was less than half that of men*
- by 2006, the percentage of women with licences was more than 2/3 that of men*

Paragraph 2

- the percentage of women with licences rose more quickly than that of men*
- it more than doubled during the entire period*
- the percentage of men with licences increased by about 15%*
- between 1995 and 2006 there was only a very slight change for both men and women*

PLAN FOR BAR CHART B

Paragraph 1

- In 1980 there were almost no cycle lanes*
- Between 1980 and 2005 there was a dramatic increase in cycle path provision*
- The number of paths grew by about 100 kilometres every five years between 1985 and 2005*

Paragraph 2

- There were no on-road paths in 1980*
- There were significant increases in the number of both on-road and off-road paths between 1985 and 2005*
- A particularly significant jump in number of on-road paths between 2000 and 2005 – figures almost doubled.*
- By 2005 the number of on-road paths accounted for about 40% of all cycles paths*

7 **Aim** To get Ss to write their plan for one of the reports as two complete paragraphs.

- Encourage Ss to think about development and linking of ideas as they convert their plans into full paragraphs.

Answers

For Bar Chart A

The chart compares the percentages of men and women with driving licences in the UK between 1975 and 2006.

Over the entire period, the percentages of both men and women with licenses increased. The percentage of men with driving licences remained higher than that of women. In the period 1975-1976, the percentage of women with licences was less than half that of men. By 2006, however, the percentage of women with licences had risen to more than 2/3 that of men.

Overall, the percentage of women with licences rose more quickly than that of men. It more than doubled during the entire period, whereas the percentage of men increased by about 15%. The percentage of women with licences rose from a little under 30% to a little over 60%, while that of men increased from around 70% to over 80%. The most dramatic increase for men took place between 1975 and 1986. For women, the most dramatic rise was between 1985 and 1991. Between 1995 and 2006, however, there was only a very slight change for both men and women.

Grammar focus (pp. 142-144)

1 **Aim** To familiarise Ss with the use of tenses by getting them to read through explanations and examples illustrated by graphical data which they refer to.

- Get Ss to highlight on the graph the trends that the examples refer to.

(Ss' own answers)

2 **Aim** To get Ss to complete sentences describing graphical data using the correct verb form.

- As Ss complete each sentence ask them to refer to the graph to see what is being described.

Answers

- | | | | |
|---|---------------------|---|---------------------|
| 1 | rose/increased/grew | 5 | rose/increased/grew |
| 2 | had fallen/declined | 6 | were produced |
| 3 | was/had been | 7 | had declined/fallen |
| 4 | had not reached | 8 | were |

- 3  To get Ss to use tense forms to describe trends by answering questions about information in the graph.

- Give Ss enough time to complete the task.

Answers

- 1 It began to rise again.
- 2 It passed 40 million a year.
- 3 They had both levelled off.
- 4 The period just before 1990, because bicycle production rose more dramatically than ever before.
- 5 Between 1960 and 1980.
- 6 Between the start of the 60's and the middle of the 70's.
- 7 It dropped very slightly.
- 8 It had fallen dramatically from the previous year.

- 4  To consolidate the use of tense forms through the playing of a historical truth game.

- Put Ss into small groups/teams and first ask them to score the statements in terms of how sure they are that they are true. Then reveal to Ss which statements were in fact true and have them calculate their scores to see which team wins.

Answers

- A False (first bicycle 1839/first car 1903)
 B False (1957 was the first year economy fares for air travel were introduced.)
 C False (The first section of the London Underground opened in 1863)
 D True
 E True
 F True
 G False (The first car was manufactured in India in 1946 but the first car was imported in 1898.)
 H False (The first jumbo jet came into service in 1970.)
 I False (The Bullet train was introduced in 1964. TGV was not introduced until 1976.)
 J True

Exam focus (pp. 145-147)

1. Tips for IELTS

- 1  To get Ss to think about what is key to success in this task and to review sections of this unit that relate to each point.

- Get Ss to flick back and forward through the unit to identify parts of the unit that relate to each tip.

2. IELTS Practice Test

- 1  To get Ss to practise an IELTS Writing Task within the approximate time frame of the test.

- Set Ss the task 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 use the 4-part plan for the task looked at in previous sections.

Possible Answers

The graph shows rail transport as a percentage of total transport between 1950 and 2000 in both the EU countries and the US.

Between 1950 and 1957 the percentage figures for rail transport were almost identical, falling from just under 60% to 50% by the end of this period. There was a further sharp decline in rail use in both areas until about 1970, with EU countries showing the most dramatic fall. From 1957 to 1970 the percentage of rail transport in the US fell from 50% to 35%, whereas in EU countries it fell from 50% to 20%.

From 1970 the rate of the decline in both areas started to slow. By 1980 figures for rail journeys in the US had fallen to 30% and in the EU to 15% of total transport. From 1980, however, trends in the two areas start to change. In the US, rail transport as a percentage of total transport started to rise from 1980 and by 2000 had recovered to a level of 40%. In the EU countries, however, it continued its steady decline and by 2000 represented less than 10% of total transport.

Overall, the graph shows that from similar figures in 1950, by 2000 rail transport was over four times as important in the US as in the EU.

3. Thinking about the IELTS Practice Test

- 1  To get Ss to consider a response to an exam writing task and to consider how to improve it.

- Go through the questions with the whole class making reference to the sample response to highlight key points. Then get Ss to rewrite the student answer.

Answers

- 1 Yes
- 2 No (no coherent plan, no logical order to the information)
- 3 Yes but also needs linking words and phrases
- 4 Yes

Possible Answers

The graph shows how the rail transportation situation changed between 1950 and 2000. In 1950 rail transportation was 60 percent of all transportation in the US and EU-15 countries. By 2000, however, the figures stood at about 40 percent in the US and less than 10 percent in EU-15 countries.

In the US rail transportation declined dramatically in the fifties and sixties from around 60 to just 30 percent. In Europe, it declined even more dramatically in this period. It fell, for example from 48% to just 20% between 1960 and 1970 alone.

By 1980 the decline in the US had started to slow and by 2000 the position of rail transportation in the US had recovered to 40% of total transport. In Europe, however, the decline continued from 1970 but at a steadier pace. Between 1970 and 2000 the use of rail transport fell by about 5 per cent each decade.

Overall, the graph shows very different trends in the use of rail transport until 2000. While in the US the use of the rail network continued to grow, in Europe, rail transport was in steady decline.

4. What do you know about IELTS?



1 To review the key points relating to Part 1 of the test.

- Ask Ss to discuss these key review questions with another student.

Answers

- yes
- to show clear organisation
- speculation about reasons for the figures/trends
- 20 minutes
- yes
- (Ss' own answers)

Revision and Exam Practice 9-12

1 Aim

This section aims to give students further practice in the exam task types of units 9-12 and so provide opportunities for revision. It also aims to give students practice with these tasks under exam-like conditions. Please note that for these reasons, these tests are not equivalent in length to the whole IELTS exam as they only focus on particular sections of each paper.

2 Using the test

If your Ss will be sitting the academic module of the IELTS exam, the whole revision and exam practice test is relevant to their exam needs. For Ss taking the General Training module, only the listening and speaking papers are relevant to their exam needs. You may however choose to ask them to do the writing and reading papers of this test as well, because they provide revision and general exam practice.

3 Exam-like conditions

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

- Order of papers
In the exam, listening, reading and writing are taken together in that order and in one sitting. The speaking test can be done before or after the other papers.
- Timing
Listening – as long as the recording lasts + 2.5 minutes transfer time
Reading – 20 minutes for Passage 3
Writing – 20 minutes for Task 1
Speaking – 4-5 minutes for Part 3
- Other administrative details
Listening
– the recording is only played once
– Ss write their answers on the listening answer sheet (See back of Ss' book)

Reading

– Ss write their answers directly onto the answer sheet (See back of 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)

Speaking

– You may wish to record Ss as in the actual exam.

Speaking

Possible Answers

Where do most people go to socialise in your country?

It depends. Many people go to cafés to socialise. Other people like to play sports, and belong to teams, etc.

Do the people you live with like to relax in the same way as you?

Not really. For example, my father is very energetic and has many hobbies. My mother usually relaxes in the house. My brother prefers to play video games in his free time, etc.

Listening

Answers

- | | |
|-----------------------|------------------------------|
| 1 students' job hopes | 6 nursing |
| 2 piloted/tried out | 7 change |
| 3 interview | 8 100/a/one hundred students |
| 4 C | 9 same year |
| 5 A | 10 percentage |

Reading

Answers

- | | | | | |
|----------|---------|-----|------|------|
| 1 vii, A | 4 iv, D | 7 H | 10 B | 13 F |
| 2 ii, B | 5 ix, E | 8 K | 11 A | |
| 3 v, C | 6 I | 9 G | 12 L | |

Writing

Possible Answers

The table compares the number of trips made in the USA, Canada and the Netherlands. In all three countries, the car was the most popular of the four main forms of transport surveyed (car, public transport, walking and bicycle).

In the USA and Canada, more than half of all trips were made by car, while in the Netherlands just under half of all trips were made by car. The bicycle was the least popular form of transport, except in the Netherlands, where it was used for nearly a third of all trips.

Walking was less popular than bicycling in the Netherlands, at just under 20%, but in the other two countries it was more popular than bicycling, used for around 10%. Public transport accounted for exactly 10% of trips in Canada. It was less popular in the other two countries

With the exceptions of walking and bicycling in the Netherlands and the car in all three countries, no form of transport is used for more than 10% of trips in any of the countries. Those surveyed reported using a means of transport other than the four studied for no more than 3% of trips.

4 Marking

(see Revision and Exam Practice 1-4 T's book)

Unit 13 – Modern living

Unit Focus

Vocabulary: The aim of this section is to focus Ss on words and collocations related to the theme of modern living and encourage them to discuss their feelings about different aspects of and trends in modern life.

Skills: The aim of this section is to further develop strategies for dealing with the three different task types in the speaking test.

Grammar: The aim of this section is to review the differences in use of *simple past* and *present perfect* forms and to focus on time expressions commonly used with these different forms.

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

Vocabulary focus (pp. 152-154)

- 1 **Aim** To get Ss to work out and discuss the meaning of some modern words and abbreviations.

- Ask Ss to discuss the meaning of the words with another student and then to match two words from the list to each category.

Answers

Picture 1: D, J Picture 4: A, M Picture 7: G, L
 Picture 2: N, F Picture 5: I, K
 Picture 3: C, B Picture 6: E, H

- 2 **Aim** To focus Ss' attention on key collocations connected to themes in modern life.

- Encourage Ss to look at the images to prompt them to find collocations and then to discuss with another student the three things they would find it most difficult to do without.

Answers

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

- 3 **Aim** To get Ss to focus on common verb + noun collocations relating to modern day activities.

- Check Ss have successfully matched the collocations and then get them to rank the activities and discuss their answers.

Answers

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

- 4 **Aim** To encourage Ss to think about the different parts of compound phrases connected to modern phenomena.

- Elicit from Ss the literal and some more figurative meanings of the words in the box and then ask them to do the compound matching exercise.

Answers

1 shopping 4 chain 7 junk
 2 junk 5 chain 8 shopping
 3 plastic 6 plastic

- 5 **Aim** To get Ss to use the language in the box related to feelings to discuss the modern day phenomena in Ex. 4.

- Look at the language in the boxes with the whole class and elicit from Ss that many of these structures would be followed by the gerund. (verbs *love/adore/don't mind/can't stand*), (prepositions *problem with, better/worse than*). Then get Ss to discuss their feelings towards the things in Ex. 4.

Possible Answers

I can't stand getting junk mail – it's such a waste of paper.
The idea of plastic surgery doesn't bother me.

- 6 **Aim** To focus Ss' attention on prepositional phrases of time and to encourage them to talk about things they typically do at different times.

- Point out to Ss that such phrases need to be learnt as there are few hard and fast rules e.g. *in the morning/evening/afternoon* but *at night*. Encourage Ss in discussing what they typically do, to think about how modern/traditional in their tastes/habits they are.

Answers

1 in 4 at 7 on 10 at
 2 at 5 on 8 in 11 at
 3 in 6 at 9 on 12 in

Skills focus (pp. 155-157)

- 1 **Aim** To get Ss to focus on adding comment to their answers.

- Get Ss to read through the skills box at the beginning of the section and then elicit from Ss why people might typically comment on their answers: to qualify them, to highlight their attitude to something, to explain/give reasons, etc. Then get Ss to work together to ask and answer the questions.

Possible Answers

- 1 *Yes, it has – there have been many changes, especially in technology. (It is having a big impact on people's daily lives.)*
 2 *Many kinds – I am always in the gym or playing something. (I'm the kind of person who enjoys team sports.)*
 3 *For everything, really – work, recreation, keeping in touch with friends. (I use computers in almost every area of my life now.)*

- 4 **I recycle, mainly** – our area has a really good recycling scheme. (It's really easy to make a difference by just making a few small changes in your life.)
- 5 **Almost every day** – technology makes it easy for me to stay in touch with people through email and text messages ... (but I don't see as many friends as I used to ... I'm just too busy I suppose.)
- 6 **Not at all** – my mum still buys most of my clothes. (I find that sort of thing very shallow.)

2 **Aim** To get Ss to think about key strategies in developing long turns.

- Get Ss to read through the skills box and to note the kinds of things that a speaker may want to signal to a listener. Then get them to match the language in Ex. 2 to one of these signalling functions.

Answers

A: Additional point 2, 5, 6, 8

B: Mentioned before 1, 3, 4, 7

3 **Aim** To get Ss to practise using the type of strategies in Ex. 2 and to raise awareness in the Ss who are listening of when and how they might be useful.

- Get each student to make notes on the task and get Ss to take it in turns to talk on the topic for about 2 minutes. While one student is speaking, the 'listening' student should make notes on how/when they make additional points and refer back to previous points. Get them to discuss this after each turn.

(Ss' own answers)

4 **Aim** To provide input for answering questions in which Ss talk about their and other people's views/perspectives.

- Get Ss to read through the skills box **offering opinions** and get them to note ways in which to talk about *shared* and *different* views. Then get Ss to discuss the findings of the survey in Ex. 4, commenting on whether they match their own views, attitudes, perceptions, etc.

(Ss' own answers)

5 **Aim** Following on from Ex.4, the aim here is to get Ss to respond to questions by showing how their views fit with or may be different from others.

- Make it clear that each question relates to a point covered in the survey in Ex. 4. Then get Ss in pairs to ask and answer these questions – highlighting how similar or different their behaviour/attitudes might be to other people of the same age, sex, profession, etc.

(Ss' own answers)

Grammar focus (pp. 158-160)

1 **Aim** To get Ss to focus on and practise the use of *simple past/present perfect* in question-answer exchanges.

- Get Ss to read through the language box and discuss the key points with the whole class. Ask Ss to then do Ex. 1. Make it clear that they should focus on the word they are given to include in their answer and that the form they use in their answer will not necessarily be the same form used in the question.

Possible Answers

- I have never been skiing.
- I started using email eight years ago.
- The last time I went on a diet was in 2004.
- I have seen her film twice.
- I have been here several times (before).
- I moved here in 2001.
- I travelled abroad last summer.
- I bought a computer on my birthday.

2 **Aim** To focus further on the use of *simple past* and *present perfect* forms with certain types of time phrase.

- Get Ss to do the exercise and then to compare answers before you feedback to the whole class.

Answers

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

3 **Aim** To consolidate the link made in Exs.1 and 2 between the use of *simple past* and *perfect* and different time expressions.

- Get Ss to go back over Exs. 1 and 2 and record the time expressions in each box. Check other time expressions that Ss come up with on their own by working through examples on the board.

Answers

Time expressions commonly used with simple past
ago, last time, in 2001, last summer, at New Year, ages ago, last year, until last month, twice ...

Time expressions commonly used with present perfect
never, twice, several times, twice, before, forever, in recent times, yet ...

4 **Aim** To practise use of *simple past* and *present perfect* forms.

- Get Ss to work on this in pairs initially and then get Ss to talk through one example of how sth has changed to the whole class.

Possible Answers

I think the way we use money has changed. I think it all changed when shops started taking debit and credit cards. In the past, you had to carry money or personal cheques with you when you went shopping, now it's different.

5 **Aim** To review the use of tenses in spoken narratives.

- Get Ss to read through the extract first and then work through each example and question with the whole class.

Answers

- a we are not referring to specific time (saying when)
 b to highlight that this was habitual
 c this is a main (not a background) event
 d this is background not main action
 e this is an action had happened prior to main events in story
 f we are referring to a definite time in the past

6 **Aim** To practise the use of verb forms in narrative sequences.

- As Ss make decisions about which verb form is needed, encourage them to refer to the questions and examples in Ex. 5.

Answers

- | | | |
|------------------------|---------------|----------------------|
| 1 have improved | 5 got | 9 told |
| 2 was thinking/thought | 6 used to sit | 10 had not moved |
| 3 was | 7 was talking | 11 used to take/took |
| 4 opened | 8 moved | 12 have changed |

Exam focus (pp. 161-163)

1. Tips for IELTS

1 **Aim** To get Ss to think about what is key to success in the different parts of the Speaking Test by getting Ss to highlight the main point of each tip.

- Get Ss to highlight key phrases and then to compare what they have underlined with another student.

Possible Answers

- notes ... bullet-point
- short answers ... expand
- develop and extend

2. IELTS Practice Test

1 **Aim** To provide exam practice in the form of a full Speaking Test.

- Get Ss to work through the three different sections of the test, taking it in turns to act as candidate and examiner in each part. Monitor pairs as they do this so that you can give feedback to the whole class on dealing with the test effectively at the end of the lesson.

(Ss' own answers)

3. Thinking about the IELTS Practice Test

1 **Aim** To get Ss to focus on an extract from a sample student performance in order to note points of procedure and test strategy.

- Play the recording twice and get Ss to think about the questions as they listen.

Answers

Part 2

- a modern device ...
 what you can do with it ...
 what you don't like about it ...

2 **Aim** To focus Ss' attention on one key area of student performance 'use of a range of vocabulary'.

- Encourage Ss to focus on use of words connected to the theme of mobile phones.

Answers

mobile phone, keep in touch, functions on phones, camera, digital camera, text, hands-free, ringtones, get emails.

3 **Aim** To get Ss to think about the focus of the unit and how it relates to this sample performance.

- Encourage Ss to look for things that were highlighted in the skills section [making additional points/referring to previous points] and the use of tenses.

Answers

as I said before ... [previous point]
 and another thing that ... [additional point]
 has changed ... in the past I had to ... I didn't use to ...

4. What do you know about IELTS?

1 **Aim** To help Ss become more aware of what the IELTS Speaking Test is like and what it requires of them.

- Use this activity to go over the stages in the Speaking Test.

Answers

- 1 11 - 14 minutes: 4-5, 3-4, 4-5 minutes
 2 maybe
 3 fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation
 4 yes
 5 introduction and interview, long turn, discussion
 6 (Ss' own answers)

Unit 14 – Talks, presentations and lectures

Unit Focus

Vocabulary: To introduce Ss to the topic of the unit and get them thinking about what makes a good talk/presentation/lecture. The topic of the Unit is relevant to Section 4 of the IELTS Listening Paper which involves listening to some kind of talk in an academic context. The section also aims to introduce a range of collocations and adjectives commonly used in relation to talks, etc.

Skills: To further develop Ss' awareness of the importance of signal words in helping to guide listeners through a talk; also to give further practice in listening for detail, a skill often required when listening to talks in an academic context, such as those in IELTS Listening, Section 4.

Grammar: To revise forms and uses of the future in English.

Exam: As previously, this section aims to prepare Ss for and give them practice in the IELTS Listening Paper, Section 4 in this case. It also aims to make them aware of how important it is to answer the questions in IELTS in the way given in the instructions, and to show how signal words matter in the Listening Paper.

Vocabulary focus (pp. 164-166)

- 1  To help Ss realise that talks can take place in many different kinds of settings, and that their style and content will vary accordingly.

- Have Ss browse the section to find common phrases and collocations. Explain any unknown words and expressions. Also ask the Ss what kind of topic the different speakers are probably talking about e.g. *academic matters, coaching advice, an explanation for a point of view*, and which setting would probably generate more or less formal language.

Possible Answers

All the speakers are giving information of one kind or another.

- 2  To encourage Ss to think more about the unit's topic and what makes a good talk, so as to build up a context for the following work on vocabulary and expressions.

- Try to get Ss to give one another/you lots of examples of different kinds of talks so they realise what a range there can be e.g. *on an academic subject, a sales talk, a student presentation, a lecture, a guided tour.*

Possible Answers

People give talks, presentations and lectures to share their knowledge with an audience. I have been to various presentations. Most recently, I was at a presentation on computers. It was a very good lecture, because the speaker was lively and had a good understanding of the topic.

- 3  To introduce Ss to vocabulary for describing and evaluating talks, and build up their awareness of the factors that make up a good talk.

- Encourage Ss to draw on their own experience as outlined in activity 2. Explain to them that what makes a good talk depends to an extent on where the talk is and who it is given to e.g. *in some settings it might be an excellent idea to include lots of jokes but in others it might stop the audience from taking the speaker seriously.*

Possible Answers

What makes a good talk: *the speaker makes eye contact with the audience; a clear structure to the talk; a relevant topic; an attentive audience; a confident speaker; a responsive audience; the speaker uses gestures; questions from the audience.*

What makes a poor talk: *the speaker reads from notes; frequent changes of topic.*

It depends: *a fast pace; lots of visual aids; lots of jokes; the speaker has a loud voice; a large audience.*

(Ss' own answers)

- 4  To raise Ss' awareness of a common structure for talks. This will help Ss with giving their own presentations, and also help them with Section 4 of the IELTS Listening Paper which involves listening to some kind of talk given in an academic context.

- Point out to Ss that Section 4 of the IELTS Listening Paper is a talk in an academic context, and that understanding the structure of talks therefore helps them to listen to and understand this section.

Answers

- | | |
|-------------------------------|------------------------|
| 1 <i>introduction</i> | 4 <i>conclusion</i> |
| 2 <i>the body of the talk</i> | 5 <i>question time</i> |
| 3 <i>summary</i> | |

- 5  This activity aims to make Ss aware of the fact that very often talks contain signals/signal words/discourse markers which show that the speaker is moving on to the next part of the talk. If Ss learn the value of understanding these markers and which marker introduces which stage of a talk it can help them know where they are in a talk they are listening to.

- Point out to Ss that these expressions are commonly used in talks. Elicit from them any other words they know with the same functions.

Answers

- | | |
|----------------------------------|---------------------------------|
| A 4 (introducing the conclusion) | G 1 (start of talk) |
| B 1 (start of the talk) | H 4 (introduces conclusion) |
| C 4 (end of the conclusion) | I 2 (introduces next point) |
| D 3 (introduces the summary) | J 3 (introduces the summary) |
| E 2 (introduces the next point) | K 5 (introduces question time) |
| F 5 (introduces question time) | L 2 (introduces the next point) |

- 6 **Aim** To promote discussion through the use of cartoons as well as to expand Ss' vocabulary for reactions, and help them see there are two sides that help make a talk good – the speaker and the audience.

- You might want to do this activity in pairs initially as it should promote a fair amount of discussion. Get Ss to justify their answers saying why one adjective describes e.g. the speaker and not the audience. You could then select Ss with interesting answers to report to the whole class. You could also elicit from Ss the opposites of these adjectives.

Answers

1 A 3 A/S 5 A 7 S/A 9 A
2 S 4 S 6 S/A 8 A 10 S/A

- 7 **Aim** To introduce Ss to a range of collocations related to talks, and to do further work on word stress, this time in expressions, compounds and phrases.

- It might be a good idea to ask Ss to do this task individually first, so that they all think about each answer.

Answers

1 give 4 make 7 key 10 turn
2 aloud 5 eye 8 do
3 question 6 attention 9 body

- Try to look confident when you give a talk.
- Don't just read your notes aloud.
- Keep question time till the end.
- Don't worry if you make a mistake.
- It's important to make eye contact with your audience.
- Remember that your audience has a short attention span.
- Good talks help you focus on key points.
- Always do a rehearsal before giving your presentation.
- Use body language such as gestures to emphasise your points.
- When you're giving a talk, never turn your back to the audience.

- 8 **Aim** To get Ss thinking about their own and other people's future presentations, and to give them an opportunity to use this section's vocabulary in a fluency activity.

- Give Ss time to think about and write down their answers before they discuss and explain their decisions. In this way, the discussion should be fuller. You may want to organise the discussions in pairs or whole class.

(Ss' own answers)

Skills focus (pp. 167-168)

- 1 **Aim** To help Ss understand the type of information that the words on the recording signal, i.e. what kind of information is coming next.

- Explain to Ss what signal words/discourse markers are and how they can help them listen. They could then read the box on this page to consolidate their understanding. Give them time to read through 1-11 before listening to the recording.

Answers

1 in other words 5 on the whole 9 then
2 finally 6 firstly 10 secondly
3 so 7 also 11 to sum up
4 for instance 8 but

- 2 **Aim** To extend Ss' familiarity with signal words by introducing them to further examples of them.

- Have the Ss do this activity individually at first to get everyone engaged in it.

Answers

A 8 D 3 G 7 J 3 M 6
B 4/8 E 8/1 H 1 K 7/10 N 1
C 2 F 5 I 4 L 1/8 O 9/10

- 3 **Aim** To reinforce the meaning and usefulness of some signal words and let Ss' see them in action i.e. hear them being used.

- Ss could try to do this activity without listening to the recording, then listen to it to check their answers.

Answers

1 A 2 B 3 A 4 A 5 B 6 B

- 4 **Aim** To give Ss controlled practice of using signal words, by working out which ones are required.

- Encourage Ss to read beyond the gaps when trying to work out their answers. These signal words introduce what is coming, so the clues to the answers will be after the gaps.

Possible Answers

1 Firstly 4 Another point 7 also
2 for example 5 But 8 To sum up
3 In other words 6 So

- 5 **Aim** To give Ss further practice (after Unit 10) in listening for detail, this time in an academic context as in Section 4 of the IELTS Listening Paper.

- Ask Ss to predict the answers before they listen. This is useful exam training and a way of getting them to listen with greater motivation. Make sure they realise the answers must be no more than three words long.

Answers

1 catching attention 4 they are interested
2 about 5 convince your audience
3 (from) feeling insulted 6 involving your audience

Grammar focus (pp. 169-170)

- 1 **Aim** To help Ss become aware that English has several ways of expressing the future, and to prepare for Ex. 2.

- Ask Ss to underline the future forms. This will help them see how many different ones there are.

Answers

- | | | |
|-------------------|-------------------|-------------------|
| 1 present simple | 4 will + inf. | 7 will + inf. |
| 2 going to + inf. | 5 will + inf. | 8 present simple |
| 3 present simple | 6 going to + inf. | 9 going to + inf. |

2 **Aim** To attach meanings/uses to the forms identified in Ex. 1.

- Ask Ss to draw lines between the uses in Ex. 2 and the forms in Ex. 1. This will help them focus on the meanings in context. Check the answers to this activity before going on to the next, which is dependent on getting these answers right.

Answers

timetable arrangements: 1, 3, 8

predictions: 4, 5,

offers/promises: 7

plans: 2, 9

things that seem certain to happen: 6

3 **Aim** A guided discovery approach to these future forms – Ss work out the rules for themselves by looking at examples.

- Make sure Ss look back at their answers to Ex. 2 to help them complete these rules.

Answers

- | | | |
|-------------------|---------------|------------------|
| 1 going to + inf. | 2 will + inf. | 3 present simple |
|-------------------|---------------|------------------|

4 **Aim** To give Ss an opportunity to use the three different future forms and further grasp their meaning/use through a personalised activity.

- You might want Ss to write at least two examples for each before telling them to the class.

Possible Answers

Predictions about 2050: In 2050, cars will use environmentally-friendly fuel. (transport)

Your plans: I am going to study abroad when I am older. (studies)

Timetabled future events: The shops do not open Christmas Day, so you won't be able to buy anything then. (public holidays)

(Ss' own answers)

5 **Aim** To give Ss an opportunity to check out their understanding and use of the three future forms.

- Ask Ss to do this activity individually then check their answers as a whole class. This may bring out the fact that there is not always one answer for each notice. This is because which future to use depends in part on the speaker's/writer's attitude, and we do not know what the writers of these notices were thinking.

Answers

- | | | |
|-------------|------------------------|--------------------|
| 1 will be | 4 will be | 7 will |
| 2 will be | 5 start | 8 will/– |
| 3 are going | 6 is, will start/start | 9 will/is going to |

6 **Aim** To give Ss another opportunity to check out their understanding and use of the three future forms, but this time in a longer continuous text which provides more context.

- Make sure Ss read the whole text first before completing any of the blanks. In this way they will understand the context better and be more likely to get their answers right.

Answers

- | | |
|--------------------------|--------------------------|
| 1 am going to | 6 will |
| 2 is going to | 7 am going to |
| 3 will | 8 will |
| 4 will be/is going to be | 9 is going to be/will be |
| 5 starts | 10 will |

Exam focus (pp. 171-173)

1. Tips for IELTS

1 **Aim** To encourage Ss to realise what strategies they can use both before and during the exam to help them achieve a better score. Additionally, to help them realise which strategies they each as individuals need to focus on most. The tips also give information about handling particular listening task types.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips. Make sure Ss understand the spelling rules given in the Preparation Tips. Spelling accurately is very important in the reading, listening and writing papers.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** This gives Ss direct exam practice. The lay-out of the test in the book, the instructions, the tasks and the listening skills tested are the same as they would be in the exam.

- By this stage of the course Ss will need exam practice so you are advised to do this practice test in exam conditions. To do this, play the recording straight through to the end and once only, and allow approximately 2.5 minutes at the end for Ss to transfer their answers to the answer sheet (See back of Ss' book for copy of answer sheet).

Answers

- | | |
|----------------|------------------------|
| 1 bottom-up | 6 don't speak |
| 2 knowledge | 7 the situation |
| 3 football | 8 topic or situation |
| 4 food market | 9 intonation and words |
| 5 strawberries | 10 face |

3. Thinking about the IELTS Practice Test

- 1 **Aim** To continue to raise Ss' awareness of the kinds of tasks they may need to work with in the IELTS Listening Paper.

- Ss should be able to get these answers quickly by now, so they could maybe just shout them out.

Answers

Notes completion, summary completion, table completion.

- 2 **Aim** To make Ss aware that all these tasks are types of completion task.

- Make sure Ss see the similarities and differences between these three tasks.

Answers

All the tasks require the candidate to complete sentences/notes using a fixed number of words.

- 3 **Aim** Further emphasis on the importance of following instructions.

- Ask all the Ss to answer this question – it is so important that they do this.

Answers

Very important

- 4 **Aim** As in Ex. 3, and to point out the small but important differences between the tasks.

- Have Ss read the instructions for each task and underline the differences.

Answers

The tasks vary in the number of words they ask the candidate to write. Also in task 1 you complete individual sentences, in task 2 a summary, and in task 3 a table.

- 5 **Aim** We can't emphasise enough that following the instructions given in the exam is extremely important in IELTS. If candidates don't follow the instructions, their answer will be marked wrong if it is given in the wrong format, even when it is in fact right. It's extremely important that Ss realise this and train themselves early on to follow the instructions. This activity helps each individual student realise whether he/she followed the instructions and if not what they did wrong.

- Ask Ss individually to go through the answers to spot what is wrong, before checking answers. This should lead to greater involvement of each student.

Answers

- 1 bottom-up (the words 'the other' are not on the recording)
- 2 knowledge (words must be spelt correctly)
- 3 football (a maximum of three words is required)
- 4 food market (the answer must be grammatical in the sentence)

- 5 strawberries (the answer must be grammatical and not change words from the recording)
- 6 don't speak (the answer must be grammatical)
- 7 the situation (the recording does not mention 'whole')
- 8 topic or situation (incomplete answer)
- 9 intonation and words (the answer must be grammatical and have no more than three words)
- 10 face (the answer must be grammatical and must not change words from the recording)

We can see from these answers how important it is for answers to be grammatical, to be spelt correctly, to take words from the recording without changing them in any way, to be complete and to keep within the word limits given.

- 6 **Aim** To consolidate and activate the language of the recording and to help Ss understand more about the skills of listening.

- You could ask Ss to discuss whether they think they make more use of bottom up or top down listening or what might be the advantages and disadvantages of each.

(Ss' own answers)

- 7 **Aim** To extend Ss' vocabulary and stress the importance of recording vocabulary.

- Ask Ss to compare their answers to further increase their vocabulary record.

(Ss' own answers)

4. What do you know about IELTS?

- 1 **Aim** To help make Ss more aware of what IELTS Listening Section 4 is like and requires of them.

- After Ss have answered the questions they could quiz one another on what they know about the whole Listening Paper. They should by now know all the details about it.

Answers

- | | |
|-----------------------|---------------------|
| 1 a talk | 4 Signal words |
| 2 one person | 5 All of these |
| 3 An academic subject | 6 (Ss' own answers) |

Unit 15 – The natural world

Unit Focus

Vocabulary: This section introduces Ss to/consolidates Ss' knowledge of a wide range of nouns related to the topic of the 'natural world' as well as to related collocations, the meanings of key suffixes, and general revision of prefixes and suffixes.

Skills: This section aims to familiarise Ss with and give them practice in scanning/reading for specific information and reading to check information and opinions. Both of these are key in the IELTS Reading Paper, the first as a way of finding answers and the second as the focus of the tasks identifying information and identifying writer's views or claims.

Grammar: To consolidate Ss' understanding and use of the forms and meanings of the past tense of three modal verbs: *would/should/might*.

Exam: This section aims to give Ss practise in reading skills within the context of IELTS exam tasks. It also aims to further familiarise Ss with IELTS reading tasks and to make them aware of relevant exam strategies and ways to help themselves prepare and take the exam.

Vocabulary focus (pp. 174-175)

- 1  To check Ss' knowledge of these nouns and/or to introduce their meaning.

- It's probably best to do this activity individually so that each student has the chance to think about and get the answer.

Answers

1st row of pictures: star, desert, volcano, forest, planet, island, ocean

2nd row of pictures: floods, hurricane, storm, drought, earthquake

3rd row of pictures: pollution, global warming, solar energy, extinction

4th row of pictures: reptiles, mammals, insects, birds, amphibians, fish

- 2  This introduces Ss to the sound of these words and provides a kinaesthetic activity.

- Make sure Ss know which pictures are in which row before you play the recording.

Answers

planet, mammals, pollution, hurricane, insects, storm, floods, solar energy, forest, ocean

- 3  Another opportunity to process and learn these new words.

- You could extend this activity with Ss writing quiz questions of their own, then asking one another. This could be a team game.

Answers

1 True

2 True

3 False – A volcano is a mountain that erupts with fire, melted rock and gases.

4 True

5 False – An island is a piece of land in the middle of the ocean.

6 True

7 True

8 False – A star is a ball of burning gas in space – like the sun.

- 4  Picking up on the activity in Ex. 2, to consolidate and check/test the vocabulary.

- Make sure Ss say the words with the correct word stress. You may want to drill the pronunciation before or after the activity.

(Ss' own answers)

- 5  To activate use of the target vocabulary.

- Ask Ss to write these sentences before they tell them to one another. This gives everyone some thinking time.

Possible Answers

Many kinds of birds are now facing extinction and can no longer be found in forests.

The island was home to a variety of amphibians that were able to survive the flood.

- 6  To reinforce the notion of collocation, to introduce particular collocations and to point out to Ss that not all words collocate with one another.

- Warn Ss that not all the words have collocations. They need to decide which these are. Warn them too that some collocations are stronger than others e.g. 'heavy floods' is a strong collocation i.e. it occurs frequently. 'An extinct star' is a weaker collocation as it doesn't occur so often in language. This activity is best done individually at first.

Answers

1 an extinct star 9 severe/heavy pollution

2 an extinct volcano 10 global climate change

3 an endangered planet 11 –

4 – 12 global extinction

5 severe/heavy floods 13 endangered/extinct reptiles

6 a strong hurricane 14 endangered/extinct mammals

7 a severe drought 15 endangered/extinct insects

8 a severe/strong earthquake; 16 endangered/extinct amphibians

- 7  Unit 11 looked at prefixes. This activity continues the work on affixation by looking at suffixes, and helping Ss to learn their meaning and role in grammar.

- Ask Ss to draw lines between the suffix and its grammar and meaning, to help them link the one to the other firmly and facilitate checking of answers and revision.

Answers

1 -able 5 -ness

2 -or/er/ist/cian 6 -ous

3 -ful/and -ly/y 7 -less

4 -tion/-sion and -ment

8 **Aim** To encourage Ss to realise that they can sometimes work out the meaning or part of speech of unknown words by using prefixes and suffixes.

- You could ask Ss to provide you with more words to continue this activity

Answers

Painful – causing pain, with lots of pain

Childish – when an adult behaves like a child i.e. too young for their age

Friendly – like a friend

Enjoyment – the act of enjoying

Frightening – that frightens

Guitarist – someone who plays the guitar as a job

9 **Aim** To show Ss that they can't use all suffixes with all words. This activity also prepares for Ex. 10.

- You could elicit words from the class and put them on the board under each base word.

Answers

extinction, stormy, pollution/polluter, starry, fishy

10 **Aim** To provide a change of pace in the lesson through a game. To help Ss realise how powerful prefixes and suffixes can be in creating words.

- This could be done as a competition in groups or teams, or against a time limit. Make sure Ss realise they can use more than one prefix or suffix with each new word.

Answers

caring, careful, careless, carelessness, uncaring, carelessly, reality, unreal, realistic, unrealistic, realism, realistically, really, realist

decision, decisive, indecisive, decided, decisively, undecided, undecidedly, indecisively, decider

governor, government, governable, ungovernable, governing, governess

11 **Aim** To activate the words presented in this section.

- You may want to set this task as homework so that Ss can do some research on the content of their presentation. You may want them to do a short, simple presentation to a group/their partner or more formal ones involving e.g. *powerpoint* to the whole class.

(Ss' own answers)

Skills focus (pp. 176-179)

1 **Aim** To give Ss direct practice of reading for specific information. Ss should be familiar with this kind of reading so this focus serves to review this skill.

- You could ask Ss before they read what scanning involves. This helps them to read in the right way and prepares them for Ex. 2.

Answers

- | | | | |
|---|--------------------|---|--------------------------------|
| 1 | <i>Xiang Xiang</i> | 4 | <i>February</i> |
| 2 | <i>April 2006</i> | 5 | <i>between 1,600 and 2,000</i> |
| 3 | <i>Wolong</i> | 6 | <i>About 200</i> |

2 **Aim** To make Ss aware of what scanning involves, and prepare for the information given in Ex. 3.

- You could ask Ss to look at their answers to Ex. 1 and see what all the answers have in common (they are short and factual). This will help them answer these questions.

Answers

- | | | | |
|---|------------------------------------|---|------------------------------------|
| a | <i>No, just specific words</i> | c | <i>Yes</i> |
| b | <i>No, just scan for the words</i> | d | <i>No, just scan for the words</i> |

3 **Aim** To pull together and conclude the work in Exs. 1 and 2, by explaining what scanning is.

- You might want to elicit an answer to the question 'What is reading for specific information/scanning?' Ss can then read the information to check their answers.

(Ss' own answers)

4 **Aim** To show Ss how scanning is relevant to the IELTS Reading Paper.

- Ss should by now realise what the role of scanning is in IELTS, so you could elicit the answers from them before asking them to read the information.

(Ss' own answers)

5 **Aim** To introduce Ss to the idea of information agreeing or disagreeing or not corresponding with other information, without having to do this through a long reading passage. This activity therefore acts as a gentle introduction to the IELTS task types 'identifying information' and 'identifying writer's views/claims'. Ss sometimes find this idea quite tricky to understand and it is therefore worth looking at in isolation from a long text.

- After Ss have got the answers, point out to them how carefully they need to read the texts to get the answers with this type of question, and that each word can make a difference to the answer e.g. *the use of a modal verb in 'Scientists think that the dodo may be extinct'*. Tell them what IELTS task types require this kind of reading.

Answers

b, a, a

6 **Aim** To give practice in the IELTS task type 'identifying writer's views/claims' which requires readers to check opinions in a passage against statements provided. This activity allows Ss to carry out this task with short texts in which it is easier to find the answer than in the longer texts they will work with in the IELTS Reading Paper, i.e. it is another gentle introduction.

- Make sure Ss understand the meaning of 'contradict'. This word will appear in the exam. Ask Ss to answer the questions individually and to underline the part of the text that gives the answer. This will help them to read carefully and provide a basis for them to justify their answers. When checking answers, ask Ss to tell you exactly which part of the text gives the answer.

Answers

- 1 YES 3 YES 5 YES
2 YES 4 NO

7 **Aim** To reinforce Ss' understanding of how to read to check information and opinions and help them identify opinions.

- You may need to explain what 'evaluative' means, i.e. used to evaluate/rate/judge. You could give Ss a series of sentences and ask them to say whether they are fact or opinion. They could then write some sentences of their own and read them out for the class to identify. e.g. *New Delhi is the capital of India. New Delhi is a fantastic city. New Delhi is in the north of India. New York is not the capital of the USA. Plants can be difficult to grow. Plants vary in type according to habitat. Plants help people to relax.*

Answers

- Extract A: *said, is confident, a good chance*
Extract B: *sadness, claimed that, it didn't mean, had learned valuable lessons, help*
Extract C: *wonderful*
Extract D: *mean, could be found, believe, so reliable, increasing possibility*
Extract E: *scientists claim*

8 **Aim** Simply to emphasise that the kind of task the Ss did in Ex. 6 is an IELTS reading task.

- You may want to skip this activity if you think Ss have already taken the information on board sufficiently or go over the task types.

9 **Aim** To give Ss practice in the focus of this section through an IELTS reading task.

- You could do this task in exam-like conditions if you think your Ss are already quite good at this kind of task or to check how good they are at it. Otherwise, you may prefer to do the questions one by one, checking the answers after the Ss have completed each one.

Answers

- 1 TRUE 3 FALSE 5 NOT GIVEN
2 TRUE 4 TRUE 6 FALSE

10 **Aim** To expand Ss' vocabulary and their vocabulary records.

- Make sure Ss read all the texts carefully for new vocabulary. They may need to consult you, one another or dictionaries for the meanings.

(Ss' own answers)

Grammar focus (pp. 180-181)

1 **Aim** Reading this passage provides a context for the grammar work in Ex. 2. It also gives more information about the life in the wild of Xiang Xiang, the giant panda we met in the Skills Focus section of this unit.

- Before Ss read the passage, you could ask them what they remember about Xiang Xiang and what, if any, queries they have about his life in the wild. They can then read the article to see if it answers their queries. There are, by the way, several articles on the Internet about Xiang Xiang if Ss want to follow this up.

(Ss' own answers)

2 **Aim** This activity gives Ss the opportunity to think about the meaning of *might*, *should* and *would*, and to use these modals to discuss Xiang Xiang. It also gives them guided practice of these modals used in the past tense.

- Ask Ss to complete the sentences in writing, pointing out to them that some of the answers are in the article, but others will require them to interpret information or give their own opinions on information in the article. When checking their answers, get several Ss to answer each question to give practice in using the past modals.

Answers

- 1 *might* 5 *should* 9 *would*
2 *might* 6 *would* 10 *might*
3 *might* 7 *might*
4 *would/might* 8 *would/might*

3 **Aim** This is a concept question aiming to help Ss realise that these forms of the modals all refer to the past.

- You may want to skip this activity if you feel Ss have already taken the concept on board, or you have covered it in discussing the answers to activity 2.

Answers

The past

4 **Aim** This guided discovery activity focuses initially on the form and then on the meaning of these modal verbs in the past tense.

- Ss could complete this in pairs if you think they need to discuss the answers.

Answers

- have/participle – might have/past
– should have/past – would have/past

5 **Aim** An opportunity to use modal + have + past participle in a slightly freer task.

- Ask Ss to compare and discuss their answers as their different opinions will give rise to using different modal verbs e.g. *One student may be certain about something, whereas another regards it as a possibility.*

Answers

- 1 would/might have 4 might/would have
2 would not have 5 might/would have
3 should have

6 **Aim** An opportunity to use the target language freely in a personalised context.

- Ask Ss to write their answers first before they tell them to their classmates. In that way, they will have a firmer basis for discussion, and you will be able to monitor answers more easily.

(Ss' own answers)

Exam focus (pp. 182-185)

1. Tips for IELTS

1 **Aim** To encourage Ss to realise what strategies they can use both before and during the exam to help them achieve a better score. Additionally, to help them realise which strategies they each as individuals need to focus on most.

- Ask Ss to tick the tips they need to practise most, as suggested in the task instructions. You could then ask Ss to discuss either in pairs or as a whole class why they have chosen to tick those particular tips.
- Stress to Ss how helpful it will be for their success in the IELTS exam to read as much as possible outside class. Any reading is useful, but reading more 'serious' texts is particularly useful as it allows Ss to become familiar with working with more complex language and longer texts. You could ask Ss to bring in and share books, magazines, websites, etc. that they have enjoyed reading to give other Ss ideas for what to read. Ss could also share titles by email.

(Ss' own answers)

2. IELTS Practice Test

1 **Aim** To give Ss direct exam practice. The lay-out of the test in the book, the instructions, the tasks and the skills tested are the same as they would be in the exam.

- At this stage it is quite important that Ss have practice in sitting the test under exam conditions, to enable them particularly to learn to work within the time limits i.e. 20 minutes for one passage, so it would be useful to run this practice test as a mock exam.

Answers

- 1 YES 6 D 11 flies
2 NOT GIVEN 7 B 12 competition for food
3 YES 8 J 13 old age/longevity
4 NO 9 (a) modern one
5 H 10 (only) eight weeks

3. Thinking about the IELTS Practice Test

1 **Aim** Once again, this activity aims to make Ss aware of the types of tasks they will meet in the IELTS Reading Paper, and their names. With this information they can prepare for them better.

- Ss should be able to answer this question confidently and correctly by now.

Answers

Identifying writer's views/claims, summary completion, short answer questions.

2 Again, to emphasise the importance of reading in the right way in the IELTS Reading Paper.

- Ask Ss to complete the table individually to encourage all of them to think about how they read.

Answers

	Identifying writer's views/claims	Summary completion	Short-answer questions
Scanning	X	✓	✓
Reading for detail	✓	✓	✓
Main ideas	X	X	X
Parts of the text	✓	✓	✓
Paraphrases	✓	✓	X
Look for key words	✓	✓	✓

3 **Aim** To point out once again how important it is to follow the IELTS Reading instructions exactly and that even if you get the answer right, you will not get a mark unless the answer is presented in the required format.

- Ask Ss to do this task individually first so that they each have a chance to think about the format of answers. They should focus on the format of the answer.

Answers

- 1 YES – (the answer must be a complete word)
2 NOT GIVEN – (the answer must be complete words)
3 YES – (the answer must be a complete word)
4 NO – (a one word answer is required)
5 H – (only one letter is required)
6 D – (only one letter is required)
7 B – (candidates are strongly advised to give an answer)
8 J – (candidates are strongly advised to give an answer)
9 (a) modern one – (this answer must have no more than three words)
10 (only) eight weeks – (answers must be grammatically accurate)
11 flies – (spelling must be accurate)
12 competition for food – (the words must be taken from the text)

- 13 *old age/longevity – (the answer must be a maximum of 3 words, and only one answer is required).*

This activity shows that answers must be grammatically correct and correctly spelt, that they must be of the stated length and format (e.g. letter v word, 2 or 3 words), that candidates really should write an answer even when they are not sure, and that in completion tasks the words must be taken from the text.

4. What do you know about IELTS?

- 1 **Aim** To help make Ss fully aware of the requirements of the IELTS Reading Paper.

- Ss could write their answers first then check them against the 'About IELTS' section and the IELTS tips – this should bring home to them how accurate their knowledge of the Reading Paper is.

Answers

- No
- On the answer sheet provided.
- You write your answers in pencil. You can rub them out but if you do so you must rub out the old answer completely, so that the new answer is totally clear. Otherwise you cannot get a mark.
- You do not get a mark for answers with grammar or spelling mistakes in them.
- (Ss' own answers)

- 2 **Aim** To highlight the importance of vocabulary, of revising it and of keeping vocabulary records.

- You could ask Ss to compare what words they have written down and how they have noted the meaning.

(Ss' own answers)

Unit 16 – Global issues

Unit Focus

Vocabulary: The aim of this section is to present Ss with vocabulary related to global and environmental issues and to get them to use this vocabulary in discussing the importance and causes of these issues and how they are connected.

Skills: The aim of this section is to get Ss to write well-rounded paragraphs by looking at topic and supporting sentences and paragraph organisation in discursive writing.

Grammar: The aim of this section is to focus Ss' attention on the forms and uses of defining and non-defining relative clauses. It looks at the use of relative clauses and their possible omission and introduces Ss to sentence relative clauses, which define the whole of the previous clause.

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

Vocabulary focus (pp. 186-188)

- 1 **Aim** To focus Ss' attention on vocabulary for describing the effects and consequences of climate change.

- Encourage Ss to use the supporting information: headings/ visuals as much as possible in completing the task. Explain to Ss that the task focuses on compounds e.g. *heat waves* and collocations e.g. *heavy rain/snow*.

Answers

- | | | |
|------------|-----------|-------------|
| 1 waves | 5 disease | 9 snowfalls |
| 2 warming | 6 arrival | 10 droughts |
| 3 glaciers | 7 habitat | |
| 4 Arctic | 8 reefs | |

- 2 **Aim** To get Ss to relate the vocabulary in Ex. 1 to their own experiences.

- Get Ss to think as widely as possible about these issues. Prompt them to speak about their own environment e.g. *experience of the seasons/ places they've been to, etc.*, and what they have heard about.

Possible Answers

The climate is definitely changing. In my area we've just had the worst floods in 200 years and certain types of animals like bees are much rarer.

(Ss' own answers)

- 3 **Aim** To encourage Ss to focus on vocabulary relating to different 'green' solutions and to get Ss to discuss the relative merits/benefits of these.

- First get Ss to match, then rank the green solutions. Then get Ss to compare their lists as the basis for the beginning of a discussion. As a round-up see if the whole class can agree on their top three green solutions.

Answers

- | | |
|---------------------|-----------------------|
| 1 solar panels | 5 forest conservation |
| 2 cycle paths | 6 car sharing |
| 3 electric vehicles | 7 local produce |
| 4 recycling bins | 8 congestion charges |

- 4 **Aim** To focus Ss on adjectival endings and to get Ss to think of nouns that these common environmental adjectives collocate with.

- Check endings and spelling of words before getting Ss to suggest possible collocations.

Answers

- | | | |
|-------------|------------|---------------|
| mountainous | coastal | disastrous |
| global | ecological | environmental |
| seasonal | natural | |

Possible Answers

global warming, mountainous region, environmental disaster

5 **Aim** To get Ss to make collocations which relate to global issues and to discuss those which are most topical in their countries.

- Check answers with the whole class before getting Ss to identify the issues most talked about in their country and to tell the class why.

Answers

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

I think what is happening in rural areas and the overcrowded cities are issues which dominate in my country because ...

6 To get Ss to identify collocations which describe major issues in world development.

- Check collocations with the whole class and then get individual Ss to explain to the whole class why each one is an issue in world development. Then get Ss in groups to discuss which ones are connected.

Answers

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

(Ss' own answers)

7 **Aim** To revise the meaning of words related to amounts and what they collocate with.

- As a warmer to this exercise you might tell Ss what the difference is between the words *number* and *amount*: they are used with countable and uncountable nouns respectively.

Answers

1 levels 3 size 5 level
2 numbers 4 amount 6 rate

8 **Aim** To consolidate the vocabulary introduced in this unit through a freer communication activity in which Ss discuss their lifestyle choices.

- Get Ss to think as widely as possible about the environmental consequences of modern consumerism.

Possible Answers

I usually try to buy locally produced vegetables.

I don't really care what sort of shampoo I use as long as it gets my hair clean.

Skills focus (pp. 189-190)

1 **Aim** To get Ss to identify topic sentences in paragraphs.

- Introduce the idea of a topic sentence to Ss: the sentence introducing the main idea of the paragraph before asking Ss to identify them.

Answers

- A *Pollution is damaging the earth's air and water.*
B *The biggest issue is surely that so little aid actually reaches the people who need it.*
C *In many areas of life, inequalities between men and women continue to exist.*

2 **Aim** To encourage Ss to think about ways to develop ideas in paragraphs by looking at different types of supporting sentences.

- Get Ss to think about the relationship between each sentence and the one that precedes it.

Answers

- A types a, c C types a, a, a, b
B types b, b, c,

3 **Aim** To get Ss to think about how paragraphs may link to a previous one and how they may be rounded off.

- Ask Ss to look at the paragraphs again and highlight these two types of sentence.

Answers

Both are in paragraph B. There are, however, other problems too./Governments need to do something about this urgently.

4 **Aim** To get Ss to think about the logical order of information in a paragraph.

- Check each stage of this task with Ss before getting them to proceed to the next one.

Answers

- 1 A: *The main problem facing the world today is consumerism.*
B: *Careless use of land is reducing the land which we can use to grow food.*

2 **Order for A:** 3, 1, 2, 4

Order for B: 4, 1, 3, 2

3 **Possible Answers**

A: *The main problem facing the world today is consumerism.*

As societies develop, they consume more and more. Citizens in an industrial country, for example, can consume in one month what will last people in non-industrialised countries a lifetime. They, therefore, use up valuable resources on things that are not basic needs.

B: *Careless use of land is reducing the land which we can use to grow food. For example, over-farming and deforestation, only two of the factors contributing to climate change, affect the quality of the soil. As land becomes less and less fertile, those who farm it or use it for trees lose their income. This results in people moving from rural communities to overcrowded cities.*

5 **Aim** To look at the organisation and development of ideas into paragraphs in an essay.

- Encourage Ss to think about the relationships between topic sentences and supporting sentences and the rounding-off quality of paragraph closing sentences, as they do this task.

Answers

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

6 **Aim** To get Ss to utilise the ideas looked at in this section to write one or two paragraphs on the theme of traffic congestion.

- Encourage Ss to think about all three elements when writing their paragraphs and to look for ideas about the organisation of information in paragraphs from the previous focuses of this section.

Possible Answers

It is evident that traffic congestion in large cities has negative effects on the environment. For example, when people drive their cars to work instead of using public transport, they contribute to the already high levels of pollution. In addition to this, much petrol is wasted, depleting the world's natural resources. Local governments must act now to reduce the number of cars in cities.

Grammar focus (pp. 191-193)

1 **Aim** To get Ss to think about use of relative pronouns with defining relative clauses and instances where this pronoun can be left out.

- Ask Ss to read through the two language boxes and then to complete the task. Also ask Ss to indicate where a relative pronoun could be left out.

Answers

- | | | |
|--------------|----------------|--------------|
| 1 who | 4 that/which | 7 that/which |
| 2 that/which | 5 that/which/x | 8 who/x |
| 3 that/which | 6 who | |

2 **Aim** To focus Ss' attention on the use of relative pronouns and the use of commas with non-defining relative clauses and the sentence relative clause which defines the whole of the previous clause.

- Get Ss to first read the two language boxes and then to complete the task. Ask Ss to note the use of commas in the sentences that need completing.

Answers

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

3 **Aim** To get Ss to focus on and correct errors involving uses of relative clauses in a Ss' discursive essay.

- Ask Ss to work with other Ss to correct the errors in the writing. Point out these errors could be to do with the wrong use of a word, missing words or missing punctuation or including unnecessary words or punctuation.

Possible Answers

The United Nations, which has over 180 members, must become more effective in solving the problems that/which/x we face. It is the only organisation which/that is truly global and so it must be the organisation that/which makes global decisions. Without more co-ordinated action led by the UN, which also has a world peace-keeping role, global poverty and the environmental crisis will get worse. Aid that/which comes from individual countries helps when there are short-term emergencies or natural disasters. Long-term problems, however, which include water supply and sustainable agriculture, need long-term solutions. If we do not find global solutions, which is the responsibility of the UN, the future we face is an uncertain one.

4 **Aim** The aim of this activity is to give Ss an opportunity to use relative clauses in a freer communication task.

- Encourage Ss to think as widely as possible about global issues to define, and get them to look back through the previous sections of this unit to come up with ideas.

(Ss' own answers)

Exam Focus (pp. 194-195)

1. Tips for IELTS

1 **Aim** To get Ss to think about what is key to success in this task.

- Get Ss to highlight key phrases and then to compare what they have underlined with another student and to note the differences.

Possible Answers

*Planning is important
Check for repetition
Paragraphs... balanced*

2. IELTS Practice Test

1 **Aim** To get Ss to practise an IELTS 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 short plan before they start writing.

Possible Answers

It is often said that the expanding global economy brings uneven development – that richer countries benefit from globalisation at the expense of the less developed countries, and that it is the moral duty of the richer countries to help the poorer ones. In my view, this is correct, as neglecting those less developed countries will only lead to greater global problems in the future.

There are several ways in which the rich countries can help struggling ones. For instance, developed countries should provide aid to less developed countries that suffer natural disasters such as floods or droughts. Not only will lives be saved, but developing countries will be able to better prepare themselves for future disasters. Rich countries should also buy products from poorer countries. This will help struggling economies to grow.

But rich countries must help other countries responsibly. Just giving money is not enough: rich countries must also see that aid is used in ways that will benefit the developing countries. For this reason, there are some things which developed countries should not do. Developed countries should not exploit producers of goods in less developed countries. They should help to implement and follow fair trade agreements. This includes better prices for goods and better working and living conditions for workers in developing countries. Furthermore, countries that do give aid should not expect to benefit from doing so.

So while it is important for richer countries to help poorer ones, aid must be given in responsible ways. If this is done, improvements can be made globally, and future problems avoided.

3. Thinking about the IELTS Practice Test

1 **Aim** To get Ss to consider a response to an exam writing task and to consider how to improve it.

- Get Ss to read the student answer and then answer the questions by highlighting particular examples in it.

Answers

- Yes. (e.g. the word "aid")
- Yes. (e.g. in the 1st paragraph the writer says that aid should be given and also that it is pointless to give aid)
- By expressing his/her view. No – it is too simplistic/direct.
- In the 2nd paragraph. ("They should do these things...")
- At the beginning of the 2nd paragraph the tone is too personal.
- Yes. No justification is given in the 2nd paragraph for things countries should and shouldn't do.

2 **Aim** To get Ss to think about which issues in the student writing relate to which marking criteria.

- Get Ss to discuss their response to this task with another student and then give feedback to the whole class.

Answers

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

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 Yes | 4 Yes |
| 2 No | 5 Yes |
| 3 Roughly yes | 6 (Ss' own answers) |

Revision and Exam Practice 13-16

1 Aim

This section aims to give Ss further practice in the exam task types of units 13-16 and so provide opportunities for revision. It also aims to give Ss practice with these tasks under exam-like conditions. Please note that for these reasons, these tests are not equivalent in length to the whole IELTS exam as they only focus on particular sections of each paper.

2 Using the test

If your Ss will be sitting the academic module of the IELTS exam, the whole revision and exam practice test is relevant to their exam needs. For Ss taking the General Training module, only the listening and speaking tests are relevant to their exam needs. You may however choose to ask them to do the writing and reading papers of this test as well, because they provide revision and general exam practice.

3 Exam-like conditions

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

- Order of papers
In the exam, listening, reading and writing are taken together in that order and in one sitting. The speaking test can be done before or after the other papers.
- Timing
Listening – as long as the recording lasts + 2.5 minutes transfer time
Reading – 20 minutes for Passage 3
Writing – 20 minutes for Task 2
Speaking – 4-5 minutes for Part 3
- Other administrative details
Listening
– the recording is only played once
– Ss write their answers on the listening answer sheet (See back of Ss' book)
Reading
– Ss write their answers directly onto the answer sheet (See back of Ss' book)
– No transfer time is allowed
Writing
– Ss write their answers on an answer sheet (See p. 98 of Ss' book for sample)
Speaking
– You may wish to record Ss as in the actual exam.

Speaking

Possible Answers

Have you always lived in the same place?

Yes, I have. I live in the area where I was born., etc.

Do you work or are you a student?

I am a student, but I have a part-time job at a local shop., etc.

Do you prefer active or relaxing holidays?

I prefer relaxing holidays. Usually I just want to spend time on the beach. Occasionally I will do something challenging, such as hiking or skiing, but as a rule I'm not that type of person., etc.

How important today is learning to use a computer well?

I would say that, nowadays, it's essential to learn to use a computer well. There are very few jobs that don't require a knowledge of computers, and most people, especially younger ones, rely on email for communication., etc.

Are young people leaving home earlier than they used to?

I'm not really sure. Probably, yes, because the way people live is less traditional. I know that in my country many young people are now studying abroad, and to do this they must leave home at a younger age than they otherwise would have., etc.

In what ways are modern lifestyles bad for the environment?

There are many ways. One of the worst is all of the pollution that results from so many people relying on cars. It seems that more and more people are buying cars, and travelling greater distances to and from work, and all of this driving obviously is having a horrible effect on the environment., etc.

Listening

Answers

- | | |
|---|---|
| 1 the differences | 6 think about |
| 2 participants | 7 emails/letters/
emails and letters |
| 3 audience | 8 simple grammar |
| 4 unplanned | 9 a (greater) variety |
| 5 lectures and speeches/
lectures, speeches/
speeches, lectures | 10 careful organisation |

Reading

Answers

- | | | |
|-------------|-------------------|--------------------|
| 1 TRUE | 6 B | 11 severe heat |
| 2 NOT GIVEN | 7 F | 12 some scientists |
| 3 FALSE | 8 D | 13 (in) the Arctic |
| 4 FALSE | 9 (in) the Arctic | |
| 5 J | 10 Australia | |

Writing

Possible Answers

It is no longer possible to ignore the fact that the world is consuming too much and using up its natural resources. It is widely believed that we must find new sources of energy and better ways to use our land and sea resources if we want to avoid an ecological crisis in the future. I completely agree with this view. There are good reasons for us to begin making changes to our habits of consumption from today.

Firstly, the sources of energy we now use are harmful to the environment. The pollution caused by cars has damaged the Earth's atmosphere, causing changes in global weather patterns. If this continues, the planet will experience ecological disaster that could destroy millions of lives. For this reason, we must switch to sources of energy that are not harmful to the environment.

Secondly, our natural resources are not unlimited and will be used up at some point. We know, for example, that there is not enough oil to provide petrol for so many cars in the coming decades. Scientists have begun to study more practical and less costly forms of energy. An alternative source of energy, such as a fuel made from corn or another grain, would allow us to run our cars without worrying about depleting our resources. Such solutions, however, need to be thought about carefully because they have negative effects on the use of land and food prices.

I do not believe that it is too late to avoid disaster. But we must change our habits of consumption. This means managing our consumption of natural resources responsibly, and finding better sources of energy.

4 Marking

(see p. 44 of T's book)

Unit 1 – About yourself

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercise 1 (p. 18)

Candidate A

Examiner: Good morning. I'm Carol Smith. Can you tell me your full name, please?

Candidate A: My name's Maria Sanchez.

Examiner: And what shall I call you?

Candidate A: Maria.

Examiner: And can you tell me where you are from?

Candidate A: Spain.

Examiner: Can I see your identification please? ... Thank you, that's fine. Now I'd like to ask you some questions about yourself. Let's talk about your home town ... Tell me about where you live in Spain.

Candidate A: I live in an apartment ... in Valencia ...

Examiner: And what kind of place is it?

Candidate A: It's a big place ... with many people ... and very busy.

Examiner: And what do you do in the evenings in Valencia?

Candidate A: In the evenings ... Valencia has many shops and I go with friends ... and Valencia has many restaurant...

Examiner: Would you like to live in another place in Spain?

Candidate A: No, Valencia is best ... and I like Valencia people.

Examiner: Why?

Candidate A: My family is in Valencia and ... Valencia people are good neighbours.

Examiner: OK. So let's move on to talk about learning English ... How long have you been learning English?

Candidate A: How long ... er ... four years.

Examiner: And when do you use your English?

Candidate A: I speak English with some friends ... and I use English with computers.

Examiner: And do you speak any other languages?

Candidate B

Examiner: Good morning. I'm Stephen Jones. Can you tell me your full name, please?

Candidate B: My name's Indira Patel.

Examiner: And can you tell me where you are from Indira?

Candidate B: I'm from Delhi.

Examiner: Can I see your identification please? ... Thank you, that's fine. Now I'd like to ask you some questions about yourself. Let's talk about what you do. Do you work or are you a student?

Candidate B: I'm a student in high school ... but I'm finishing this year ... I have my final exams in June.

Examiner: And what subjects are you studying?

Candidate B: A mixture ... I'm studying for my high school diploma ... which means I have to choose five subjects ... sorry – I mean ... I study three compulsory subjects: Maths, Literature and Science ... and I chose another two: I'm doing English and History.

Examiner: Do you enjoy those subjects?

Candidate B: I do actually ... English because I love learning new words and I love listening to English radio and ... History is just fascinating ... finding out about the history of my parents and grandparents' generations is what I enjoy most.

Examiner: And what are your plans for the future?

Candidate B: Do you mean for my studies or my career?

Examiner: Your studies.

Candidate B: I'm not sure ... I think I'd like to do a degree abroad, but it depends on my brother ... he's studying in Canada at the moment and if he stays, I'll go and join him ... but I'm sure that I want to study Economic History.

Examiner: OK. So let's move on to talk about your free time ...

Unit 2 – Travelling

VOCABULARY FOCUS

Exercise 2, (p. 20)

- This place is where they check if you are bringing in too many cigarettes or illegal goods of any kind. You go through it at the end of your journey usually, after you've landed at your destination. It's called 'customs'. That's C – U – S – T – O – M – S.
- This is where they check to see if your passport is in order, if you've got the right visa and that kind of thing. It's called passport control. That's P – A – S – S – P – O – R – T C – O – N – T – R – O – L.
- This is the gate. That's G – A – T – E. It's where you queue up to board your plane.
- This is the check-in desk. It's where you show your ticket to the airline staff and you hand over your luggage. Then they give you your boarding card. So, that's the check-in desk: C – H – E – C – K I – N D – E – S – K.
- This can take a long time. It's where they put your clothes and hand-luggage and you yourself through an X-ray machine to make sure you're not carrying bombs or guns. It's called security, S – E – C – U – R – I – T – Y.
- You can go to this place just to look around or to buy something. It's a kind of shop and it's called duty-free. You can buy things there without paying tax. That's D – U – T – Y F – R – E – E.
- This bit is exciting if you like flying. It's called take off, T – A – K – E O – F – F, and it's when your plane gets off the ground and goes up in the air.
- This place is where you sit and wait for your flight to board. It's the departure lounge. That's D – E – P – A – R – T – U – R – E L – O – U – N – G – E.

Exercise 5b (p. 21)

- | | |
|--------------------|---------------|
| 1 Check-in desk | 5 Security |
| 2 Passport control | 6 Duty-free |
| 3 X-ray machine | 7 Departure |
| 4 Customs | 8 To check in |

Exercise 5c (p. 21)

Passport	To land
Visa	To take off
Luggage	To go through
Hand luggage	Boarding pass
Departure gate	

SKILLS FOCUS

Exercise 1 (p. 23)

Erm, I'm not sure, just let me check on my ticket. It's in the afternoon. Oh yes, I remember, half past three.

Exercise 2 (p. 23)

Extract 1

I'm going to stop off on the way to meet up with some friends and family, so I'm not flying direct. But I'm actually going to Sydney – so that'll be my last stop.

Extract 2

It's a fast train and doesn't stop anywhere on the way, so it should be on time. It should get in at 19.05.

Extract 3

No, I'm coming back too, but next week, not today, so I think I need an open return ticket.

Extract 4

I'd go somewhere quiet if I were you. It'll be cheaper too if you go out of town. Why don't you try Bramhill? It's a little village just outside Boston.

Extract 5

Yes, that's right ... it's part of London, south London, I think. It's called Putney. That's P – U – T – N – E – Y.

Exercise 3 (p. 23)

- | | |
|-----------------------------|---------------------|
| a 14 | f It is seen |
| b I need some new sheets | g The shop is close |
| c further | h I sometimes |
| d H – A – R – S – T – O – N | walked to work |
| e 60 | |

Exercise 6 (p. 23)

Here are six names from all over the world. Write them down.

- 1 Pensri P – E – N – S – R – I. This is a Thai girl's name which means the goodness and beauty of the moon.
- 2 Philip P – H – I – L – I – P. This is a British or American boy's name. Many Southern European countries have similar names to this.
- 3 And now here's a Russian girl's name: Ignatevskaia. That's I – G – N – A – T – E – V – S – K – A – I – A
- 4 This next one is a common girl's name in Arab countries. It's F – A – T – I – M – A. That's Fatima.
- 5 Now this is a difficult one. It's an Indian girl's name: Aakaanksha A – A – or double A, then K – A – A – N – K – S – H – A. It means wish or desire.
- 6 And our last name, this time it's a Japanese girl's name. It's Hiroko. That's H – I – R – O – K – O. And it means 'generous'.

Now for six sums. Please write the numbers down then add them up, then I'll give you the answers:

- | | |
|--------------|----------------|
| 1 9 + 17 = | 4 6825 + 14 = |
| 2 36 + 29 = | 5 60 + 320 = |
| 3 287 + 16 = | 6 78573 + 97 = |

And now for the answers. The answer to number 1 is 26. The answer to number 2 is 65, and for number 3 it's 303. The answer to number 4 is 6839, to number 5 is 380, and for the last one, number 6, the answer is 78670. Did you get them all right?

EXAM FOCUS

IELTS Practice Test (pp. 27-28)

You will hear two friends, Tina and Jack, talking about a purse lost in an airport.

Tina: Oh, Jack, thank goodness, you're here. I just didn't know what to do.

Jack: Well, are you alright? What happened?

Tina: Yeh, I guess I'm alright, but I've just had my purse with everything in it stolen.

Jack: Look, I've bought you a drink ... this coffee here. Drink it ... it'll make you feel better. Now come on, let's sit down here in the café, then you can tell me what happened.

Tina: Thanks, that tastes good. Well, I'd just come through passport control and went into the luggage hall to pick up my luggage. I was just standing by a desk to sort out all my papers – you know I had my passport, my visa, a bit of paper with the address of where I'm staying, all that stuff in my hands. As I put it all back in my bag, this tall man with his wife went past me and sort of bumped into me, but I didn't think anything of it, because that's not unusual when you're waiting for your luggage.

Jack: So, how do you know it happened in the luggage hall?

Tina: Well, after I'd picked up my luggage I went through customs and into the arrivals hall, and when I'd got there I went to that minimarket over there to buy some stuff – and it was then I noticed, when I wanted to pay, that my purse just wasn't there. I'd wanted to buy some water – you know I had some juice and an orange with me but I was just really thirsty – anyway, it wasn't in any of my bags, so I thought I'd just dropped it, so I went back through the arrivals hall to look for it, and I wanted to go back into the luggage place but they wouldn't let me through.

Jack: Right, well, we must contact your bank. But, what makes you so certain it was that tall guy? Maybe you just dropped it and someone's picked it up and handed it in to the police.

Tina: No, Jack, I'm sure it was him. The more I think about it, the more I think he'd been watching me for a while. I'd noticed him on the plane, you see, because he kept talking on his mobile really loudly just after we landed. His wife did too.

Jack: Have you been to the police?

Tina: No, not yet. I just came straight to the café to find you. I ... I just don't understand how he did it.

Jack: What did the purse have in it?

Tina: Everything – that's the problem. Well not quite everything. I've still got my passport and my visa, but my credit cards have gone and \$300 in cash. Fortunately, I'd just put my English money into my pocket, and my plane ticket too, so I've still got them.

Jack: Can you remember what he looked like?

Tina: Well, he was tall with quite long blond hair. He must have been around 35. And I think he was wearing a leather jacket. And his wife was quite short, younger than him ... probably around 20, with short dark hair. She was sort of medium build, but what I noticed about her was that she was actually using two mobile phones. Oh no!

Jack: What? What's the matter?

Tina: Look, that's them, there, coming towards us.

Tall man: Oh, thank goodness I've found you.

Tina: What do you mean?

Tall man: Look, is this your purse? I found it on the plane and I've been looking for you ever since.

Tina: Oh no, yes it is mine ... [laughter all round]. Thank you so much. Look, can I buy you a drink?

Unit 5 – Education

VOCABULARY FOCUS

Exercise 3 (p. 59)

noticeboards	stage lighting
career counsellors	test tubes
attendance registers	exercise machines
photocopiers	work stations
whiteboards	vending machines
reference sections	changing rooms

SKILLS FOCUS

Exercise 5 (p. 61)

Example 1

The food in my school canteen was terrible. We always had to queue, so by the time you were served everything was cold. I say 'everything' but there was never any choice. It was always chicken on Monday... and every day there was a watery soup... or perhaps it was soupy water. But the worst thing was the smell – it was awful.

(other voice: COMPARE)

It always smelled like they were boiling cabbage ... even though cabbage was never on the menu.

Example 2

I think school uniforms are a good idea for many reasons. I think children work harder and are not so distracted when they wear uniforms. It also means parents don't argue with their children about what to buy for school or wear to school. They help prevent bullying.

(other voice: CLARIFY)

I mean if children wear the same thing to school other children can't make fun of them because of their clothes.

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercises 1 & 2 (pp. 66-67)

Examiner: Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish. Do you understand?

Candidate: Yes, I do.

Examiner: I'd like you to describe a teacher that you had at school who was special to you ...

[Pause]

Candidate: OK, I would like to tell you about my teacher ... Mrs Kerney ... who was my first English teacher. Mrs Kerney was my English teacher when I was at Rodrigues Primary School, which was in San Sebastian – a town near my village ... We started English in the third year of primary school. I was eight at the time. I remember how excited we were before our first lesson ... everyone was saying everything they had heard in English ... it was like the class were going to the circus or something. You see, Mrs Kerney wasn't just a new teacher, she was more like a new experience ... she was the first foreigner some of us had ever seen and the first one we'd ever spoken to ... She was a fantastic teacher, too. She taught us words with puppets and made us laugh all the time. She couldn't speak Spanish, so everything we did was in English. For instance, she used to take the register and ask us how we spelt one of our names. It was fantastic that we could all say things in English after only a few weeks ... She used to make English cakes and biscuits sometimes and bring them to class and we wrote down the recipes and had to try them at home. I suppose children do that in English schools but for us it was something new. Anyway, Mrs Kerney was my teacher for two years and then she left the school. I think she was an exchange teacher ... that's why she had to leave. She was a special teacher. Basically, she made me love English and I'll always remember her for that.

Examiner: Thank you. Now we've been talking about teaching and learning and I'd like ...

Unit 6 – Accommodation

VOCABULARY FOCUS

Exercise 4b (p. 69)

1 accommodation	4 shelves
2 bedsit	5 cooker
3 microwave	6 dormitory

Exercise 4c (p. 69)

1 vacuum cleaner	7 telephone
2 washing machine	8 fridge
3 television	9 hall of residence
4 iron	10 canteen
5 air conditioning	
6 wardrobe	

SKILLS FOCUS

Exercises 3 & 4 (p. 71)

Extract 1

My landlord comes on Sundays to collect the rent. It's really quite expensive. I have to give him \$60 each time.

Extract 2

Student: OK, so that's everything ... Oh, what time is supper?

Staff: Well, it's 7:25 now, so supper will be in five minutes.

Extract 3

I'd like to live by myself but I wouldn't like to have to cook my own meals or do my own cleaning, so maybe a hall is best for me.

Extract 4

It's a really, really useful book. It really helped me understand what I need to do to live here and make the most of it. You should read it too. It's called 'Living in Australia'.

Extract 5

It's D - O - N - A - T - E - L - L - A.

Exercise 5 (p. 72)

- | | |
|-----------------------------------|---------------------|
| 1 It's unfurnished. | 3 It's quite small. |
| 2 He thinks his flat is horrible. | 4 In the suburbs. |
| | 5 On Tuesday. |

Exercise 6 (p. 72)

Listen to the recording and tick which of the two sentences the speaker says. Listen carefully!

- I'd love to change room.
- I'd prefer to share accommodation.
- I would've gone by then.
- How did you do it?
- She always came on Tuesdays.
- It's funny, isn't it?
- They couldn't understand the language.
- This is an aim which is important.
- He's looking for a big and comfortable chair.

Exercise 7 (p. 72)

You will hear a renting agent talking about three kinds of accommodation for rent.

Yeh, I've got three places available. The first is just a bed. You'd be sharing with other people in a dormitory but there's a kitchen and bathroom too, of course, which are equipped - it's got a cooker, a fridge, a table, things like that, and it's here in the centre of town. It's quite cheap at \$20 a week.

The second is more comfortable. It's a one bedroom flat in Oxley - that's on the edge of town, but on a good bus route. It's got full kitchen equipment, and a bed, a desk, a cooker and all those things, but at \$60 a week it's not cheap.

The last place is in a hall. It's just near the college, on the left of the library. What's good about it is that it's got a canteen where you can eat, and also a lounge where you can watch television. All the rooms are furnished and you'd need to pay \$220 a month.

EXAM FOCUS

IELTS Practice Test (p. 76)

You will hear a college accommodation officer leaving a telephone message for a student.

Member of staff: Hello, yes, this is a message from the Willfield College accommodation office for Amir Sikder. I'm calling to reply to the call you made on Thursday. First of all, your student details. Could you please confirm that these are right as I can't find your record on our computer. The details we have are that you're coming up next term for your first year and you'll be studying

Sports Science. Is that right? And your student number is 07 hyphen 26523 hyphen 921. You need to confirm these as I can't do anything about accommodation for you until you're properly registered on our system.

Now, you say you'd like a room in Midland Hall and ask for details about it. Well, Midland is a new hall, quite near the university. There's a good bus service, but most students bike it or go on foot. In the way of facilities, well, there's a laundrette, then there's a restaurant where you can get very good, cheap meals, a common room where you can meet up with your friends, watch TV, whatever, and a small shop where you can buy the small daily things you might need.

As for the rooms themselves, well, you'd have a room to yourself, so, a single. There are no doubles - so you wouldn't have to share with anyone, but you'd have to share the bathroom. There's no en-suite bathrooms. And the rent is ... yes, it's £3000 for 40 weeks, which includes everything - room, meals, electricity, heating, everything, there's no extras.

But the best thing for you to do is have a look on our website, which is www.accomm@wellfield.edu.org. That's two c's, 2 m's and two l's. It'll give you all these details and there are some photos, too.

We do still have a couple of rooms available, but only three, so if you want one, you need to move quick, and fill in an application form and get it to me fast. You can do that from the web site.

Right, I think that's everything. Just give me a ring if you have any more queries. Thank you. Bye bye.

Unit 7 - Gadgets

VOCABULARY FOCUS

Exercise 7 (p. 79)

Listen and repeat:

- | | |
|---------------------|-----------------------|
| remote control | sending emails |
| laptop | uploading material |
| mobile phone | browsing the Internet |
| PDA | text messaging |
| MP3 player | social networking |
| DVD player | gaming |
| playing video games | phoning |

Exciting, Boring, Interesting, Confusing, Tiring, Frustrating, Fascinating, Inspiring, Relaxing

Exercise 8 (p. 79)

Answer these quiz questions:

- 1 What do you call a phone that you can carry round with you?
- 2 What's the opposite of confusing?
- 3 If something takes away your energy, you can say it's ...
- 4 Is it possible to switch on an email?
- 5 Which can you turn down - a calculator or a DVD player?
- 6 Is a remote control exciting or useful?
- 7 What preposition follows 'bored'?
- 8 This begins with 'f'. If something is annoying or you just can't do it we say it's ...
- 9 What's the opposite of 'turn off'?
- 10 What preposition do you use with 'tired'?

Unit 9 – Free time and entertainment

SKILLS FOCUS

Exercise 6 (p. 108)

- things are changing though.
- I suppose I just don't really have a routine.
- perhaps university will be different.
- that's what most of my friends do at least.
- maybe I'll join a gym or something, I'll see.
- anyway, I can relax when exams are over.

GRAMMAR FOCUS

Exercise 4 (p. 110)

- Would you like to do more sport?
I wish I could.
- Are you going anywhere this weekend?
I hope I am.
- Does the government help students financially?
I wish it would.
- Are things going to get better?
I hope so.
- Do you think the situation will get worse?
I hope it doesn't.
- Do people need money to enjoy their leisure time?
I wish they didn't, but they do.
- Do you go out every weekend?
If only I could, but I can't afford to.
- How would you ideally like to spend your free time?
I just wish I had more free time.

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercises 1 & 2 (p. 113)

Examiner: We've been talking about leisure time and I'd like to ask you one or two more general questions on this topic. First let's consider the relationship between work and free time. In your country how do people typically relax after work?

Candidate: Well, it depends ... I think ... generally speaking ... people go home, eat with their family and watch TV ... and that's it – that's all they do ... but at some times of the year ... especially in summer and autumn we have lots of traditional festivals and then people will go out until very late into the night.

Examiner: Tell me about these festivals.

Candidate: The main ones are in summer ... when we harvest wheat and apples ... we have more facilities to make festival then ... so that more to do ... as a fair or a circus or a concert with traditional dancing ... I enjoy these things very much.

Examiner: And how easy is it to get a good balance between work and free time?

Candidate: It's not ... personally speaking at least ... I mean ... I have to travel two hours to work and two hours home again ... so after working and commuting all I want to do is rest ... but it is important to do things at outwork days ...

Examiner: Why is that?

Candidate: It is about being active ... both physically and mentally ... everybody needs to do things that stimulate and challenge them ... for example, I go hiking a lot which is a good way to keep fit and to socialise.

Unit 10 – Jobs

VOCABULARY FOCUS

Exercise 6 (p. 115)

- | | |
|----------------|--------------------|
| 1 Travel agent | 9 Mechanic |
| 2 Air hostess | 10 Nurse |
| 3 Cook | 11 Porter |
| 4 Designer | 12 Programmer |
| 5 Builder | 13 Barman |
| 6 Engineer | 14 Sales assistant |
| 7 Journalist | 15 Driver |
| 8 Labourer | 16 Waiter |

Exercise 7 (p. 116)

- | | |
|------------------|--------------|
| 1 Nursing | 7 Secretary |
| 2 Engineer | 8 Journalism |
| 3 Travel agency | 9 Cleaner |
| 4 Security guard | 10 Waiter |
| 5 Building | 11 Cooking |
| 6 Designer | 12 Programme |

Exercise 8 (p. 116)

Write your answers to these questions.

- What's the name of the person who makes the meals in a restaurant?
- In which area of work do people teach and look after children?
- This job area is concerned with recording a firm's profits, expenses and losses – what is it?
- Someone who helps do heavy physical work, like carrying things around, is a ...
- What do you call someone who brings you the menu and your food in a restaurant?
- What's the area of work that deals with computers?
- People who provide entertainment or sporting activities are involved in the area of ...
- What's the name of the job which involves repairing or working with machines?
- Someone who types up letters and organises their boss's correspondence, meetings and timetable is a ...
- Which job area deals with making sure firms have enough suitably qualified people on their staff?

Now spell your answers to another student.

SKILLS FOCUS

Exercise 1 (p. 117)

- I suppose it's all right really, but I do get fed up with doing the same thing every day.
- I'm always doing something different, and they're all things that really make me think and challenge me. It's great.

- 3 I've got to finish all of these, then I need to go through all of those over there. It should take me another couple of hours.
- 4 Honestly, I keep telling her that I've got too much work, and she NEVER listens. In fact, she just keeps giving me more.
- 5 No, I can manage it easily. Don't worry. It's not a problem. I'll bring you the results tomorrow morning.
- 6 Do you think you could help me? The thing is that I need to get it finished really quick and I'm just not sure how to go about it. Oh help, I really don't want to lose this job.

Exercise 2, p. 117

- 1 It's a job in a restaurant kitchen, helping the chef.
- 2 It's a job in a restaurant kitchen, helping the chef.
- 3 It's a job in a restaurant kitchen, helping the chef.
- 4 It's a job in a restaurant kitchen, helping the chef.
- 5 It's a job in a restaurant kitchen, helping the chef.

Exercise 3 (p. 117)

Girl: It's the best job I've had in a long time.

Man: But you'll need to start really early in the morning – at 6 o'clock.

Woman: Your salary can go up or down – it depends on how many customers you get.

Girl: The job's all about working with customers, not paper work or organising things.

Boy: I suppose you need to be energetic, fit and extrovert – you're always dealing with people.

Boy: Jan's the boss. She's quite strict and watches what you do all the time.

Exercise 4 (p. 118)

He works in a language school, organising social events for the students.

Exercise 5 (p. 118)

Girl: Before I got this job I had to go through a long application process. First, I had to submit an application form and a CV, then I had to go to an interview. I was so nervous at the interview because there were these four people all asking me questions at the same time. I really thought I hadn't got the job, but I must have done something right because they rang me the next day and they told me I'd got the job, then they sent me an email saying the same thing – that I'd got the job and wanted me to start the next week. Wow!

EXAM FOCUS

IELTS Practice Test (p. 122)

You will hear a conversation between two students, David and Paula, about using PowerPoint to give presentations.

David: I've got to give a presentation next week – I've never given one at college before.

Paula: Oh yeh, what's it for?

David: My building course – the thing I'm doing in the evenings for my job. It's really useful for the job, but I don't feel very confident about giving a presentation.

Paula: Right ... I gave my first last week. It was about first aid, but I don't think it went very well though ... I think I used PowerPoint really badly.

David: Why? What did you do?

Paula: Well, I wrote nearly all of the presentation up on the slides, and I just read from them, and I noticed everyone getting really bored.

David: Yeah, I've heard that. They say you should only write two lines on each slide, a summary of your main points really, and you talk about these from notes. Sounds easy, but I'm not so sure.

Paula: Something else I did wrong, too, I think, was maybe I used too much animation. It's just such fun doing all these effects – you know the sounds and the graphics, but my tutor told me I'd overdone it and again I noticed that everyone started laughing after a bit. At first I thought that meant they were enjoying the presentation but I suspect they just thought it was a bit silly. In fact, it was all a bit embarrassing, and what's worse I've got to give another one next week.

David: Well, let's work out some golden rules together.

Paula: Yeh, good idea. So, no more than two lines on each slide and keep the animation to a minimum.

David: Something else about the look of it ... I think you shouldn't use too many colours or fonts. That's what they always told us at school, anyway.

Paula: That's probably good advice – keep them simple. They probably distract the audience, so they don't get your main message. The same must be true for the background. I used a fantastic one of the Great Wall of China that I found on the Internet – it showed this wonderful high wall running across this mountainous countryside – it was really strong, but I guess it didn't have much to do with my job as a nurse, or first aid, it's true ..., and the shapes of the mountain tops made the text look unclear.

David: Yep, I think they told us that at school too – use a light coloured background on a dark coloured text or vice versa, and use the same background on all the slides. And like you said, keep it all simple. In fact, you know, thinking about it, I can remember quite a lot of what they told us at school.

Paula: I didn't do any of that at school. We did use PowerPoint but we were never taught how to. I remember sitting through some dreadful presentations. You know, when people stand in front of the screen, or forget to talk and just show the slides, or put their back to the audience because they're too frightened to look at anyone. Body language is really important – things like where you stand, how you use gestures and making eye-contact – you need to realise how you're using these things and make good use of them. But there were some good presentations at school too – I mustn't be unfair. And you're right – they were the ones that were the most simple and to the point. Some had some great visuals though – charts and graphs, I mean.

David: Yeh, I think visuals are a really good idea. Sometimes you can get an idea across more clearly with a visual than through words, and there's loads of pictures on the Net these days.

Paula: That's right.

David: I've got an idea – why don't we do a practice run? I mean, when we've both got our presentations together we could do them for one another and then suggest improvements and things. That's another golden rule they told us at school.

Paula: OK, yeh, so we could give one another feedback on what we're talking about and on our PowerPoints too.

David: Something else we could try is hyperlinks and audio and video clips.

Paula: Wow, you're getting ambitious! But that's OK. In fact, I'm getting quite excited myself, which is good, because I felt so miserable after my presentation last week.

David: Well, if we do a practice run and give one another feedback, like you said, that could be good ... not just for the course but in my job, too. I've got to give a presentation at work the week after next, in fact.

Paula: Great, well, let's give ourselves a deadline, shall we? I need a deadline or else I won't do anything.

David: Yeh, I know what you mean. How about next Thursday then ... in the afternoon at ... [fade]

Unit 11 – Working in business

VOCABULARY FOCUS

Exercise 6 (p. 125)

Efficient, supportive, bossy, understanding, confident, friendly, firm, encouraging, fair, considerate, punctual, creative, dynamic, a team player, reliable, obedient, smart, careful, kind.

Unit 13 – Modern living

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercises 1 & 2 (p. 163)

... as I said before my mobile phone really has changed my life ... in the past I had to remember to do things but now I use the phone to remind me ... and I didn't use to keep in touch with friends like I do now ... and of course there are so many different functions on phones nowadays ... I don't have music on mine but a lot of my friends do ... I use the camera a lot – the quality is the same as a digital camera – and of course I text all the time ... but there are some things that annoy me ... one thing is all this hands-free stuff ... I sometimes walk towards people thinking that they're saying something to me ... and another thing that annoys me is people having loud conversations in public places and silly ringtones ... I might get a phone that lets you get your emails next ... the technology is just fantastic ...

Unit 14 – Talks, presentations and lectures

VOCABULARY FOCUS

Exercise 7 (p. 166)

Listen and repeat

- 1 Try to look confident when you give a talk.
- 2 Don't just read your notes aloud.
- 3 Keep question time till the end.
- 4 Don't worry if you make a mistake.
- 5 It's important to make eye contact with your audience.
- 6 Remember that your audience probably has a short attention span.
- 7 Good talks help you focus on key points.
- 8 Always do a rehearsal before giving your presentation.
- 9 Use body language like gestures to emphasise your points.
- 10 When you're giving your talk, never turn your back to the audience.

SKILLS FOCUS

Exercise 1 (p. 167)

in other words	for instance	then
but	firstly	to sum up
finally	so	on the whole
also	secondly	

Exercise 3 (p. 167)

I'd like to talk to you today about the structure of talks, presentations and lectures. They are all structured in more or less the same way. There are five main parts to a talk. Firstly, there's the introduction. This simply tells your audience what your talk is going to be about. In other words, it introduces the topic and the order of the points it will make. For example, 'today I'm going to talk about X. Firstly, I'll discuss X, then I'll talk about X, and finally, we'll look at X'. Second comes the body of the talk. What I mean by this is discussion of your main points. After that, there's a summary, which simply restates the points you made in the body of your talk, but in fewer words. Then, there's the conclusion. And, finally, of course there's question time. So, when you give talks yourselves, always remember to follow this structure.

Exercise 4 (p. 168)

There are a number of things that you need to remember before you give a talk. Firstly, you need to think about who your audience are, for example, how old they are or how much they already know about the subject. In other words, you need to think about your audience's characteristics i.e. what they're like, so you can make the content of the talk right for them.

Another point to think about is how long your talk will be. You will want to tell your audience key information. But you need to decide how much key information to give them. This depends on the time available. So, when you plan your talk, you'll need to prioritise your information, deciding what is most important.

You may also need to decide what information to leave out. To sum up, we can see that the planning stage is an important part of giving talks.

SKILLS FOCUS

Exercise 5 (p. 168)

- 1 Speakers often try to start talks with some kind of strategy for catching attention such as telling a joke or some kind of personal story, but in many countries this is considered rather rude. Your audience might think you're insulting them by beginning a talk in this way.
- 2 Speakers are often advised to have a question time at the end of their talk rather than letting people ask questions during the talk. This is because the talk may answer the question anyway, and questions in the middle can distract from the talk's main topic.
- 3 A speaker should tell the audience that there'll be a question time at the end. This is because some people may expect to ask questions in the middle and feel rather insulted if the speaker doesn't give them an opportunity to do so.
- 4 The way an audience expresses interest in a talk can vary from country to country. In the USA, for example, asking questions is a way of showing interest, whereas in Japan listening politely is the way to do this.

- 5 If you want your audience to be convinced and persuaded by what you are saying, try not to sound too hesitant and don't use lots of 'it may be's', 'it might be's', 'perhaps's', and other ways of expressing doubt. Be definite and firm. Some research says that women have more difficulty convincing their audiences than men because they're not so good at sounding definite.
- 6 Research suggests that men are not so good at showing emotion or talking about emotions during talks whereas women do this more easily. Speaking with enthusiasm and feeling is certainly a good way of involving your audience, so it's something we should all at least try to do.

EXAM FOCUS

IELTS Practice Test, p. 172

You will hear a lecturer talking to a group of trainee teachers about listening skills.

Good morning. Today, I'm going to be talking about what helps us listen well, that is, our listening skills. When you become teachers you will need to make sure that your students know how to listen, as listening is one of the main ways that we take in information.

There are in fact two main ways in which we listen – we call them top-down and bottom-up skills, and they help us make sense of what we're hearing. Let me explain what these are. Firstly, top-down skills. Now, these involve the listener in using his knowledge of the world to help him understand what he hears. For instance, you might know that a friend of yours always talks about football. You may also know quite a bit about football yourself, so you use this knowledge to make sense of what you're hearing, to predict what your friend is going to say and to evaluate it. What this means is this kind of listening doesn't depend so much on listening to language, but more on understanding the situation.

Let me give you another example. Imagine you're shopping in an Italian food market. A stallholder comes up to you with a packet of strawberries in their hands, and says 'Fragole, belle fragole, solo 2 euro'. You don't speak Italian, but I'm sure you'd realise that they're talking about the price of the strawberries they're holding, and that they want to sell them to you. You get all this information from the situation.

Moving on, let's look at bottom-up listening skills. These involve actually hearing and processing language, so things like understanding words, grammar, intonation, stress, word order, contractions.

Research shows that when they listen, good listeners don't just rely on bottom-up or top-down skills ... they use both to help one another. For example, if you don't understand a particular word, you use your knowledge of the topic or situation to work out what it probably means. Or if someone seems to be saying something unexpected you might focus on their intonation and words to work out what their attitude really is. We also watch a person's face for signals about what mood they're in. So, listeners move constantly between the one type of listening and the other.

When you start your work as teachers you will need to help your students develop these skills. OK ...

Unit 15 – The natural world

VOCABULARY FOCUS

Exercise 2 (p. 174)

- Touch the picture of a planet.
- Touch the picture of mammals.
- Touch the picture of pollution.
- Touch the picture of a hurricane.
- Touch the picture of insects.
- Touch the picture of a storm.
- Touch the picture of floods.
- Touch the picture of solar energy.
- Touch the picture of a forest.
- Touch the picture of an ocean.

Exercise 3 (p. 174)

- 1 Salmon, sharks and tuna are all kinds of fish.
- 2 A drought is when it hasn't rained for a very long time.
- 3 A volcano is a mountain with a forest on it.
- 4 When a species of animal has died out we say the animal is extinct.
- 5 An island is a piece of land in the middle of the sky.
- 6 A desert is a place which is full of sand and has very little water.
- 7 Climate change is what happens when weather systems become quite different.
- 8 A star is a planet which revolves around the sun.

Revision and Exam Practice (Units 1-4)

LISTENING PAPER SECTION 1 (pp. 54-55)

You will hear a man, John, talking to his friend, Lynne, about a long journey he has just had.

John: Just had the most awful journey back ... a two hour journey just took me six hours.

Lynne: Six hours from Bambury to here, John! That's ridiculous.

John: Started going wrong as soon as I got to the station. I got there in time for the 4 o'clock train, went to buy my ticket in the ticket hall only to be told there were no trains on Sunday because they were repairing the lines, but there was a coach instead. OK, no problem. But where was this coach? And I was meant to be travelling with Tom. You know the station – there's the ticket hall and that huge waiting lobby and the shops to the right. Well, they told us the coach would be waiting out in the new car park, not the one by platform 7, but out beyond the shops after the entrance to the coffee shop. Well, I rang Tom and told him to meet me on the coach. Actually, I bumped into him just by the gate to the platforms. So that was OK. Anyway, we got on the coach and everything was fine, but then the motorway was awful; absolutely jam packed with traffic, we were just stuck there. It took us two hours for a one hour journey, so of course we missed the train connection at Uckford, and had to hang around there for two hours. It could have been three, but fortunately they'd put on an extra train for us. Anyway, the train came on time and we rushed on and got a seat so again, all OK.

Lynne: So, no problems from then on?

John: Well, it should have been like that, but it wasn't. We'd just got ourselves comfortable when I realised I hadn't got my rucksack with me. It just wasn't there, but I knew I'd had it on the coach and at Uckford station as I'd been using my phone there. So I realised I must have left it in the café there.

Lynne: Oh no!

John: And it had all the important things in it, of course ... you know ... no money, fortunately, as that was in my pocket, but my wallet with my student card, library pass, credit cards, all those things. I had my keys on me, too.

But my mobile was in it with all those addresses and phone numbers and everything. I'd given some shopping to Tom to carry and we'd eaten all the food I'd brought with me while we were waiting at Uckford, so it was pretty empty but all the same I couldn't just lose all those things.

Lynne: So, what happened?

John: Well, I guess I was quite lucky really. Tom rang Uckford station on his mobile and I had to describe my bag to them. You know, it's that bright yellow one with the green straps, so fortunately it's quite recognisable. And I'd stuck a little football on the outside, one of those ones that hang on a key ring, and there was a small bottle in the outside pocket. They found it straight away. Anyway, to cut a long story short, Jessie – that's who I stayed with in Bambury – she's driving up to Uckford tomorrow to pick it up, then I'll meet up with her next week. So, there we are, a six hour journey and one lost bag. What a way to spend the weekend!

tenancy. Most rents in this country are for 6 months minimum, and you must make sure you have that guarantee in your contract. The landlord will then have absolutely no way of throwing you out during that period except in very exceptional circumstances.

Something else you need to be careful about is a deposit. All landlords will ask for a deposit, which is normally equivalent to a month's rent. When you pay it, make sure you get a receipt, and make sure too that your contract says it will be returned at the end of the tenancy. What contracts usually say is that the deposit will be returned at the end of the tenancy minus any breakages or damage – if you broke a window, for example, or burnt a carpet – all that would come off your deposit.

Now you can rent furnished or unfurnished, and surprisingly there's very little difference in the price; they cost almost the same. If you rent unfurnished you can still expect certain basics – like for example all the fittings in the kitchen ... the stove, the fridge, the kitchen cupboards, the washing machine. And when you go to look round check to see what kind of heating is provided. Heating can be really costly, especially electric fires. Central heating is what you should be looking for.

Right, now, we're running out of time, so I'll stop but just let me say ... most places are rented out through agencies, so they offer you a lot of choice. If you need a list of agencies I can give you one. But don't forget you'll need to pay them too. It's usually around 10% of your first month's rent. But if you need advice on that or any legal matters or anything else, just come and see me. All right, maybe we can have one or two questions. Anybody ...

Revision and Exam Practice (Units 5-8)

LISTENING PAPER SECTION 2 (pp. 100-101)

You will hear a housing officer talking to an audience about renting accommodation.

Now what I'd like to do today is explain how the rental market works here. I know many of you are thinking of staying on and working or studying here, so this is just to make sure you are quite clear what the housing situation is for renting privately or going into shared accommodation, hostels, hotels, etc. You've been staying in rooms here in the hostel over the last few months where everything has been looked after for you, but when you go out on your own, things'll be a bit different.

I suppose the first thing you'll need to make up your mind about is whether you want a place on your own or sharing. You could share with friends or there are quite a few places around that ask for single people to make up a group to rent a flat or a house together.

Then of course there's price – well, that varies enormously depending on what you're after and the area you end up living in. You could pay about 80 dollars a month for a room in a dormitory, but that could go up to around 200 dollars for a flat on your own.

Another thing you need to bear in mind is all the legal matters – first of all, you must get a contract. You sign this and so does the landlord, and it makes sure you do certain things like paying the rent and keeping the place in order, but it makes sure the landlord does certain things too, like repairing things that break, returning your deposit and respecting the length of your

Revision and Exam Practice (Units 9-12)

LISTENING PAPER SECTION 2 (p. 149)

You will hear a conversation between two students and a tutor talking about the students' project.

Tutor: So, you're here to talk about your project is that right? What's the problem exactly?

Student 1: Well, we've got something interesting to research but we'd just like to check through what we've planned with you ... to make sure we've got it right.

Tutor: Fine, but I'm afraid I've only got 5 minutes, so you'll need to be quick. What's it about and what are you doing?

Student 1: Well, we want to survey college students' job hopes ... the kinds of jobs they want to get when they leave college and what they expect to get from those jobs.

Tutor: Yes, that's OK as a subject. That's fine. But how are you going to do it?

Student 2: Well, we've got a questionnaire. We've designed it already and ... piloted it, you know; tried it out, I mean. It seems to work fine. We were worried it might be a bit long or unclear, but there were no problems.

Tutor: Right, so far, so good. Are you doing anything else?

Student 1: Well, we thought that, after the questionnaire and after we've analysed the results, we might interview some students to see if we can get more information about any of their answers. I mean if we can't explain or understand some of the answers we might interview people to try and get some reasons for their answers.

Tutor: Good idea. Now how many people are you giving the questionnaire to?

Student 1: Well, we thought about 25 ... that's our friends mostly, so it should be easy to organise.

Tutor: And the aim of your survey is to find out college students' opinions about future jobs, right?

Student 2: Yes, that's it. Is something wrong?

Tutor: Yes, something is wrong, I'm afraid. If you want to find out about college students' opinions then you must interview a representative sample. Do you remember what that means? It means that you must include enough people and enough people of the right kind to be typical of the whole group. I imagine your friends might be on the same course as you.

Student 2: Well, quite a few of them are ... yes.

Tutor: Well, imagine for a moment that you just interviewed students studying tourism and leisure management, do you think you'd get the same answers from them as from a group of engineering students?

Student 1: Oh, I see what you mean ... probably not. You mean that we need to ask students studying as many different courses as possible?

Tutor: Yes, that's right, and you need to make sure that you interview a solid number from each course. Otherwise you might interview someone who was untypical of students on that course. Your survey just won't be reliable if you go ahead as you've planned, I'm afraid.

Student 1: But, we can't do that ... we'd have to interview thousands of students, which just isn't practical. Oh dear, we just can't manage that ... we can't do it. That means that all our work on the questionnaire has been wasted. And the report is due in one month. I don't know what we can do.

Student 2: Well, we can't start from the beginning again. We just haven't time.

Tutor: I have a suggestion. You say you have a group of 25 people who would do the questionnaire, and they're all from your nursing course?

Student 1: Well, most of them are, and we know lots of other nurses ... Ah, I think I get it. We can just survey nursing students.

Student 2: But how can we meet our aims then?

Student 1: We can't, so we have to change them. We need to survey nursing students' job hopes ... the kinds of jobs they want to get when they leave college and what they expect to get from those jobs.

Tutor: That's it, but you still need a representative sample ... at least a hundred, I'd say, and decide which year you want too ... first, second or third year students. They might have different ideas if they're in first or third year, so stick to the same ... in fact, this could be a very useful project. And maybe as nurses yourselves you'll find it more interesting than what you'd planned. Oh, and one last thing, get the right gender balance. I mean, make sure that you have the right number of men and women in your survey ... the percentage of each should reflect the percentage on the course.

Student 2: OK, I see what you mean. Yes, this could be interesting.

Tutor: Listen, I'm sorry but I really have to go now. If you want to talk this through a bit more with me, then come back Thursday afternoon at 2 o'clock ...

Revision and Exam Practice (Units 13-16)

LISTENING (GENERAL TRAINING AND ACADEMIC)

(p. 197)

You will hear a college lecturer talking about the differences between written and spoken language.

Right, what I'd like us to think about today is what is different between how we speak and how we write. Have you ever thought what the difference is between things that you read and things that you listen to? Of course, the obvious difference is that one is written down and the other is not. But in fact, there are lots of other differences, too. And because what we listen to and read is actually different, we listen and read in different ways.

When we listen we often listen to conversations that we are part of, or telephone calls that we're part of, too. In other words, we're participants in what is being said. But when we write we can't immediately respond to how a reader reacts. We don't have an audience to look at. When writers write their letters or emails or books or articles they may well think about who they are writing for, but they don't change what they say as they say it.

A conversation and other kinds of spoken language are usually unplanned – we just say what comes into our heads. That's not true of lectures ... they're usually planned, and speeches are too. In fact they're often written out before they're read, but generally speaking we can say that spoken language is less planned than written language. In fact, we usually think about and plan written texts before we actually write them – maybe that's not true of informal emails or letters, but it's true of most things we write.

Experts on language have analysed the effects of this on language itself, and they've been able to show that spoken language is in fact quite different to written language. Spoken language often contains short sentences made up of simple grammar and quite general vocabulary. In fact, often when we speak we don't use full sentences, but just parts of them, or we start a sentence, then stop it to start another one ... because we're looking for the best way to say something under pressure from time. When we write we don't have that time pressure so we can think about what we want to say.

Also when we write we can't rely on body language, gestures, the situation or our listener asking for clarification to help us get our message across. All this means that written language needs to be much clearer and more precise than spoken language, and this is, of course, what the experts have found. Written sentences tend to be longer than spoken sentences. They contain more complex structures and more precise vocabulary. And they're also better joined together than spoken ones with a greater variety of conjunctions, and more careful organisation. This doesn't mean that written language is better than spoken language. It just means that it carries out a different function. If we spoke as we write, people would find it difficult to understand us.

That's why audiences often simply stop listening to presentations that are read aloud ... they aren't being rude; it's just because written language when spoken is too hard for our brains to process, so we stop listening.