



5.5 to 6.5

IELTS

FOR ACADEMIC PURPOSES: A SHORT INTENSIVE COURSE

Adon Berwick



TEACHER'S BOOK



Mc
Graw
Hill

IELTS

**FOR ACADEMIC PURPOSES:
A SHORT INTENSIVE COURSE**

Adon Berwick

TEACHER'S BOOK



IELTS FOR ACADEMIC PURPOSES: TEACHER'S BOOK
International Edition 2009

Exclusive rights by McGraw-Hill Education (Asia), for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill. This International Edition is not to be sold or purchased in North America and contains content that is different from its North American version.

Published by McGraw ESL/ELT, a business of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2007 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

© 2009, McGraw-Hill Education

10 09 08 07 06 05 04 03 02 01
20 09
CTP SLP

Text credits: Text p.24 from 'The History of the Guitar' www.guitarsland.com/history; Text p.34 adapted from Brad Steiger (author), Sherry Hansen Steiger (Author), The Gale Encyclopedia of the Unusual and Unexplained. © 2003 Gale, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permission; Text p.44 adapted from 'Is this REALLY proof that man can see into the future?' as appeared in Daily Mail, May 4, 2007, www.dailymail.co.uk. Used by permission of Daily Mail; Text p.54 adapted from 'Alastair Sooke sees shards of glacier become an extraordinary "library of water"' the Daily Telegraph, May 19, 2007. Used by permission of Telegraph Media Group Limited; Text p.64 adapted from '2000 ocean scientists do the biggest, wettest census ever' by Susan Milius from Science News, February 17, 2007. Reprinted with permission of Science News; Text p.74 adapted from 'Aboriginal Radio Holds Its Own' by Kalenga Seneviratne, from IPS-Inter Press Service International Assoc., April 5, 2008, www.ipsnews.net. Used by permission; Text p.84 adapted from 'Stages of language acquisition in children' by Mark Liberman. Used by permission; Text p.94 adapted from Judson Knight (Author), Neil Schlage (Editor). Science of Everyday Things 4 Volume set © Gale, part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permission

Photo credits: Eye Ubiquitous p. 61 (© Derek Cattani); Cover JupiterImages pp. 18(l): © Oronoz, 18(r): © Retna, 21: © WPN, 89: © Oronoz, 91: © Hollandse Hoogte; Hutchison Archive p.78 (© Ivan Strasburg); OXFAM p.29 (The logo on page 29 is reproduced with the permission of Oxfam GB, Oxfam House, John Smith Drive, Cowley, Oxford OX4 2JY, UK, www.oxfam.org.uk Oxfam GB does not necessarily endores any text or activities that accompany the materials); puertoNORTE-SUR, S.L. (©Hermann Danzmayr, ©Siloto, ©YiannosI, ©Kosen, ©Lou Oates, ©Tatiana Sayig, ©Innovari, ©Benjamin Albiach Galan, ©James Steidl, ©Galyna Andrushko, ©Millan, ©Sergey Drozdov, ©Stephen Gibson, ©Styve, ©Franz Pfugl, ©Nob50, ©Shariff, Che' Lah, ©Geotrac, ©Pavel Losevsky, ©Andres Rodrigues, ©Fleyeing/Dreamstime.com).

Illustrations: © puertoNORTE-SUR, S.L.

When ordering this title, use ISBN 978-007-126955-1 or MHID 007-126955-X

Introduction

IELTS for Academic Purposes: a short intensive course has been written to help students prepare for the Academic version of the IELTS (International English Language Testing System) exam. This introduction provides a brief overview of the course (the *Student's Book*, the *Bandscore Booster* and the *Teacher's Book*), as well as providing some information about the IELTS exam itself.

Student's Book

Each unit starts with a section developing reading skills.

Every Reading section includes a quote and related questions to prompt discussion related to the unit theme.

Every Reading section includes a variety of exercises.

The IELTS Skill Spots provide tips on all aspects of dealing with the IELTS exam.

Every section of the *Students' Book* includes references to related author tips. These tips are presented in either text or video form on the CD-ROM that accompanies the book.

Every Reading section highlights selected vocabulary from the reading texts.

Every unit focuses on one of the listening skills required for the IELTS exam.

All the Listening sections include plenty of authentic audio material.

The speaking exercises are designed to stimulate relevant discussion incorporating structural and lexical themes from the unit.

Every unit addresses a common pronunciation issue, supported by audio material.

The Writing sections in every unit include both grammar and vocabulary practice.

Where possible, authentic data is provided in table or flow chart form, etc. to prepare students for the kinds of information they are likely to encounter in the IELTS exam Writing section.

All Exam Practice sections incorporate material which accurately reflects what students can expect to encounter in the IELTS exam.

At the front of the *Student's Book*, there is a **Placement Test**. This is designed to give students a general idea of their level and will show students where they are doing well and which aspects of the exam they need to focus on more. The complete test plus overwritten answers is included on pages viii-xi of this Introduction. A shortened version of the **Placement Test Results Guidance** which is presented in the *Student's Book* is also included in this Introduction, on page xii. The *Student's Book* also provides a **detailed overview of the IELTS exam**. A shortened version can be found on page xiii of this Introduction.

At the back of the *Student's Book*, there is a detailed, section by section **Grammar Reference**, a unit-by-unit **Speaking Reference** and a comprehensive **Writing Guide**, which includes example tasks as well as writing planners for every unit.

The writing exercises are designed to gradually develop the skills required for the Writing section of the IELTS exam.

All Writing sections end with a relevant writing task.

In the Exam Practice section, the Skill Spot boxes provide tips on what to do and what not to do in the exam.

- Grids are included at the end of every unit in order that students may assess their progress as they work their way through the book.

The *Student's Book* **audio CD** contains all the recordings for the listening activities in the *Student's Book*. The material is written so as to be as authentic as possible and students will hear a variety of accents.

Bandscore Booster

The *Bandscore Booster* is a workbook which provides additional help with vocabulary and grammar. There are clear references to the *Bandscore Booster* throughout the *Student's Book* and it is intended that the related *Bandscore Booster* exercises will generally be done after the *Student's Book* exercises. The exception to this is in the Exam Practice sections, where students may choose to do the *Bandscore Booster* exercises before OR after the *Student's Book* exam tasks.

There are exercises to consolidate the *Student's Book* vocabulary.

Some of the *Bandscore Booster* exercises are designed to extend unit vocabulary.

Page 1 (Vocabulary boost: chance and luck):
1. More might fit in other places.
2. That's very kind; that's quite nice.
3. We can't know for sure, but maybe there's life elsewhere.
4. Our grandfathers may be able to travel round the solar system.
5. Do you think there are perhaps several military planes?
6. It's not impossible that what you saw was a mirage.
7. The chances of not falling off a cliff are very low.
8. I'm not surprised that they caught you very easily.

Page 2 (Writing):
1. Choose the correct word or phrase.
2. Choose the correct verb in each sentence.
3. Write one word in each gap.
4. Complete the following sentences.

Every section of the *Bandscore Booster* is clearly cross-referenced with the *Student's Book*.

The *Bandscore Booster* exercises provide plenty of practice of items presented in the *Student's Book*.



IELTS FOR ACADEMIC PURPOSES.
A SHORT INTENSIVE COURSE
Malcolm Man & Steve Taylor-Knowles

Self-Study Guide
Pronunciation Lab
Test Your IELTS Knowledge
IELTS exam answer sheets
Exam Practice Test: complete with answer key
Student's Book answer key with audioscript

exit

The **Self-Study Guide** provides author tips in the form of text or video pop-ups. These are clearly referenced throughout the *Student's Book*.

They are designed to help students studying on their own.

The **Pronunciation Lab** contains exercises that have been specially designed to help students with pronunciation, depending on their first language. Most problematic areas have been included and the interactive aspect of this feature enables students to record their own pronunciation as well as hearing the correct pronunciation in each case.

The **Test Your IELTS Knowledge** is a quiz about the IELTS exam.

The **IELTS exam answer sheets** are sample copies of the answer sheets.

The **Exam Practice Test: complete with answer key** consists of a complete IELTS Practice Test, providing an extra opportunity for assessment.

The **Student's Book answer key with audioscript** has full details of all *Student's Book* answers as well as the complete transcript of all audio material.

Drop down menus make using the CD-ROM easy

PLACEMENT TEST

READING

READING PASSAGE 1

VENUS

The planet Venus, named after the Roman goddess of love, is the second closest planet to the Sun (Mercury is the closest), and the second brightest natural object in the night sky (after the Moon).

From Earth, Venus is brightest just after sunset and just before dawn. Because of this, the planet is often known as the Morning Star or the Evening Star. Venus is also sometimes known as the Earth's sister, because both planets share similarities in terms of size – Venus' surface area and volume are just a little smaller than Earth's. However, scientists believe that, several billion years ago, Venus and Earth were much more similar than they are today. Back then, Venus' atmosphere was more like Earth's, and there was almost certainly water in liquid form on the surface. Over time, Venus became hotter, and this water evaporated. Today, the planet's surface is a dry dusty desert.

Above the ground on Venus are sulphuric acid clouds. These thick clouds prevent the surface of the planet being seen from Earth. Indeed, it is only in the last few decades that scientists have discovered what the surface of the planet is really like. In the early 1990s, NASA's Magellan spacecraft mapped the surface of Venus in detail for the first time. Its radar images of hills, ridges and craters are almost photographic in their quality.

Questions 1–3

Which **THREE** of the following statements are true, according to the reading passage?

NB Your answers may be given in any order.

1 A 2 D 3 F

- A The Moon is the brightest natural object in the night sky.
- B From Earth, Venus is at its brightest in the middle of the night.
- C Venus is a slightly larger planet than Earth.
- D Venus' atmosphere has changed greatly over billions of years.
- E A telescope is required to see Venus' surface from Earth.
- F Scientists now have a detailed map of the surface of Venus.
- G The surface of Venus is almost completely flat.

Questions 4–10

Complete the sentences.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- 4 The ancient Romans had a goddess called Venus.
- 5 Only Mercury is closer to the Sun than Venus.
- 6 Venus has been called the Earth's sister, the Morning Star and the Evening Star.
- 7 It is highly likely that there was water on Venus in the past.
- 8 Venus is a much hotter planet than it used to be.
- 9 Venus' thick clouds are made of sulphuric acid.
- 10 The spacecraft Magellan used radar to create pictures of the surface of Venus.

READING PASSAGE 2

SUPERCONDUCTIVITY

In 1908, Heike Kamerlingh Onnes became the first scientist to produce liquid helium, achieving the lowest temperatures recorded up to that point. A number of researchers had suggested that materials behaved differently at very low temperatures, and this substance was important in allowing experiments that confirmed it. Working with solid mercury, Onnes demonstrated the phenomenon of superconductivity. This is when the electrical resistance of the metal drops suddenly to zero. No energy is lost as an electric current travels through the material, making it very efficient for storing or transmitting power. Since the work done by Onnes, other superconducting materials have been discovered that can be used at higher temperatures and which are therefore more economical.

There are a number of practical applications of superconducting materials. Many of these applications are based on the fact that the materials can be made into extremely powerful electromagnets. These are used in scientific experiments to direct beams of particles. They also form part of maglev trains – trains that float a small distance above the rails because of magnetic forces. Because there is no contact between the train and the rail, this form of transport is capable of very high speeds, although it is unlikely to be in widespread use until costs drop considerably.

Questions 11–15

Do the following statements agree with the information given in the Reading Passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- | | | |
|----|--|------------------|
| 11 | Many people had tried to produce liquid helium before Onnes. | <u>NOT GIVEN</u> |
| 12 | Onnes was the only scientist interested in very low temperatures. | <u>FALSE</u> |
| 13 | Liquid helium was used for science at very low temperatures. | <u>TRUE</u> |
| 14 | Only metals can be used as superconductors. | <u>NOT GIVEN</u> |
| 15 | Superconductors that work at higher temperatures are more expensive. | <u>FALSE</u> |

Questions 16–20

Complete the summary of the second paragraph.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Superconductors are used in a variety of contexts. Very 16 powerful electromagnets can be made out of superconducting materials and scientists use them in 17 (scientific) experiments. In transport, maglev trains rely on the 18 magnetic forces produced in superconductors to raise the train above the rails, the lack of 19 contact meaning that high velocities can be reached. The 20 costs of maglev systems limit their use.

LISTENING

SECTION 1

Questions 1–6 CD1, 1

Complete the notes below using words from the box.

Grey Castle	Central Gardens	Green Hall	Queen's Park	Farmer's Market
-------------	-----------------	------------	--------------	-----------------

Places open all day Friday:

1 Queen's Park and Central Gardens

Places the school has visited before:

2 Green Hall and Queen's Park

Places with organised tours:

3 Central Gardens and Grey Castle

Places that charge for admission:

4 Grey Castle and Green Hall

Places where booking is required:

5 Grey Castle and Central Gardens

Places chosen for the trip:

6 Queen's Park and Grey Castle

Questions 7–10

Choose the correct letter, A, B or C.

- | | |
|--------------------------------|--|
| 7 Before the trip, pupils will | 9 They will travel to the first place by |
| A have a special lesson. | A train. |
| B read some information. | B bus. |
| C write an essay. | C coach. |
-
- | | |
|--|--|
| 8 During the trip, pupils will be asked to | 10 The school will inform the parents by |
| A take notes for an essay. | A letter. |
| B write a quiz for other pupils. | B email. |
| C find answers to a quiz. | C phone. |

SECTION 2

Questions 11–20 CD1, 2

Answer the questions below.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

- | | |
|---|-----------------------------|
| 11 In which decade did the British Council create the EPTB exam? | <u>1960s</u> |
| 12 What did the 'B' of 'EPTB' stand for? | <u>Battery/BATTERY</u> |
| 13 In which year was ELTS introduced? | <u>1980</u> |
| 14 What kind of language 'context' was ELTS intended to reflect? | <u>academic</u> |
| 15 How many candidates took ELTS in 1985? | <u>10,000</u> |
| 16 What was conducted in 1987? | <u>(a) review</u> |
| 17 Of what were there 210 in 1995? | <u>test centres</u> |
| 18 Which IELTS module was revised in 2001? | <u>speaking/SPEAKING</u> |
| 19 In which year was a computerised version of the exam introduced? | <u>2005</u> |
| 20 How does the lecturer describe the 'industry of English-language exams'? | <u>(highly) competitive</u> |

LANGUAGE PRODUCTION

Questions 1–10

Choose the correct word or phrase to complete each gap.

I think the place I would most like 1 C is England. I 2 D English for about seven years now, and I still 3 A to an English-speaking country. I think that if I 4 B somewhere like England, I'd be able to practise my English, and also learn about the culture of another country. I 5 C to Europe once with my family, but that was to Italy. I really enjoyed 6 D all the tourist attractions, but it's difficult when you don't speak the local language. My father used 7 C in England when he was a student, and he says that if he 8 A that, then he wouldn't have learned to speak English with a good accent. One of my ambitions is 9 B there like he did, which I'm planning to do if I 10 A all my exams.

- | | | | |
|------------------|-------------|----------------|----------------------|
| 1 A visiting | B visit | C to visit | D to be visiting |
| 2 A am learning | B learn | C have learned | D have been learning |
| 3 A haven't been | B don't go | C am not going | D hadn't been |
| 4 A was going | B went | C would go | D had been |
| 5 A would go | B had gone | C did go | D was going |
| 6 A to see | B see | C to seeing | D seeing |
| 7 A live | B living | C to live | D to living |
| 8 A hadn't done | B didn't do | C wouldn't do | D hasn't done |
| 9 A study | B to study | C for studying | D to studying |
| 10 A pass | B will pass | C would pass | D am passing |

Questions 11–20

Read the essay below. Write ONE word in each gap to complete the essay.

It is rare for there to be an equal number of male and female students on a university course. Traditionally, in Britain 11 at least, physics students are mainly male. 12 In/By contrast, students studying modern languages such as French tend to be female. This raises two important questions: is this because of discrimination, and what, if anything, should be done about it? To 13 my mind, most universities do not discriminate in terms of gender. On 14 the contrary, they are keen to increase the number of women on physics courses, and increase the number of men on French courses. The reason there are more women on certain courses is that more women apply. It may well also be true that, with certain courses, 15 although/though/where an equal number of male and female students apply, the female applicants, for example, have better qualifications 16 than the male applicants, and so are given more places. It is essential that universities are allowed to choose the best qualified students for each subject. 17 If/When/Where they are forced to accept students because of their gender rather than ability, then the high standards of the university will decline. For this reason, I am opposed to rules 18 which/that/to control how many male and female students they accept. 19 However/Nevertheless/Nonetheless/Still/Yet, that does not mean there is not a problem. In my opinion, the solution is to encourage children at a young age to take an interest in a wide range of subjects. In conclusion, 20 there is no doubt that some university courses have more male or female students. While this is not ideal, the solution is not to force universities to accept an equal number of students. Universities should always choose the best students for each course, whatever their gender.

PLACEMENT TEST RESULTS GUIDANCE

READING / LISTENING

Score:	<8: less than 8 in either section = a Band Score of less than 5.0 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance considerably.
Score:	8–10: between 8 and 10 in either section = a Band Score of 5.0 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance.
Score:	11–13: between 11 and 13 in either section = a Band Score of 5.5 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance a little.
Score:	>14: over 14 in either section = a Band Score of 6.0 or above for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to maintain your performance or improve a little.

LANGUAGE PRODUCTION

Score:	<10 = a Band Score of less than 5.0 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance considerably.
Score:	10–12 = a Band Score of less than 5.0 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance.
Score:	13–15 = a Band Score of 5.5 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance a little.
Score:	>16 = a Band Score of 6.0 or above for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above , you need to maintain your performance or improve a little.
Our advice:	Looking at your score for each task individually will tell you if you have a particular weakness in Speaking or Writing. Pay particular attention to the work in the Speaking and Writing sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> .

TOTAL SCORE

Score:	<26 = a Band Score of less than 5.0 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance considerably.
Score:	26–34 = a Band Score of 5.0 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance.
Score:	35–43 = a Band Score of 5.5 for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to improve your performance a little.
Score:	>44 = a Band Score of 6.0 or above for that module if you took the IELTS exam today. If your aim is an overall Band Score of 6.0 or above, you need to maintain your performance or improve a little.
Our advice:	Doing all the components of this course thoroughly will give you the best chance of success.

Overview of the IELTS Exam (Academic version)

There are 4 modules: • Listening • Reading • Speaking • Writing

Estimated total test time: 2 hours 45 minutes

Listening

Number of sections: 4

Number of items: 40 (10 in each section)

Time: 30 minutes (plus 10 minutes to transfer answers)

Reading

Number of sections: 3

Number of items: 40

Time: 60 minutes

Writing

Number of tasks: 2

Time: 60 minutes

Speaking

Number of parts: 3

Format: One candidate and one examiner

Time: 11–14 minutes

Your Band Score

The Test Report Form, which you usually receive within two weeks of taking the exam, contains information relating to how well you've done in the exam. The most important piece of information on this form is your Overall Band Score. This will be a number (or half number) from 0 to 9. It may be a half number (e.g. 6.5). This score shows your general level of English. The higher the number, the better your English.

IELTS Band Scores

0	Did not attempt the test No assessable information provided.
1	Non user Essentially has no ability to use the language beyond possibly a few isolated words.
2	Intermittent user No real communication is possible except for the most basic information.
3	Extremely limited user Conveys and understands only general meaning in very familiar situations.
4	Limited user Basic competence is limited to familiar situations.
5	Modest user Has partial command of the language, coping with overall meaning in most situations.
6	Competent user Has generally effective command of the language despite some inaccuracies, etc.
7	Good user Has operational command of the language, though with occasional inaccuracies, etc.
8	Very good user Has fully operational command of the language with only occasional unsystematic inaccuracies.
9	Expert user Has fully operational command of the language.

You can find further information on the IELTS exam on the official IELTS website: www.ielts.org

Unit 1: The Arts

Reading Skills for IELTS: sentence completion

Aims

- ▶ Introduction and practice of reading sentence completion questions.
- ▶ Introduction and development of students' reading skills of **skimming** and **scanning**.

Warm-up idea **The price of art**

- Ask students to estimate the price of the Andy Warhol painting *Marilyn*. (*In 2007, an Andy Warhol Orange Marilyn sold for just over US\$16 million.*)

First thoughts 5 min.

- Discuss the definition given in the quote, and whether students agree or disagree with it. (The quote implies that a lot of money can be made out of 'valueless' art.)
- Ask students to write their own definition and compare with each other.
- Ask students to look up the English definition(s) of art in a dictionary and discuss the differences with their partner. (Note the different meanings.)
- Discuss what students consider to be art, such as painting, graffiti, cooking, acting, handwriting, dancing, etc.

Cultural note: Frank Zappa (1940–1993)

Frank Zappa was a composer, musician and film director whose career lasted for more than 30 years. He was ranked #71 in Rolling Stone magazine's 100 Great artists of All Time in 2005.

A 3 min.

- Ask students to look at the pictures and then think about words which they associate with each.
- Explain that you want them to **skim** the first paragraph. Encourage students to look for key words they know in the sentences. Ask a student to tell you the gist of the paragraph in one sentence.
- Repeat the process with Texts 2 and 3.
- Ask students to match the texts with a picture.

Answers

a Text 3 b Text 1 c Text 2

B 2 min.

- Ask students to read the sentences carefully, and work out which part of speech could fit in each gap from the choices.
- Ask students to find examples of other different parts of speech in the sentences.

Answers

2 verb 3 noun 4 adjective

- Explain to students that there are word limits to this type of question and that they will be marked incorrect in the exam if they exceed the word limit. Encourage students to circle or underline the limit each time they see the capitalised text in the question. In this case it is ONE, most commonly the limit is THREE.
- Ask students to **scan** Text 1 for the answers.

Answers

1 prehistoric 2 date 3 paintings 4 rare

IELTS Skill Spot 10–15 min.

- **Skimming** and **scanning** are important reading skills and it is important that students understand the difference between them. Discuss examples of when students use these skills in their everyday lives.
- **Skimming** is reading over something quickly (looking at pictures, headings, sub-headings, inserts, first paragraph, topic sentences of paragraphs) to understand the gist, or general meaning. Examples are: deciding whether a newspaper article or internet site is worth reading, looking over an email/letter to work out what it is about and looking through other students' notes to decide if they are worth copying.
- **Scanning** is searching through the text to find a section or to find specific information. Examples are: searching for an entry in a dictionary, using an index system (such as in a book or library) and looking in a newspaper to find out what time a film starts.
- Explain the concepts to students and explain that they will be practising the concepts in the next exercise.

C 8 min.

- Explain to students that they should read the sentences to identify the kind of information that is described. Encourage students to underline the key words in the sentences to help them identify the information such as *style of music* in Text 1.
- Demonstrate the example and ask students to **scan** Text 2 to identify the sentences. (*Note: Some information is given in more than one sentence.*)

Answers

2 i and ii (Note the difference between the years.)

3 ii and iii

4 v

- Highlight the difference in the word limit for this exercise.
- Ask students to look back at the key words they identified in Exercise C more carefully to determine the answers.
- Explain that some answers require two words for a correct answer, thus they should try to find two words if possible.

Answers

1 indie (rock) **2** formed **3** number one **4** (first) week

Cultural note: Roman numerals

Roman numerals are commonly used in modern times in lists, movie publication dates, pages of pre-matter in books, and sports events. The following letters have these values: i = 1; v = 5; x = 10; l = 50; c = 100; d = 500; m = 1000.

D 7 min.

- Highlight the word limit for this question. Answers should fit grammatically and not exceed this limit. (*Note: not all answers are three words.*)
- Ask students to think about the parts of speech that would fit in the gaps, such as *adjective, noun* in Exercise A.
- Ask students to identify and underline key words in the sentences that they will use to **scan** for the information, such as *'Anime' in Japan*. Students should then **scan** the sentences and write the answers in the gaps.

Answers

1 all forms of

...'*anime*' refers to all forms of animation...

2 exaggerated

...use of exaggerated physical features...

3 drawn by hand

Traditionally, anime is drawn by hand...

4 (digital) technology

...*developments in digital technology have led to much computer-generated anime being produced in recent years*.

Wordbank: Text vocabulary 10 min.

- Ask students to read each sentence and decide what kind of information it refers to.
- Encourage students to guess which text it might be located in, and finally **scan** the text for the appropriate word.

Answers

1 abstract **2** band **3** brought **4** animation **5** style

6 highlight

►►► Refer students to the Bandscore Booster, Exercises A–H, pp. 2–3.

Your view! 5 min.

- Ask students to discuss how important art is to them.

Further ideas for discussion:

What types of art students have done.

Places to see art in your town/city.

Whether students would ever think of investing in art.

Listening skills for IELTS: multiple choice

Aims

- ▶ Introduction and practice of multiple choice questions. (Section 1)
- ▶ Development of the students' skills using synonyms and parts of speech.

Warm-up idea **Places we meet**

- Ask students where they often meet their friends to eat/drink, and brainstorm words with them.
- Elicit common reasons why people are late, and get real examples from students.

A 2 min.

- Ask students to read the expressions and find synonyms for them in the questions in Exercise B.

Answers

- 1 traffic accident 2 at work 3 got lost 4 dull
5 disorganised 6 surprising

B 7 min.

- Ask students to discuss the differences between the choices using the synonyms from Exercise A.
- Ask students to listen to the recording and answer the questions.

Answers

1 C

Richard says that he lost his way around town.
(Answer A is incorrect because Emily thought he *might* have been in an accident.)

2 B

Emily says that she thought it was badly planned.

C 5 min.

- Encourage students to think of any adjectives they know that can be formed from these words.

Answers

- 1 critical/uncritical 2 forgetful/forgettable/unforgettable
3 confusing/confused 4 emotional/unemotional
5 colourful/colourless 6 dramatic

IELTS Skill Spot 5 min.

- Explain that in the IELTS listening test there is a short introduction at the beginning of each section which students should listen to, but they should also skim over the questions to get a better idea of the content.
- Explain that students should also read the questions to identify what particular information they should listen closely for.
- Explain that differences in vocabulary between multiple choice questions and the audioscript will frequently be in the form of synonyms and parts of speech.

- Encourage students to predict different ways of expressing the same ideas in the questions, e.g. 'forgets important things' could be expressed as 'forgetful'.

D 10 min.

- Ask students to skim over the questions and predict what the speakers will talk about.
- Ask students to read through each question and discuss what they might need to do to identify the correct answer. They may need to listen for synonyms, different parts of speech or specific details.

Answers

1 C

Emily says that his explanations can be a bit confusing.

2 C

Richard says he thinks her pictures are really dramatic.

3 B

Emily says that there is the exam in July.

4 A

Richard says that they can meet in ten days' time.

(Answer B is incorrect because he says that he *is going on a holiday* in a fortnight.)

Wordbank 5 min.

- Ask students to read each word and discuss the meaning. If students are not sure of the meaning, ask them to locate the word in the Audioscript on page T-131, and then guess the meaning as best they can.

Answers

- 1 contemporary art 2 oil painting 3 catalogue
4 gallery 5 exhibition

►►► Refer students to the Bandscore Booster, Exercises A-E, pp. 4-5.

Your view! 5 min.

- Ask students what art exhibitions they have been to recently. Discuss what type of art was exhibited and the students' impressions.
- Ask students to list art museums and galleries in their area. Survey how often/many times students have been to them.

Extra activity: parts of speech

- Explain that the following words are connected with the unit. Ask students to identify the parts of speech for each.
- In pairs/groups, ask students to brainstorm as many other parts of speech for each word as they can, such as *art - artist/artistic*.
- Check answers, using a dictionary if necessary.

art • exhibition • painting • criticise • forget • confuse • emotion colour • drama • assignment • accident • boring • tired • amazing

Speaking skills for IELTS: providing information

Aims

- ▶ Introduction of Part 1 of the IELTS speaking module.
- ▶ Introduction and practice in giving successful answers to Part 1 questions.
- ▶ Development of students' ability to gain more time when answering questions.

• Ask students to read through the questions and write key information words and examples, such as Question 1: Yes/playing guitar/3 years. Students should NOT write sentences.

Answers

Students' own notes

- Ask students to work in pairs to ask and answer the questions from their notes.
- Elicit a few answers from individual students. Give feedback on their answers in relation to the ideas discussed in Exercise A (enough information/relaxed, etc.). Discuss how students can improve their answers.
- Ask students to cover their notes and answer the questions from memory.

Answers

Students' own responses

Grammarbank: Talking about the present

⌚ 3 min.

- ▶▶▶ Refer students to the Grammar Reference, p. 98.
- Ask students to correct the grammatical errors in the sentences.

Answers

- 2 I'm/I am directing 3 I really want 4 I've/I have never been
5 I've/I have been playing/I've/I have played

- ▶▶▶ Refer students to the Bandscore Booster, Exercises A–D, p. 6.

Warm-up idea Fun times

- Ask students if they've ever been to a concert.
- Ask what kind of music was played and ask them how they felt about the concert.

A ⌚ 5 min.

- Ask students to listen to examples of candidates' answers to Part 1 questions and choose the adjectives that describe their responses.

Answers

- 1 too nervous 2 enough/relaxed
3 an incomplete answer/too slow 4 excellent/excellently

- Discuss what students should do to give a successful answer to Part 1 questions. They should try to speak in a relaxed way, use a range of grammatical structures, explain their answers and provide examples.
- Generally students should aim to speak for about 10–20 seconds for each question.

IELTS Skill Spot

⌚ 2 min.

- Explain to students that it is quite natural and acceptable to take a few moments to think before answering, but they should not be silent during this period.
- Further examples of these expressions are:
Repeating (only) a key word or two from the question, (e.g. Hobbies? Different entertainment?)
Well, let me see.
Umm...
Well...

Wordbank: Speaking

⌚ 3 min.

- Ask students to read the sentences and choose the correct words to complete the phrases.

Answers

- 1 on 2 up 3 for 4 so 5 a few/such 6 many/but

- ▶▶▶ Refer students to the Speaking Reference, p. 108.

- ▶▶▶ Refer students to the Bandscore Booster, Exercises E–H, p. 7.

B ⌚ 5 min.

- Explain that a good strategy is to listen closely to the question and use the grammar of the question to give a direct answer. Encourage students to then elaborate on their answer with more information and examples.

Pronunciation: Stress changes 1 – verbs/nouns

⌚ 2 min.

- Ask students to read each sentence, think about which part of speech each underlined word is, and then mark the stress for each.
- ▶▶▶ Refer students to the Pronunciation file on the CD-ROM.

Answers

- 2 transport (noun) transport (verb)
3 extract (verb) extract (noun)
4 record (noun) record (verb)

Extra activity: expanding answers

- Follow-up questions can be used to help students think of extra information to elaborate on their answers.
- Write the following on the board:
Q: What do you like to do at the weekend?
A: I enjoy relaxing at home and watching TV.
- Ask students to think of other questions they could ask (based on the answer) to elicit more information. Write the questions on the board.
- Ask students to supply answers. Explain that a successful answer would include this additional information.
A: I enjoy relaxing at home and watching TV at the weekend.
I usually watch TV for about 3 or 4 hours and my favourite TV programmes are movies and the Discovery channel.

Writing skills for IELTS: understanding and interpreting data

Aims

- ▶ Introduction and practice of Task 1 questions in the writing module.
- ▶ Development of students' ability to use the passive voice.
- ▶ Development of students' ability to describe change over time.

A  3 min.

- Ask students to match the descriptions to each of the graphs.

Answers

1 d 2 b 3 c 4 a

- Ask students to write their own phrases to describe each of the diagrams, using different vocabulary from the Wordbank.

Grammarbank: Using the passive

 5 min.

►► Refer students to the Grammar Reference, p. 99.

- Explain the example to the students. (*It can see that* should be *It can be seen that*.)
- Ask students to read the sentences and decide which one does not contain a mistake and tick that sentence.
- Ask students to underline and correct the mistakes in the remaining sentences.

Answers

2 ✓ 3 attended/were attended

4 seeing/seen or are seeing/were seen

►► Refer students to the Bandscore Booster, Exercises A–C, p. 8.

Wordbank: Writing

 10 min.

- Explain that in IELTS Writing Task 1, they will be given a visual diagram, which they need to describe in writing. Visual diagrams include line graphs, bar charts, pie charts, tables, maps and objects.
- Explain to students that much of the information given in diagrams in Writing Task 1 involves changes over time.
- Explain that these words are useful for explaining and describing changes over time. Ask students to classify the words, using a dictionary if necessary.

Answers

go up: rise

go down: decline, decrease, drop, fall

slow: gradual, steady

quick: sharp, sudden

small: insignificant, slight

big: considerable, large, significant

- Ask students to identify which word categories are verbs. (decline, decrease, rise, fall)
- Elicit the noun form of each verb. (decline, decrease, rise, fall)
- Highlight that *increase* and *decrease* follow the stress-shift rule they studied in the speaking module, i.e. increase /decrease (noun), increase/decrease (verb).
- Explain to students that for these verbs, the noun form is the same. Some other verb forms are different, such as grow/growth, thus students should be careful when using them.
- Explain that when students use noun forms, they should use the structure: *There is/are, was/were, have/has been...*, etc.

►► Refer students to the Bandscore Booster, Exercises D–H, pp. 9–10.

B 4 min.

- Explain that the diagram shows information about attendance at an art gallery by men, women and children over a period of approximately 15–20 years.
- Ask students to read the sentences and decide if they are TRUE or FALSE.

Answers

2 false 3 false 4 true 5 false

C 8 min.

- Ask students to think about what information they will describe in each sentence. They should think about breaking the time periods into manageable chunks. (Either 1995–2000/2000–today or 1995–2005/2005–today)
- Ask students to write two sentences describing the information. Explain that they should try to use a verb/adverb or adjective/noun combination to be more specific in their descriptions.

Sample answers

- i) The number of men attending art galleries showed a sudden drop between 1995 and 2000. It then remained stable up to 2005 before rising sharply to the levels seen today.
- ii) The number of men attending art galleries fell significantly between 1995 and 2000 and then remained constant until 2005. This number then increased sharply to the current levels.

- Check students' sentences, or have a few students write their sentences on the board for analysis and discussion.

D 5 min.

- Explain that information presented in diagrams is often the results of surveys, in this case a ten-year study, and it is important that they have an overall understanding of the information before trying to describe it.
- Discuss the numbers in the table. Focus on '33' and what it represents. (33% of people surveyed attended cinemas in the first year.)
- Ask students to read the candidate's paragraph and identify errors in vocabulary choice. Ask students to underline the errors, and correct them.

Answers

dropped sharply – increased sharply
significant increase – slight increase
gradually dropping – sharply dropping

Cultural note: spelling

Spelling between American and British English differs in various ways, one of which is *-ter* vs *-tre*. The IELTS exam uses mostly British English. In the writing module, both forms are acceptable, although students should stick to one spelling rule for convention. (For example: 'The theater is in the centre of town' mixes both US and British spelling and would be penalised.)

E 15 min.

- Explain that students need to write a paragraph describing the information about classical music concerts, ballet and opera.
- Ask students to read the table and identify the changes over time for each cultural event. They should then identify vocabulary they have studied to describe these changes.

Sample paragraph

It can be seen that the number of people attending classical music concerts fell gradually from 10% in the first year to 5% in the tenth year. The percentage of people going to the ballet dropped significantly from 6% to 2% in the fifth year then rose considerably to 8% in the tenth year. There was a slight increase of 2% in opera attendance in the fifth year, although this then declined slightly to 6% over the last five years of the study.

IELTS Skill Spot 5 min.

- Explain that it is essential that students understand the information in the diagrams before trying to describe it. They should study the **graphs, charts** or **tables** to determine what the data represents.
- Explain that there will be a sentence describing the diagram which students can use to better their understanding, but they must use different words to express these ideas. If they merely copy the explanation, the examiner will disregard that part of their response. Candidates must write original responses, which can be achieved through paraphrasing the description.

Your view! 5 min.

- Ask students to discuss which cultural activities in the table they prefer and have attended before.

Extra activity: transformers

- Explain that students need to be able to use both nouns and verbs when describing information in the tables. This will improve their vocabulary and grammar scores.
- Prepare a list of sentences and ask students to transform them. (i.e. If the sentence uses a verb, students have to rewrite the sentence using a noun.)

1 *Trade levels rose dramatically over the period.*

There was a dramatic rise in trade levels over the period.

2 *Sales levels declined significantly at the end of the year.*

There was a significant decline in sales levels at the end of the year.

3 *There was a slight fall of 5% in the amount of food consumed.*

The amount of food consumed fell slightly / by 5%.

- Various sentences can be prepared and used to highlight grammatical difficulties, such as use of prepositions.

Exam Practice

Reading (30 minutes)

- ▶▶ Refer students to the Bandscore Booster, Exercises A–D, page 11. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to become familiar with the topic and organisation of the passage.
- Students should pay attention to and circle the maximum number of words allowed in the instructions.
- Explain that students should read each question and circle key words to help them **scan** the passage for the information.
- Explain that students should only use words taken from the passage, and ensure that they fit grammatically in the sentence/summary. The exact form of the words from the passage must be used.

Answers

1 spelling and pronunciation

Although the spelling and pronunciation differ between languages...

2 five hundred years

...as a 'normal' acoustic guitar dates from about five hundred years ago.

3 exact date

There is some uncertainty about the exact date of the earliest six-string guitar.

4 shape and dimensions

The early nineteenth century ... the time period during which six-string guitars began taking on their modern shape and dimensions.

5 patent

George Beauchamp received the first patent for an electric guitar in 1936...

6 jazz

...based partially on assistance from jazz musician and guitar innovator Les Paul...

7 fans

...the majority of these people are virtually invisible to most modern guitar fans.

8 five thousand

...guitar-like instruments have been in existence ... for more than five thousand years.

9 visual depictions

...are known primarily from visual depictions, not from the continued existence of music written for them.

10 the lute

A number of these instruments have more in common with the lute than the guitar.

11 authenticity

However, the authenticity of six-string guitars alleged to have been made prior to 1790 is often suspect...

12 luthiers

Thus for nearly two hundred years, luthiers, or guitar makers...

13 solid-body

The majority of present day solid-body electric guitars are still based largely on these three early electric guitar designs.

Listening (20 minutes)

IELTS Skill Spot

- Ask students to read the information in the box. Emphasise the importance of reading the questions carefully before listening in order to focus on the information they need for their answers.
- Explain to students that they are not penalised for wrong answers on the test. It is better to make a guess even if they aren't completely sure. They should not leave blank spaces, as their guess may be correct.
- Ask students to read the questions carefully. Explain that students should be careful as the time between answers may be short. Students should make their choices as they hear the information and move to the next question.
- Play the recording one or more times while students write their answers. To challenge stronger students, only play the recording once before checking answers.
- Ask students to fill in their answers, and then finally transfer them to a separate piece of paper. This helps students get used to transferring their answers to the answer sheet, which is what they will need to do in the real IELTS test.

Answers

1 C

The receptionist says it is now free.

(The receptionist says it used to cost £15, so A and B are incorrect.)

2 A

The receptionist says the woman will receive a newsletter every three months.

(The receptionist says, 'information on all the forthcoming events', so A is incorrect.)

3 B

The receptionist says that when tickets go on sale, they are only available to Friends of the Arts Centre for the first two days.

(The receptionist says, 'So as long as you book early ...', but does not mention buying books, so C is incorrect.)

4 A

The receptionist says that they will be offering discounts to members for performances in the Small Theatre.

(The receptionist says, '... there won't be any discounts for shows in the Main Theatre or films at the Arts Cinema.' So B and C are incorrect.)

5 C

The receptionist says that there will be a special section on the website, once the site has been redesigned.

(The receptionist says, 'You'll be able to *put in* your user name and password...' but does not say they are changing the password, so A is incorrect.)

6 B

The receptionist says that they *ask* members to attend four events, but nobody will count and it is totally up to you.

(The receptionist says, '...encourage people to *attend* events here regularly.' But she does not say they are encouraged to count, so C is incorrect. The receptionist also says, '...we *ask* that you attend at least four events a year ... if you possibly can.' Then she says, 'Nobody's going to count, though...' So A is incorrect.)

7 three/3

The woman says that she has visited the Arts Centre three times.

(She has lived in the area for four months.)

8 a concert

The woman says that a friend invited her to a concert.

9 a cinema

The woman says that she didn't realise the Arts Centre even had a cinema.

10 a tour

The woman says that she thinks a tour would be very interesting.

(The receptionist mentions a free tour, but this exceeds the word count.)

- For questions 8–10, students should be reminded to use articles correctly in order to make the sentences grammatically correct.

Speaking (15 minutes)

IELTS Skill Spot

- ▶▶▶ Refer students to the criteria on page x and explain that the students' speaking ability will be graded upon these four different criteria.

- Explain that the opinions are not graded, but they are graded on the way in which students present their opinions. Any ideas are acceptable, as long as they are expressed fluently.
- Students should extend and elaborate on their answers by providing additional information and examples. Generally, successful responses to Part 1 questions should be 2–4 sentences, and about 10–20 seconds long.

Answers

Students' own responses

Further questions

Let's talk about art and music.

- How interested are you in the arts (cinema, painting, theatre)?
- What is your favourite form of art?
- How interested are people in your country in the arts?
- Do you or would you like to produce art (e.g. acting, painting, directing)? Why / Why not?

Writing (30 minutes)

Plan your writing!

- Explain to students that it is essential that they plan their writing before actually beginning to write their answer.
- Some students may want to begin writing immediately as they are afraid that they will run out of time. Explain that this will not allow them to produce a well-organised response that answers the task well.
- Ask students to read the writing task, and work through the writing planner.

IELTS Skill Spot

- Discuss the four criteria with the students.
- Highlight the importance of using time wisely in the writing module. They should not spend more than 20 minutes on Task 1.
- Explain that students should spend some time planning what they will write.
- Explain that if students write less than 150 words for Task 1, they will be penalised in the Task Achievement criteria.
- Explain that students should ensure they leave time to reread their work to make any corrections or vocabulary improvements.

WRITING TASK 1

- Remind students to use the vocabulary for describing data from page 22.
- Ask students to count the number of words in their answer after they have finished and write it on their paper.
- This task could be set for homework.

Model answer:

- Ask students to compare their answer with the model answer on page T-128, and think of ways they could improve their own answer.

Now you have completed Unit 1, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

Unit 2: Societies

Reading skills for IELTS: multiple choice

Aims

- ▶ Introduction and practice of reading multiple-choice questions.
- ▶ Development of students' ability to identify misleading information.
- ▶ Development of students' use of synonyms.

Warm-up idea **How many homes?**

- Ask students to think of all the places they have lived in and called 'home' during their lives.
- Discuss their favourite homes and the good and bad things about each.
- Ask how they would feel if they didn't have/hadn't had these homes.

First thoughts 6 min.

- Discuss the meaning of the quote, and whether students agree or disagree with it. (The quote means free societies must support their poor people for the benefit of society as a whole.)
- Elicit ways that the poor can be helped. Continue the discussion with problems the rich may have. Focus on the fact that there are always *many* poor and *few* rich people.
- Ask students to list ways that the government helps and supports poor people.

Cultural note: JFK (1917–1963)

John Fitzgerald Kennedy was the 35th president of the United States. He oversaw events such as the space race and the Cuban missile crisis before his assassination by Lee Harvey Oswald in Dallas, Texas; the fourth American president to be assassinated during his term. JFK's salary was about 100,000 US dollars a year, but he donated his presidential salary to charity for the entirety of his presidency.

IELTS Skill Spot 5–10 min.

- Multiple-choice questions will commonly include four choices, which will be related to the information mentioned in the text. A process of elimination of the incorrect answers is useful in helping students to reduce the number of errors they make.
- Students should read the question carefully, and then consider the information given for each choice. The ideas in the choices may not be mentioned at all, be irrelevant to the question, refer to someone or something else, or be the opposite in meaning to the text.
- Through understanding and eliminating incorrect choices, students have a better chance of choosing the correct answer under time pressure. A 50/50 chance is good, eliminating all the incorrect answers is best.

A 8 min.

- Explain that only some of these statements are mentioned in Text 1.
- Explain that some key words in the statements are mentioned in the text, but students should look to see if the idea is mentioned not just the word.
- Ask students to read the statements carefully and then read Text 1 to decide whether they are mentioned or not.

Answers

- 1 YES The difference in the years 1911 and 1948 is 37 years.
2 NO There is no mention of people's opinion of the suggestion.
3 NO Unemployment is mentioned, but not that it increased.
4 NO Charities and local authorities are mentioned, but not that the former were given money by the latter.
5 YES Poor people received aid, from local authorities (and charities).

B 5 min.

- Explain that only two of these statements are true. Key words in the statements are all mentioned in Text 1, thus students should read each statement carefully to understand its meaning.
- Ask students to read the statements and tick the two they think are true.

Answers

- 1 (people should pay national insurance every week)
2 ✓ enjoy benefits when they are sick
3 ✓ had been a system of aid ... from charities
4 (local authorities provided a system of aid)

C 8 min.

- Explain that the following two questions are multiple-choice and that students should choose the most appropriate answer from A–D.
- Ask students to read the beginning of the sentence, and then the four choices carefully to determine if the information matches, is not mentioned or is the opposite in meaning to Text 1.
- Remind students that the work they did in Exercises A and B will help them to eliminate incorrect answers.

Answers

- 1 B (A and C are not mentioned. D is the opposite in meaning.)
2 A (B and D are not mentioned. C is the opposite in meaning.)

D 8 min.

- Explain that these are short answer questions based on Text 2 and students should look for a word or phrase (up to four words) that answers the question.
- Ask students to **skim** Text 2 for gist and then read the questions carefully, identifying key words/ideas. Ask students to then **scan** the text and underline their answers.
- Point out that with these types of questions, synonyms for words in the texts will often be used in the questions. Ask students to predict and identify synonyms for words in the questions.

Answers

- 1** poverty
combat – fight against
- 2** (serious) economic hardship
face problem – suffering
- 3** get food shipments sent
try to do – campaigned to
- 4** 1995
reform – reorganised
- 5** international cooperation
hope to improve – enable better

E 6 min.

- Explain that to answer these multiple-choice questions, students should read the question and think about what kind of information they need to read for.
- Ask students to read the choices for each of the questions and highlight the key words/ideas in each. Ask students to **scan** Text 2 for the information which answers each question. Students should be careful as some choices mentioned may be irrelevant to the question or refer to something or someone else.
- Encourage students to cross out incorrect answers as they identify them in the text.
- Encourage students to underline the section of the text which indicates the correct answer. They can use the work they did in Exercise D to help them.

Answers**1 B**

Oxfam campaigned to get food shipments sent to Greece, when it started life in 1942.
(A is not correct because protesting against government policy is not mentioned; C is irrelevant to the question as *selling second-hand goods* is how Oxfam grew; D refers to how Oxfam is now globally active.)

2 A

Oxfam was reorganised in 1995 to *enable better international cooperation*.

(B refers to how Oxfam is involved in issues, such as emergencies, not why it was reformed; C refers to how shops selling second-hand goods in Britain became a familiar sight; D is irrelevant to the question as Oxfam's involvement in different issues is irrelevant to why it reformed in 1995.)

Wordbank: Text vocabulary 8 min.

- Ask students to read each sentence and note that the complete answers are two-word phrases.
- Encourage students to guess which text each might be located in, and finally **scan** the text for the appropriate word.

Answers

- 1** system **2** insurance **3** benefit **4** care **5** developing
6 rights

►►► Refer students to the Bandscore Booster, Exercises A–F, pp. 12–13.

Your view! 5 min.

- Ask students if they have ever donated money to a charity. Elicit reasons why some people give money to charity, and others choose not to.
- Elicit well-known international and local charity organisations and discuss the roles they play in helping disadvantaged people.

Listening skills for IELTS: short-answer questions

Aims

- ▶ Introduction and practice of listening to short-answer questions. (Section 2)
- ▶ Development of students' ability to predict the type of information needed to answer questions.

Warm-up idea International students

- Ask students if they have ever been in a mixed language class, or have had an overseas student attend their school.
- Elicit difficulties that may arise in a class of people who speak different native languages.

A 3 min.

- Ask the students to read over the questions and predict what they will be generally listening to. (Someone talking about overseas students at university.)
- Explain to students that they need to match the situation to a question, depending on the type of information they need to listen for.

Answers

- 1 b *How long has* indicates a period of time.
- 2 d *The main thing* indicates the most important function.
- 3 c *Ignorant of* indicates something people don't know much about.
- 4 a *Problems* indicates difficulties people face.

B 5 min.

- Explain that students will listen to a short speech given by someone about a general topic. (Section 2)
- Highlight the word count for this exercise (no more than two words). Ask students to listen and answer the questions from Exercise A, focusing on the information they need for each question.

Answers

- 1 ten years
The woman says that the service has been going for ten years now.
- 2 advice
Even though the woman does say they give some practical help, she then says that their main function is to provide advice.
- 3 UK law
The woman says students don't know much about UK law.
- 4 accommodation
The woman mentions accommodation, and then explains it is probably the biggest single issue facing people who need help.

C 3 min.

- In pairs or groups ask students to brainstorm problems overseas students may face at university, and list their ideas.

Sample answers

socialising/using English/keeping up with the work/
understanding British life/the food/missing home or friends

IELTS Skill Spot 3 min.

- Explain that predicting what the speaker will talk about is an important skill students need to develop.
- Explain that students get time to read the questions and should use this to identify the kind of information they need to listen for.

D 4 min.

- Explain that the woman will continue speaking about problems overseas students face. Ask students to listen and tick the problems in their lists that she mentions.

Answers

Students should tick the following, or paraphrases of the following: being away from home/feeling lonely/not making friends/feeling shy/not understanding customs

E 5 min.

- Ask students to read over the questions and think about what kind of information they need to listen for, such as names, times, verbs/actions.
- Explain that students should try to think of categories and possible answers to be more accurate in their predictions.
- Point out the word limit for this exercise (no more than three words).

Answers

- 1 culture shock
The woman says this is called culture shock.
- 2 make friends
The woman says it can be hard for students outside the EU to make friends. ('approaching people' doesn't fit grammatically)
- 3 once a month
The woman says they will be expected to work once a month.
(It is not any of the other times mentioned, as only *once a month* answers the question 'How often?')
- 4 at the weekend
The woman says they will be trained at the weekend.
('weekend' is insufficient - a preposition is needed)

Wordbank 4 min.

- Ask students to match the words to the correct definition.
- Encourage students to write English definitions of words in their notebooks, rather than use their native language.

Answers

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

►►► Refer students to the Bandscore Booster, Exercises A–F, pp. 14–15.

Speaking skills for IELTS: expressing and justifying opinions

Aims

- ▶ Introduction and practice of Part 2 of the IELTS speaking module.
- ▶ Development of students' vocabulary and skills relating to opinions.
- ▶ Development of students' ability to speak for extended periods.

Grammarbank: Talking about the past

⌚ 4 min.

- ▶▶ Refer students to the Grammar Reference, pp. 99–100.
- Ask students to write each verb in the correct tense in the sentences.
- Explain that sometimes more than one tense is possible.

Answers

- 1 moved 2 came 3 lived/were living/had been living
4 was built/has been built 5 created 6 were waiting/had been waiting/have been waiting

▶▶ Refer students to the Bandscore Booster, Exercises A–B, p. 16.

Warm-up idea Addresses

- Ask students to write down their postal addresses in English.
- Discuss different areas of the city/town they live in, and what some are well-known for.

A ⌚ 5 min.

- Ask students to think about the area where they live. Tell them they should focus on their street and neighbourhood and not their city/town in general.
- Ask students to read the words and tick three that describe their area.
- Encourage students to identify opposites/groups in the list and check their dictionaries for any new words.

Answers

Students' own answers

B ⌚ 5 min.

- Explain that students need to identify what the woman does when talking about the place where she lives.
- Ask students to read over the options and discuss the meaning of any new vocabulary.

Answers

- a ✓ The woman gives examples of house prices.
b ✓ The woman agrees with the local mayor's opinion.
d ✓ The woman says that house prices have doubled.

Wordbank: Speaking

⌚ 3 min.

- Ask students to read the sentences and choose the correct word in the phrases.
- Explain that using a variety of these phrases will improve their speaking score.

Answers

1 concerned 2 From 3 In 4 me 5 tend 6 personal

▶▶ Refer students to the Bandscore Booster, Exercises C–F, p. 17.

IELTS Skill Spot

⌚ 5 min.

- Explain that students will score higher in the speaking module if they are able to explain and support their opinions well. The examiner is not assessing their opinions, but the language used to express them. Students should try to use a range of structures relating to opinions, reasons and examples.
- Explain that students should try to sound natural when speaking about the topic. They should not repeat the prompts before talking about them, but use a short pause or linking word when moving on to the next one.

C ⌚ 8 min.

- Explain that students should try to cover all of the prompts in the task question, but will not be penalised if they fail to do so. The examiner will be judging how the candidate speaks, not the content itself.
- Ask students to read the task and write down ideas and vocabulary they can use from Exercises A/B and the Wordbank for each prompt. They should not write sentences, just key words.
- Ask students to speak to a partner for two minutes (timed). Encourage them to continue talking to fill the time, even if they run out of ideas from their notes.

▶▶ Refer students to the Speaking Reference, p. 108.

Answers

Students' own responses

Pronunciation: Phrasal stress 1

⌚ 3 min.

- Explain that natural sounding English will use sentence stress. Ask students to underline the stressed word in the phrases in the Wordbank.
- Ask students to listen and pronounce the phrases as they hear them.

▶▶ Refer students to the Pronunciation file on the CD-ROM.

Answers

- As far as I'm concerned,...
From my point of view,...
In my opinion,...
It seems to me that...
I tend to think that...
My personal opinion is that...

Writing skills for IELTS: presenting and justifying an opinion

Aims

- ▶ Introduction and practice of Task 2 questions in the writing module.
- ▶ Development of students' ability to organise ideas in a paragraph.
- ▶ Practice and development of language skills to introduce/justify opinions and to present examples.

B  3 min.

- Ask students to read the paragraph again carefully and underline the phrases the writer used for each of the questions.

Answers

- 1 My own personal view is that...
- 2 This belief is based on...
- 3 ...to take one instance...

Grammarbank: Conceding and contrasting

 10 min.

- Refer students to the Grammar Reference, p. 100.
- Explain that the students need to paraphrase the sentence using the prompts.
 - Ask students to read the sentence and focus on the use of *despite*. Ask students to rewrite the sentence, retaining the same meaning.

Answers

- 1 In spite of coming from good families, some young people get involved in crime./In spite of the fact (that) they come from good families, some young people get involved in crime.
- 2 Although they come from good families, some young people get involved in crime.
- 3 Despite the fact (that) they come from good families, some young people get involved in crime.
- 4 Even though they come from good families, some young people get involved in crime.

►►► Refer students to the Bandscore Booster, Exercises A–C, p. 18.

Wordbank: Writing

 4 min.

- Explain that in Task 2 of the writing module, students need to be able to write an essay discussing their own and other people's opinions. The following sentences all use language to present opinions.
- Ask students to read the sentences and decide which word is correct for each phrase.

Answers

- 1 hold
- 2 formed
- 3 come
- 4 take
- 5 reached

►►► Refer students to the Bandscore Booster, Exercises D–K, pp. 19–20.

A  5 min.

- Ask students to **skim** the paragraph to identify the topic.
- Explain that the paragraph was written in response to one of the Tasks (A and B). Ask students to read and decide which task the paragraph was written in response to.

Answer

The essay was written in response to Task B. (It does not mention any causes of crime.)

IELTS Skill Spot  5–10 min.

- Explain to students that it is necessary to make a plan before writing the essay. Planning involves deciding what their opinions are, brainstorming ideas to explain and support these opinions and making notes to organise these ideas.
- Explain that students should decide whether they agree or disagree with the opinion in the question. This is usually expressed in the introduction.
- Explain that students should then think of their opinions/views and why they agree or disagree. These will form the paragraphs of the essay.
- Explain that students should think of ideas to support each of their opinions, and an example, which can be from their own personal experience or knowledge. Each of these explanations/examples should be presented in a separate paragraph of the plan.
- Encourage students to review phrases and vocabulary from the unit and to use these in their writing. Using a variety of phrases will help limit repetitiveness and improve their vocabulary scores.

C  6 min.

- Explain to students that the following phrases are similar to the ones the writer used in Exercise B.
- Ask students to categorise the phrases.

Answers

Introducing an opinion	Justifying an opinion	Presenting an example
I am of the view that... From my perspective,... I am convinced that...	The reason for this is that... The basis for this view is...	Consider, say,... One instance of this is... Take, for instance,...

Extra activity: the death penalty

- Introduce the phrase 'An eye for an eye, a tooth for a tooth.' Ask students to discuss whether they feel there are any situations where they think this may be an appropriate punishment.
- Discuss whether the death penalty is imposed in the students' own country, or elicit countries that do use it, such as the USA and Singapore. Elicit crimes that are punished by the death penalty.
- Ask students if they agree with the use of the death penalty or not.

D  6 min.

- Explain that the following paragraph is from a different essay, but the writer has made mistakes when using the above phrases.
- Demonstrate the example and ask students to read the paragraph and identify four more mistakes. They should write them correctly above the line.

Answers

I am for the view – of
based from research – on
for instant – instance
I convinced that – am convinced
In spite this – of this

E  7 min.

- Explain that some people feel prison is not a useful punishment and that there are various other options which might be more effective.
- Ask the students to first decide whether they agree or disagree with the statement.
- Ask them to complete whichever notes apply to them. Then elicit some discussion about the statement.

F  8 min.

- Make sure students have made clear notes and are able to support their choice.
- Ask students to write a paragraph supporting their opinion. Remind them to add an example and explain how providing examples helps to make an argument more convincing.

Your View!  5 min.

- Explain that a prison sentence is a period of time in prison, and does not include sentences like fines or the death penalty.
- Ask students to brainstorm and discuss which crimes are not effectively punished by a prison sentence.
- Elicit and discuss alternative punishments for these crimes.

Exam Practice

Reading (30 minutes)

- ▶▶▶ Refer students to the Bandscore Booster, Exercises A–B, page 21. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to become familiar with the topic and organisation of the passage.
- Explain that students should work through the multiple-choice questions and answer the easier ones first, (i.e. those they are certain of finding the answer to). If a question takes longer than one minute to answer, they should move on to the next one.
- Encourage students to underline key words in the question and then go back to the relevant part of the text to find the answer. They should eliminate any obviously incorrect answers and then check the text again to make their final choice.

Answers

- 1 A** As food and the serving ... began to assume more social significance, the eating manners of the diners changed also.
(B, C and D are incorrect as there is no mention of the amount of food eaten, the time taken, or changing tastes in dishes.)
- 2 C** Eating manners developed when the fashionable were instructing others how to use their eating utensils, and the common people began to pattern their behaviour at the dinner table after the wealthy.
(A is incorrect as it is not mentioned if utensils were more practical or not; B is incorrect as there is no mention of the shape of the utensils; D is incorrect as cooking methods/developments are not mentioned.)
- 3 C** After eating, or breaking bread, people are under an obligation to protect one another if they are in danger.
(A is incorrect as there is no mention of health benefits; B is incorrect as eating and drinking was an elementary form of hospitality, not civilisation; D is incorrect as only an example of a higher social rank complimenting a lower rank is mentioned.)
- 4 A** Among all cultures ... it has never been good form to refuse the offer of food or drink.
(B is incorrect as there is no mention of offering the host food; C is incorrect as wanting too much food is not mentioned, only refusal; D is incorrect as whether people like bread or not is not mentioned.)
- 5 D** Water was provided several times during the course of the meal for washing the hands.
(A is incorrect as water was provided so they [the guests] might freshen themselves; B is incorrect as the guests washed themselves. There is no mention of the host washing; C is incorrect as there is no mention of washing each other.)
- 6 a finger bowl**
This custom has survived today... in which a finger bowl with a flower petal in the water is brought to guests...

- 7 a special servant**

Egyptians were welcomed to a dinner party by a special servant...

- 8 the evening meal**

...but they frequently had visitors for the evening meal.

- 9 wreath of flowers**

...servants draped the members of the dinner party with a wreath of flowers...

- 10 ceremonial washing**

...a ceremonial washing that began with the highest in rank and ended with the lowest.

Listening (20 minutes)

IELTS Skill Spot

- Highlight the word limit for these completion questions if necessary.
- Explain that students should listen for exact words and phrases that answer the questions. They should write down the words that they hear.
- Explain that they will be penalised for exceeding the word limit and for spelling errors.
- Ask students to read the questions carefully.
- Ask students to predict what kind of information they need to listen for in questions 1–6. Explain that there will be time for them to read questions 7–10 later.
- Play the recording one or more times while students write their answers.

Answers

- 1 four/4 years**

Liz says this is the fourth year of Sport Aid.

- 2 developing countries**

Liz says the main reason for its existence is to raise money for developing countries.

- 3 (a) water supply**

Liz says a village in Chad now has a water supply.

- 4 education**

Liz says education is seen as key to development.

- 5 (at) City Stadium**

Liz says the biggest attraction is a football match, which will be at City Stadium.

- 6 comfortable clothes**

Liz says it is best to make sure everyone is in comfortable clothes.

- 7 C**

Liz says contact details are available from the council website, who are the organisers.

(Liz does not mention a radio station so A is not the answer; details are from the council website (internet), not town hall (offices) so B is not the answer.)

8 A

Liz says you'll stand more chance of approval if you come up with a sport that is new to people.

(Liz suggests not to go for anything too costly, so B is not the answer; Liz suggests new sports so C is not the answer.)

9 A

Liz says the council is not able to supply bats or balls or anything else, i.e. equipment.

(Liz says the council might be able to help out with prizes as well as publicising it on the website, so B and C are not the answer.)

10 B

Liz says organisers do need to live in the Redgate area.

(Liz does say one restriction so A is not the answer; Liz says that people under 18 can organise events if an adult, such as a parent, signs forms and handles money for them, so C is not the answer.)

Speaking (15 minutes)

IELTS Skill Spot

- Explain that students will be given one minute to prepare for the task in Part 2 of the speaking module. They should use this time to read the question carefully and think of their ideas and write notes.
- Students should write key words or ideas that address each part of the prompt. They might also want to write down examples of advanced vocabulary.
- When asked to speak, students should generally continue speaking until the examiner stops them and not worry if they don't cover all their ideas.
- Explain that the examiner will ask them one or two more general questions to finish up Part 2.

Answers

Students' own responses

Further questions

Describe an area that is popular with tourists in your country.

You should say:

- where the area is
 - what attractions there are there
 - why it is popular with tourists
- and explain what you enjoy most about the place.

Writing (50 minutes)

Plan your writing!

- Explain to students that it is essential that they plan their essay before actually beginning to write their answer.
- Some students may want to begin writing immediately as they are afraid that they will run out of time. Explain that this will not allow them to produce a well-organised essay.
- Ask students to read the writing task, and work through the writing planner.

IELTS Skill Spot

- There is more weight to Task 2 when calculating candidates' overall writing score, so time management is important.
- Explain that students should introduce the issue in their introduction, but refrain from copying directly from the prompt. Rather, they should paraphrase the question using their own words.
- Explain that if candidates write less than 250 words for Task 2, they will be penalised in the Task Response criteria.

WRITING TASK 2

- Ask students to count the number of words in their essay after they have finished and write it on their paper.

Model answer

- Ask students to compare their answer with the model answer on page T-128, and think of ways they could improve their own answer.

Now you have completed Unit 2, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

Unit 3: Futures

Reading skills for IELTS: choosing headings

Aims

- ▶ Introduction and practice of matching headings questions.
- ▶ Development of students' ability to identify topics and main ideas in paragraphs.
- ▶ Development of students' skills using synonyms and English definitions.

Warm-up idea Favourite science-fiction movie

- Ask students to discuss their favourite science-fiction movies.
- Discuss what types of science and technology they admire in these movies that we do not have today.

First thoughts

⌚ 5 min.

- Discuss the meaning of the quote with students. (The quote refers to how scientific and technical our society is, even though few people really understand science and technology.) Focus on how people trust and rely upon science and technology for their everyday lives, without completely knowing or understanding how it works.
- Ask students how accessible new technology is in their area, and how keen they are to acquire and use it.

A

⌚ 4 min.

- Ask students to look at the pictures and then think about what words they associate with each.
- Explain that you want them to **skim** the paragraphs. Encourage students to look for key words they know in the sentences.
- Ask students to match the texts with a picture.

Answers

a Text 3 b Text 4 c Text 1 d Text 2

IELTS Skill Spot

⌚ 10 min.

- Explain that matching headings is a common task encountered in the IELTS test. Students need to match a heading which best summarises the main idea in a paragraph.
- Explain that the main idea in each paragraph will be expressed differently in the heading. Students should watch out for synonyms, opposite meanings, more general categories and different parts of speech.
- Point out that there will always be more headings than paragraphs.

B

⌚ 5 min.

- Discuss the underlined words in the headings. Explain that students need to find synonyms for these phrases in Text 1.
- Ask students to **scan** Text 1 for their answers.

Answers

- 1 obvious/benefits
- 2 instant/(means of) transportation/futuristic
- 3 less clear/how it will work/in practice

Cultural note: Star Trek

Star Trek is a cult science-fiction entertainment series, which began in 1966. The series brought attention to teleportation or 'matter-energy transport', which involves converting a person or object into an energy pattern before 'beaming' them to a target location.

C

⌚ 4 min.

- Explain that the three headings are all possible headings for Text 2 and students need to tick the best one.
- Ask students to read each heading and underline key words and ideas.
- Ask students to read Text 2 and tick the best heading. They should think about why the other two headings are not suitable, and make notes in their books.

Answers

- 1 It is not 'total' agreement. The paragraph states 'most scientists' and 'general consensus'.
- 2 ✓
- 3 The text mentions 'intelligent ... life' and 'contact' but not 'intelligent conversation'.

D

⌚ 4 min.

- Explain that students need to choose the best heading for Text 3 from the list.
- Ask students to read through the headings, and identify key words and ideas.
- Ask students to read through Text 3 and choose the best heading. Explain that they will probably encounter ideas from all the headings, so they should read carefully to determine which best describes the main idea in Text 3.
- Discuss why the other headings are not suitable.

Answers

- 1 It is mentioned that we take the internet for granted in the first sentence, but this idea is not continued in the rest of the paragraph.
- 2 The amount of data stored is roughly equivalent to one brain, not more powerful.
- 3 **Best heading.** The question that Sejnowski raises, and his conclusion.
- 4 There is no mention of whether the internet can answer these questions.

E  12 min.

- Explain to students that this task is similar to what they will encounter in the IELTS test. Students need to match each paragraph with a heading.
- Point out that there are more headings than paragraphs. This means that students will need to choose a heading for each paragraph and not just eliminate them to match their last paragraph.
- Ask students to read carefully through each heading and discuss or check any new words. Tell them to use a dictionary if necessary. Explain that they should try to understand the idea expressed in each.
- Ask students to read through each of the texts and choose a heading which best describes the main idea in each. They should pay attention to the ideas explained in the Skills Spot.
- Point out that students need to write a Roman numeral as their answer on their answer sheet in the test.

Answers**Text 1:** iv

The paragraph describes questions about how time travel will work in practice.

Text 2: vi

The paragraph describes how meeting other life forms is unlikely.

Text 3: ii

The paragraph describes how the internet may become aware of itself.

Text 4: i

The paragraph describes the improbability of time travel.

All the texts discuss unsure/unknown areas of science and technology, and do not discuss high chances of success (iii) or certain positive effects (v).

Wordbank: Text vocabulary  6 min.

- Ask students to read each definition and **scan** the texts for the appropriate word or phrase.

Answers

1 data 2 highly likely 3 Given (that) 4 take for granted
5 concept

►►► Refer students to the Bandscore Booster, Exercises A–G, pp. 22–23.

Your view!  5 min.

- Ask students to think about teleportation, encountering life on other planets, artificial intelligence and time travel, and whether they think they will ever happen.

Listening skills for IELTS: matching

Aims

- ▶ Introduction and practice of listening and matching headings. (Section 3)
- ▶ Development of students' ability to use synonyms and numbers.

Answers

- 1 Jenny B
- 2 Tutor A
- 3 Ahmed C

Wordbank

⌚ 3 min.

- Ask students to read the words and phrases and choose the best definition for each.
- Encourage students to read the scripts and make their best guess from the context if they are not sure.
- Encourage students to record synonyms and use English definitions in their notebooks.

Warm-up idea Big numbers

- Write a number in the thousands on the board (e.g. 2,893) and ask a student to say it.
- Elicit a number between 0–9 and add this to the number on the board. Ask the next student to say this new number, continuing into the billions and trillions.

A ⌚ 4 min.

- Ask students to read the questions about the Milky Way and to predict the answers. Even if students have no idea, encourage them to speculate and write down their best guess.
- DO NOT give students the actual answers at this stage as they will encounter them through the listening exercises.

B ⌚ 4 min.

- Explain that students will hear these three people talking in turn.
- Ask students to listen and match each person with the topic they talk about.

Answers

- 1 remember
- 2 first
- 3 not very surprising
- 4 at the moment
- 5 approximate calculations

►►► Refer students to the Bandscore Booster, Exercises A–F, pp. 24–25.

Your view!

⌚ 5 min.

- Discuss ways in which people study space and the universe and speculate on the amounts of time and money spent.
- Ask students to discuss whether they think it is a waste of time, or if it benefits mankind.
- Discuss the benefits of studying the universe and space exploration.

Answers

1 C 2 D 3 B

IELTS Skill Spot ⌚ 3 min.

- Explain that students will hear the items in a numbered list in order throughout the listening.
- Explain that students should read each item and prepare to hear the information expressed in different ways. They should focus on the ideas, and NOT particular words or phrases.

C ⌚ 5 min.

- Explain that students will hear the three speakers having a conversation about an academic topic (similar to what they would hear in Section 3 of the IELTS test).
- Ask students to listen for the information and match each question with an answer.

Answers

1 D 2 A 3 G 4 C 5 B 6 E

D ⌚ 5 min.

- Explain that students will hear the end of the conversation and need to match an opinion to each of the speakers.
- Ask students to read through the opinions and listen to match one to each speaker.

Speaking skills for IELTS: speculating

Aims

- ▶ Introduction and practice of speaking Part 3 questions.
- ▶ Development of students' abilities to speculate.
- ▶ Development of students' abilities to discuss abstract topics and social issues.

Warm-up idea *The future*

- Ask students to think about what they will be doing at different times in the future (one day, two weeks, one year, five years, etc.)
- Ask students to discuss their ideas and goals with a partner or in small groups.

Grammarbank: Talking about the future

4 min.

- ▶▶▶ Refer students to the Grammar Reference, p. 100.
- Ask students to write each verb in the correct tense in the paragraph.
- Explain that sometimes more than one answer is possible and that students should write all the answers they can think of.

Answers

- 1 I'm going/I'm going to go
- 2 I'll be studying/I'm going to study/I'm going to be studying
- 3 I graduate/I've graduated
- 4 I'll be
- 5 I'll try/I'm going to try
- 6 I'll settle/I'm going to settle
- 7 I probably won't have done/I'll probably not have done/I'm probably not going to have done
- 8 Will I still be working/Will I still work/Am I still going to be working?

▶▶▶ Refer students to the Bandscore Booster, Exercises A–D, p. 26.

Wordbank: Speaking

3 min.

- Explain that these phrases can be used when students are speculating.
- Ask students to complete the phrases with the correct words from the box.

Answers

- 1 possible 2 highly 3 may 4 Maybe 5 possibility 6 sure

- Ask students to think of their own answers to the questions in exercise A.
- Ask students to speak to a partner. One student should be the 'examiner' and ask questions. The 'candidate' should answer the questions using their notes and phrases from the Wordbank.
- Explain that the 'examiner' should listen to each answer, and think of a follow-up question to ask, based upon the answer. Demonstrate with a student if necessary.

▶▶▶ Refer students to the Speaking Reference, p. 109.

▶▶▶ Refer students to the Bandscore Booster, Exercises E–G, p. 27.

A 4 min.

- Explain that students will listen to four candidates answering the Part 3 questions on page 41.
- Ask students to read through the questions, and then listen to match each candidate with a question.

Answers

Candidate 1 C, Candidate 2 A, Candidate 3 D, Candidate 4 B

IELTS Skill Spot

5 min.

- Explain that often in Part 3 (and also in other parts of the test) students may need to speculate and talk about things that they are not certain of.
- Explain that students need to show they can speculate effectively, and not just say, 'I don't know'. Students can express what ideas they do have using the phrases from the Wordbank.

Pronunciation: Words with the same spelling but different pronunciation

3 min.

- Explain that many words in English have the same spelling but different word stress and pronunciation.
- Ask students to read the sentences out loud, paying attention to the words in bold. Discuss the parts of speech for each word in bold.
- Ask students to listen and check their pronunciation of the sentences.

▶▶▶ Refer students to the Pronunciation file on the CD-ROM.

Answers

Pronunciation as on CD

Cultural note: horoscopes

Horoscopes are found in many newspapers and magazines and are an astrologer's short forecast for people born under certain star signs. The language used is often vague and speculative to allow a wide variety of interpretations according to different people's lives.

Extra activity: horoscopes

- Prepare or copy a set of horoscopes for a particular day/week and ask students to read their own. Discuss any new vocabulary and highlight the language used.
- Ask students to discuss their horoscopes and speculate on what circumstances/events they could relate to. Encourage students to talk about what will happen in their lives in the future, being careful of their future tenses and speculative language.
- Discuss how accurate students' horoscopes seem and generally how much students believe in them.



Writing skills for IELTS: describing a process or object

Aims

- ▶ Introduction and practice of Task 1 questions in the writing module.
- ▶ Development of students' ability to describe objects and processes.
- ▶ Development of students' ability to sequence descriptions.

A  10 min.

- Ask students to look at the diagram and discuss what is happening at each stage.
- Explain that the paragraph at the bottom of the page describes the diagram. Ask students to read the paragraph and decide if the statements are TRUE or FALSE.

Answers

1 TRUE 2 TRUE 3 TRUE 4 TRUE 5 TRUE 6 FALSE

- Explain that in the first paragraph students should provide an overview of the diagram, using the ideas in the statements as a guide.

Grammarbank: Using participles

 5 min.

- ▶▶▶ Refer students to the Grammar Reference, p. 102.
- Ask students to read the sentences and write each verb in the correct form. Explain that sometimes more than one answer is possible.

Answers

- 1 Having
2 Given/Having been given
3 finishing/having finished

- ▶▶▶ Refer students to the Bandscore Booster, Exercises A–C, p. 28.

Wordbank: Writing

 6 min.

- Explain that the following sentences describe objects. Ask students to focus on the words in italics and write *one word* to complete the sentences.
- Point out that the words students need to use are prepositions.
- Ask students to think of different objects and write their own sentences in their notebooks, using these phrases.

Answers

- 1 of 2 like 3 in 4 of 5 into 6 than 7 as 8 of

- ▶▶▶ Refer students to the Bandscore Booster, Exercises D–I, pp. 29–30.

Warm-up idea 20 questions

- Elicit a few appliances and technological objects and write them on the board, such as a notebook computer, microwave oven, digital camera. Discuss different ways to describe them, using phrases from the Wordbank.
- Explain the game 20 Questions. One person thinks of an object. The others ask questions to determine what it is. The person answering can only reply using yes or no. Choose an object from the board. Elicit Yes/No questions about the size, shape and materials from students until they can guess what the object is, such as: Is it made of plastic? Is it bigger than a book? Is it round in shape?
- Continue in pairs or small groups, using any objects that students choose.

B  5 min.

- Explain that students need to write notes describing the different stages in the diagram.
- Highlight the notes/text in the diagram. Explain that students should use these as the basis for their notes.
- Ask students to look at each part of the diagram, and write down key words and phrases to describe what happens.

Sample notes

drive to carplane airport, wings are extended, controls are set to flying mode, mechanic performs final check, approval given to take off, carplane takes off, carplane enters full flight mode, wheels automatically retract and automatic pilot flies plane

C  8 min.

- Explain that the following extract is by the same writer as in Exercise A.
- Ask students to read the paragraph and choose the correct word to complete the sentences.
- Discuss the advice given in the sentences, and explain that students should try to do these things in their own words.

Answers

1 final 2 is 3 more than one (is performed, is controlled)
4 uses (Shortly after taking off) 5 several stages 6 is

D  6 min.

- Explain that the following sentences all describe the same thing, but use different grammatical structures.
- Ask students to read the sentences and decide which word can be used to complete the sentences.

Answers

1 Once 2 Having 3 Shortly 4 where 5 stage

E  10 min.

- Explain that students need to write the middle part of the description. Ask students to review the first paragraph from Exercise A and the last paragraph from Exercise C.
- Ask students to look at the diagram again and identify which stages they should describe. (1 and 2)
- Ask students to write the middle paragraph, following the instructions in the box.

Sample answer

The driver – or pilot – will have to go to a special airport. Having arrived at the airport, the driver prepares the carplane for flight. At this stage, the wings are extended, and the controls are set to flying mode.

IELTS Skill Spot  10 min.

- Explain that students may need to describe an object for writing Task 1. Students should focus on its appearance and major parts, then describe how it functions.
- Point out that it is important that students don't get caught up describing minor, unimportant details, but focus on overall descriptions. Comparisons with other objects can be useful in providing a clear description.
- Explain that students may need to describe a process of several stages. Students should clearly identify each stage and use a variety of words and phrases to introduce what happens.
- Explain that the passive and present and participle clauses are often used when describing a process, and students should think about how they can use these in their own descriptions.

Your view!  5 min.

- Ask students to talk about how they feel transport will change in the future.
- Discuss different aspects such as public and private transport, new types/inventions and fuel/power sources.

Extra activity: going home

- Ask students to describe in detail how they travel home from the lesson. Encourage students to include lots of details, and use tenses and clauses practised throughout the writing exercises.
- Explain that the more details they can give the better. For example:
First, I walk to the lift and press the button. Having waited for a few seconds, the lift arrives and I get in. The ground floor button is pressed and the doors shut before the lift descends, etc.
- Ask students to describe processes for other routines in their lives, such as making a cup of tea/coffee or using an ATM.

Exam Practice

Reading (30 minutes)

▶▶▶ Refer students to the Bandscore Booster, Exercises A–C, page 31. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to get the gist of the content.
- Explain that there will be an example answer, which students should cross out from the list of headings.
- Ask students to read through the headings and underline key words and phrases. Students should then read paragraph B and identify the main idea. They should then try to find the heading that best expresses this in the list.
- If students are not certain of the heading, they should move onto the next paragraph. When they do find a heading they should cross it out. Using a process of elimination, by doing the easier ones first, will allow students to make their choices from a shorter list.
- Explain that if there are some paragraphs that they are unsure about, they should take their best guess from the remaining headings, as it may be correct. There is no score for blank spaces.

Answers

1 iii

Professor Bierman's findings mirror the data gathered by other scientists and paranormal researchers.

2 v

The military funded the Stargate project, which set out to investigate premonitions.

3 i

In Radin's experiments people began reacting to the pictures before they actually saw them and his results suggest seemingly ordinary people are capable of sensing the future on a fairly consistent basis.

4 vi

The writer asks, 'doesn't that mean we can change the future and make the 'prediction' obsolete?' Also paradoxes.

5 viii

The example of a coal tip that collapsed, killing 144 people.

6 ii

Dr Utts believes we are constantly sampling the future... all the time.

7 C

Bierman's patient differed, as there were strange smiles that flickered across the woman's face, unlike a normal health check.

(A is incorrect as the kind of hospital is not mentioned; B is incorrect as the brain scanner is the same type used in a hospital; D is incorrect as the patient's paranormal experiences are not mentioned, only that this is a paranormal experiment.)

8 A

Ed Cox found that trains 'destined' to crash carried fewer people than they did normally.
(B is incorrect as there is no mention of crashes in the future;

C is incorrect as although some trains are 'destined' to crash, Ed Cox was not studying the prevention of crashes but the passengers; D is incorrect as there is no mention of lighter trains, only those carrying fewer people.)

9 D

Bierman repeated Dr Radin's experiments using an MRI scanner used for diagnostic purposes.
(A is incorrect as Bierman repeated Dr Radin's experiments; B and C are incorrect as the results of both experiments found people/volunteers can predict the future. Bierman emphasised feelings rather than visions.)

10 B

Bierman doesn't answer any of the paradoxes mentioned of changing the future and free will. He says that's up to the philosophers.

(A is incorrect as he says that's up to the philosophers; C is incorrect as he doesn't claim it is not a paradox; D is incorrect as he doesn't deny people have free will.)

Listening (20 minutes)

IELTS Skill Spot

- Explain that students need to match each item with an idea from a list.
- Explain that students will be given a short time (about 20–30 seconds) to read the questions before they listen. Students should use this time to understand the task, read the items and underline the key words and phrases.
- Explain that students should not listen for these particular words or phrases, but listen for the ideas talked about. The speakers will use different words and phrases to those in the list.
- Ask students to cross out the letter once they have heard that idea.

Answers

1 E

Jason says he gave a speech called *The Discovery of the Future*.

2 A

Gitanjali says when he was writing *The Time Machine*, he'd just been diagnosed with an incurable fatal disease.

3 H

Jason says its full title is *Anticipations of the Reaction of the Mechanical and Scientific Progress upon Human Life and Scientific Thought*.



4 B

Gitanjali says science fiction writer Jules Verne viciously attacked him for works such as *The First Men in the Moon*.

5 F

Jason says that in *A Modern Utopia*, everyone's personal information is stored on cards in a central database.

6 C

The tutor says in *The Shape of Things to Come*, Wells sees and supports a world where the population is kept at 2 billion.

7 (the) 1930s

Gitanjali says throughout the 1930s, Wells predicted and supported the setting up of a huge world encyclopedia.

8 World Brain

Gitanjali says Wells wrote a series of essays called *World Brain*.

9 modern technology

Gitanjali says that Wells called for the world to use modern technology to create the encyclopedia.

10 the internet/Internet

The tutor says that many people today say that the internet has basically fulfilled his prediction.
(Wells envisioned microfilm, not some people.)

Speaking (20 minutes)

IELTS Skill Spot

- Explain that in Part 3, students have a discussion with the examiner about their opinions on abstract topics and social issues for 4 to 5 minutes.
- Explain to students that the theme of the questions in Part 3 is linked to the topic they discussed in Part 2. Part 3 is different from Part 1 as the examiner can ask follow-up questions based on the students responses to continue and develop the discussion.
- Students will need to support and develop their opinions by giving reasons and examples. They should use a variety of words and phrases when speculating to improve their vocabulary score.

Answers

Students' own responses

Further questions

Let's go on to talk about entertainment.

- What kind of leisure activities do you think will be popular in 50 years?
- What effects do you think technology will have on future entertainment?
- How important will radio be in the future?
- Do you think traditional games, such as cards and board games, will all continue to be played over the next few centuries?

Writing (50 minutes)

Plan your writing!

- Explain to students that it is essential that they plan their description before actually beginning to write their answer.
- Ask students to read the writing task, and work through the writing planner.

IELTS Skill Spot

- Explain that in Task 1 of the writing section, students should read the instructions carefully to understand whether they may need to describe an object and/or a process.
- Explain that students should study the diagram carefully to gain an overall understanding of the diagram/process. They should write this information in their first paragraph.
- Students should then plan their remaining paragraphs, including examples and data they will use. Students should include all the main information about the objects and stages of the process, which is usually included in the notes from the diagram.

WRITING TASK 1

- Ask students to count the number of words in their answer after they have finished and write it on their paper.

Model answer

- Ask students to compare their answer with the model answer on page T-128, and think of ways they could improve their own answer.

Now you have completed Unit 3, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

Unit 4: Environments

Reading skills for IELTS: multiple choice (multiple answers)

Aims

- ▶ Introduction and practice of reading multiple choice questions with multiple answers.
- ▶ Development of students' ability to identify misleading and incorrect information.
- ▶ Development of students' ability to use synonyms.

Warm-up idea Eco

- Discuss the meaning of the word *ecology* with students. Explain that the prefix 'eco' is often used with other words, such as *ecosystem*.
- Ask students to discuss what they think the following words mean: *ecotourism, eco-friendly, eco-labelling, eco-terrorist, eco-warrior*. Check dictionaries if necessary.

First thoughts 5 min.

- Discuss the meaning of the quote with students, focusing on the ability humans have to alter the environment.
- Ask students to describe the area they live in, and how it and its ecosystem have been affected by human activity and/or pollution.

A 4 min.

- Ask students to look at the picture and discuss what they think it is. Discuss the meaning of *eco-towns*.
- Explain that students need to match the main idea in each paragraph with an idea from the list.
- Ask students to **skim** the text quickly and match each paragraph with an idea.

Answers

A 2 B 4 C 1 D 3

IELTS Skill Spot 10 min.

- Explain that some multiple choice questions require students to select more than one item from a list. The questions may require students to find ideas that are mentioned, that are **not** mentioned, or that are **true** or **false**.
- Explain that there are three main possibilities for each idea. It may be expressed in the text using different words and phrases, it may contradict the text and be incorrect or it may not be mentioned at all.
- Discuss what students should do to answer these questions. They should read each idea and then **scan** the text to find where or if it is mentioned.
- Students should pay careful attention to modifying words, such as *more, all* and *totally* as these can affect whether an idea is correct or incorrect.

B 8 min.

- Explain that these ideas are all mentioned in the text. Ask students to **scan** the paragraphs to locate the ideas, and write the paragraph letter in the space.
- Encourage students to **scan** for ideas, and not particular words, as the ideas will be expressed using different words and phrases.

Answers

1 B recycled materials **2 B** waste disposal **3 A** guidelines have been drawn up **4 B** low energy **5 C** 20,000 residents
6 C provide housing to key workers/first-time buyers
7 D speed limit/restricted **8 C** teachers, nurses and civil servants

Cultural note: road distances and speeds

Different countries may use miles or kilometres (per hour) as their standard measurement of distance and speed. One mile is equal to 1.61 kilometres.

C 8 min.

- Explain that only three of the following ideas are mentioned in the text. Ask students to read each idea and think about which paragraph it might be located in.
- Ask students to read the paragraphs carefully to determine whether the idea is mentioned, and tick the three ideas that are.

Answers

3 ✓ Paragraph C mentions 30–40% affordable housing.
4 ✓ Paragraph B mentions environmentally friendly waste disposal.
5 ✓ Paragraph D mentions spaces will be as car free as possible.

D 5 min.

- Explain that some (3) of the following ideas do NOT match the information in the text. These ideas are FALSE according to the text.
- Ask students to read each idea and think about which paragraph it might be located in.
- Ask students to read the paragraphs and **scan** for words and phrases that contradict the ideas.

Answers

1 Paragraph C mentions the largest eco-town will provide housing for 20,000 residents.
4 Paragraph B mentions that buildings (in general) will be constructed from recycled materials.
5 Paragraph C mentions that 30–40% of the housing will be affordable, thus the remaining will be more expensive.

E 8 min.

- Ask students to read the instructions and explain that they need to identify which three of the statements are true.
- Ask students to read each statement and then **scan** to find the idea in the text.
- Remind students that they should read the section of the paragraph carefully to determine if the idea is mentioned, not mentioned or is incorrect.
- Students should write the letter of the ideas that are true in the answer spaces.

Answers**B**

Paragraph B mentions that towns should aspire to be low-energy and carbon-neutral developments.

F

Paragraph C mentions that the largest eco-town will provide housing for 20,000 residents.

G

Paragraph C mentions that 30–40% of the housing will be affordable, thus a portion of the remaining will be more expensive.

(A is not true, as although town planners need to adhere to guidelines drawn up, it is not mentioned whether there will be different guidelines; C is not true, as fines are not mentioned; D is not true, as where the recycled materials come from is not mentioned; E is not true, as this assumption is not mentioned; H is not true, as although speed limits will eventually be restricted to 15 mph, drivers will still be able to go fast.)

Wordbank: Text vocabulary

5 min.

- Explain that the following phrases are taken from the text. Ask students to cover the text, and try to complete the phrases from memory.
- Point out that many ideas are expressed using two or more words in English, and students should record them as phrases in their notebooks rather than as individual words.

Answers

1 friendly **2** energy **3** neutral **4** materials **5** disposal
6 housing **7** transport **8** limit

Your view! 7 min.

- Ask students to consider how the area they live in might become more environmentally friendly by considering issues such as water management and conservation, energy sources and efficiency, recycling programmes, waste disposal and pollution.
- Discuss whether students feel eco-towns will become popular. Focus on issues of whole town planning rather than upgrading existing systems.

►►► Refer students to the Bandscore Booster, Exercises A–E, pp. 32–33.

Listening skills for IELTS: notes/table completion

Aims

- ▶ Introduction and practice of listening notes/table completion questions. (Section 4)
- ▶ Development of students' ability to predict information.

Warm-up idea Five and seven

- Elicit from students the names of the 5 oceans and 7 traditional continents around the world: the Atlantic, Pacific, Indian, Arctic and Southern oceans; and Europe, Africa, Asia, Australia, North America, South America and Antarctica.

A  3 min.

- Explain that students need to think about what kind of information could be used to complete the following notes.
- Demonstrate the example, explain km^2 .
- Ask students to read the notes and decide whether they need a number or a place.

Answers

2 place 3 place 4 number

B  4 min.

- Explain that students will listen to a short speech given by someone about an academic topic (similar to tasks found in section 4).
- Highlight the word limit for this exercise.
- Explain that students need to listen and complete the notes in Exercise A.

Answers

1 nine/9 million/9000000/9,000,000 2 Antarctica
3 United States 4 2.5 million/2 ½ million/2500000/2,500,000

C  4 min.

- Explain that students will hear the next part of the talk.
- Ask students to listen carefully and choose the information that they hear to complete the notes.

Answers

1 180 2 vegetation 3 highlands 4 desert

The woman says *Sahara* is actually the Arabic word for desert.
(People often guess it means sand or heat.)

IELTS Skill Spot 3 min.

- Explain that students should read each question carefully and predict what kind of information they need to listen for.
- Highlight that when listening for numbers, students should decide whether they need to include the unit of measurement.
- Students should write what they hear as their answer. They do not need to change the information to make it fit.

D  4 min.

- Ask students to read the table to understand the content and organisation. They should focus on the headings in the top row and left column to understand how the information is organised in the table.
- Ask students to think about what information they could use to complete each gap in the table. Explain that some answers have more than one answer.

Answers

Students' own answers

Cultural note: ice ages

The last ice age, which began about 110,000 years ago, saw an expansion of the polar ice sheets over North America, Europe and Asia. There have been at least four major ice ages in the past.

E  5 min.

- Explain that students will hear the final part of the talk. Highlight the word limit for this exercise.
- Explain that the information students hear will be said in the same order as the questions. Students can use this to predict whether they should read across or down the table to answer the questions. (In this case across.)
- Ask students to listen and write their answers in the gaps.

Answers

1 dry
2 ice sheets
3 bigger
4 wetter – 'The woman says that after the ice age ended, the Sahara was wetter than it is these days.'
5 3400/3,400^{BC} – The woman says that in 3400^{BC}, desertification began.
6 2/two cm/centimetres – The woman says the driest parts receive less than 2 cm a year.
7 10/ten cm/centimetres – The woman says that in the wettest regions this increases to about 10 cm each year.
8 50/fifty km/kilometres – The woman says the desert is expanding south by as much as 50 km every year.

Z Wordbank  3 min.

- Explain that words in italics are taken from the listening extracts, but are written in the wrong sentences.
- Ask students to read, then write the correct word on the line.

Answers

1 inhospitable 2 lush 3 apt 4 massive 5 continental
6 monsoon

►►► Refer students to the Bandscore Booster, Exercises A–F, pp. 34–35.

Speaking skills for IELTS: expressing a preference

Aims

- ▶ Practice of Part 1 speaking questions.
- ▶ Development of students' language and ability to express preferences.
- ▶ Development of students' ability to use countable and uncountable nouns and articles.

Grammarbank: Using countable and uncountable nouns / articles

⌚ 3 min.

- ▶▶ Refer students to the Grammar Reference, p. 102.
- Ask students to read the sentences and choose the correct word.

Answers

1 a 2 a, the 3 gets, the 4 much 5 a few

▶▶ Refer students to the Bandscore Booster, Exercises A–D, pp. 36–37.

Warm-up idea Preference pairs

- Write the following pairs of words on the board: cat/dog, tea/coffee, pen/pencil (Use further ideas as appropriate.)
- Ask students to discuss which of the two they prefer and why. Some students may not prefer either, but should still give reasons why not.

A ⌚ 4 min.

- Explain that students will hear six candidates giving their answers to Part 1 questions.
- Ask students to listen and decide if each statement is **TRUE** or **FALSE**.
- Point out that the candidates use the words *prefer* and *rather* to express their preferences.

Answers

1 FALSE 2 FALSE 3 FALSE 4 TRUE 5 FALSE

Wordbank: Speaking

⌚ 5 min.

- Ask students to read the sentences and write *prefer* or *rather* to complete the sentences.

Answers

1 prefer 2 rather 3 prefer/rather 4 prefer

▶▶ Refer students to the Speaking Reference, pp. 109–110.

IELTS Skill Spot

⌚ 5 min.

- Explain that *prefer* and *rather* are commonly used to express preferences, but their usage differs.
- Explain that to give general preferences, students should use *I prefer*. They should **not** use *I rather*.
- Explain that when expressing specific preferences relating to a particular situation or choice, students should use *I would*, (shortened to *I'd*).
- Students should also use *I'd prefer/rather* when talking about situations that will not necessarily become real or true.

B ⌚ 5 min.

- Ask students to read the questions and discuss any questions they are not sure about.
- Ask students to write key words and phrases to help them answer the questions.
- Encourage them to note down whether they will use *prefer* or *rather*, and reasons to support their opinions.

Answers

Students' own notes

C ⌚ 10 min.

- Remind students what they need to do to give a successful answer to Part 1 questions (Unit 1).
- Ask students to answer their questions with a partner. Remind them that their responses should be approximately 20 seconds.
- Encourage the student asking questions to pay attention to the other student's use of countable/uncountable nouns and articles. If necessary the students can discuss any problems at the end of the task.

Answers

Students' own responses

Pronunciation: Silent letters 1

⌚ 2 min.

- Explain that many words in English include silent letters which are not pronounced.
- Ask students to read the sentences out loud, paying attention to the pronunciation of the underlined parts.
- Ask students to listen and check their pronunciation of the words and sentences.

▶▶ Refer students to the Pronunciation file on the CD-ROM.

Answers

Pronunciation as on CD

Writing skills for IELTS: comparing and contrasting opinions, evidence and implications

Aims

- ▶ Practice of Task 2 questions in the writing module.
- ▶ Development of students' ability to organise ideas in a paragraph.
- ▶ Practice and development of language skills to compare and contrast, give evidence and describe effects.

Grammarbank: Using modals

⌚ 6 min.

▶▶▶ Refer students to the Grammar Reference, pp. 103–104.

- Explain that the students need to complete the sentences using the modal verbs in the box. These will modify the possibility and certainty of the sentences.
- Explain that there may be more than one answer and some words may be used more than once.

Answers

- 1 may/could
- 2 should
- 3 has
- 4 could
(‘may’ fits grammatically but suggests there is a possibility it was caused by human activity, which it wasn’t)
- 5 can/could/should
- 6 will

▶▶▶ Refer students to the Bandscore Booster, Exercises A–C, p. 38.

Wordbank: Writing

⌚ 4 min.

- Explain that the following sentences contrast ideas about climate change issues.
- Point out that there are many useful words and phrases that students can use later on in the unit.
- Ask students to read the sentences and decide which word is correct for each phrase.

Answers

- 1 On
- 2 In
- 3 said
- 4 In spite
- 5 though
- 6 if

▶▶▶ Refer students to the Bandscore Booster, Exercises D–H, pp. 39–40.

Warm-up idea *The environment*

- Ask students to brainstorm 10 words relating to the environment in pairs or small groups. Students should focus on issues such as global warming rather than features, such as mountains or rivers.
- Ask a student from each group to write their list on the board. Check spelling and appropriacy.
- Discuss which words can be categorised/grouped together, and which can be linked to illustrate a chain of effects.

A ⌚ 7 min.

- Explain that the following paragraph describes a number of opinions about climate change.
- Ask students to read the paragraph and tick the opinions (4) that are mentioned. Students should underline the sections of the paragraph which expresses these opinions.

Answers

1 3 4 6

Cultural note: climate change and global warming

These two terms are often used synonymously to describe the warming of the earth and seas. Global warming is only used to describe this phenomenon over the last few decades, whereas climate change can also describe the heating and cooling of the earth over billions of years.

B 7 min.

- Ask students to circle the six words/phrases in the paragraph from Exercise A.
- Explain that students need to choose words or phrases from the options that could replace the circled words. Demonstrate the example, pointing out that students should focus on the meaning and grammar of the sentence to make their choices.
- Ask students to choose the correct words and phrases.

Answers

- 2 In the same way/Similarly
 3 accept/agree
 4 Nevertheless/Nonetheless
 5 dispute/question/challenge
 6 recognising/acknowledging

E 15 min.

- Explain that students need to write a paragraph on the topic of climate change using the notes provided.
- Ask students to read the notes and clarify any problems. Ask students to clearly identify what ideas are expressed and to think about how they could link them together, such as contrasting, examples and results. Ask them to review useful phrases from the unit that they can use.
- Elicit from students any good vocabulary that they could use in their paragraph.
- Ask students to write one paragraph of about 80–100 words.

Sample paragraph

Many people believe that we will all have to change our lifestyles in order to prevent climate change. While there is much that we can easily do, such as recycling, reducing waste and saving energy, there are many things that will be more difficult. It will be impossible, for example, for many businessmen and women to give up international air travel. Because of this, I am not confident that we will be able to prevent global warming completely. Having said that, I personally believe we should all try to lead a greener lifestyle.

C 7 min.

- Explain that this paragraph is from a different essay about climate change.
- Ask students to read the paragraph and underline phrases the writer uses to express certainty about the opinions expressed.
- Ask students to read the sentences and decide if the statements are definitely true or possibly true.

Answers

- 1 D there is no doubt
 2 P there is little firm evidence
 3 P the most widely held view
 4 D have altered/continue to have an effect

D 4 min.

- Explain that the following sentences express reasons why the writer feels banning cars is not a realistic option.
- Ask students to read the sentences and decide which word or phrase can be used to complete each one.

Answers

- 1 so 2 that 3 Because of 4 a 5 this

Your view! 5 min.

- Ask students to discuss how seriously climate change has and will affect the area they live in. Elicit disasters and problems that climate change will bring in the future, such as flooding, drought, stronger typhoons.
- Ask students to discuss solutions to these problems. Focus on adaptive solutions (population migration, building construction, etc.) as well as preventative solutions (recycling, reducing emissions, etc).
- Discuss what roles governments and individuals can play in providing solutions to climate change.

Extra activity: energy savers

- Explain the term *vampire technology* to your students (home and office equipment that continuously draws minute amounts of energy, such as microwave clocks, stand-by LEDs and phone chargers).
- Ask students to identify *vampire appliances* in their own homes and describe the various purposes/uses of this equipment.
- Brainstorm solutions to eradicate the vampires, such as extension cords with on/off switches.

IELTS Skill Spot 5–10 min.

- Explain that in Task 2 of the writing section, students will need to discuss not only their own, but also other people's opinions/views.
- Students should ensure that they organise their ideas clearly by using a variety of linking words and phrases. This will help improve their Cohesion and Coherence scores.
- Explain that students should learn a range of words and phrases to discuss differences, similarities, effects and results, and record these in their notebooks.

Exam Practice

Reading (30 minutes)

- Refer students to the Bandscore Booster, Exercises A–C, page 41. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to get the gist of the content.
- Explain that students should first read the questions carefully to identify the subjects (Iceland and *Vatnasaðn*). Students should read each idea and then **scan** the text to try and locate it. Remind students they need to find the whole idea, not just a few key words.
- Explain that if the idea is not mentioned or contradicts information in the text, students should cross it off the list.
- Explain that if students are not sure after 1 minute or so, they should move on to the next item in the list (i.e. do the easier ones first).

Answers

1–2 (in either order):

C

Horn has been inspired by *Iceland's jagged landscape*.
(Paragraph B)

D

The town is located *on a weather-pummelled peninsula on the west coast of Iceland*. (Paragraph A)

(A is incorrect as the population of Iceland is not mentioned, only that of the town; B is incorrect as *when the glaciers started melting* is not mentioned, only that they are melting quickly; E is incorrect as *wildlife* is not mentioned.)

3–5 (in any order):

D

In the floor are *adjectives describing the weather in both Icelandic and English*. (Paragraph C)

F

Vatnasaðn is *Artangel's first ever project abroad*. (Paragraph E)

H

Horn's aquatic archive [Vatnasaðn] will also function as a community centre. (Paragraph F)

(A is incorrect as the building is repeatedly referred to as the former/old library [Paragraphs A, B, C]; B is incorrect as teams of drivers collected the ice [Paragraph B]; C is incorrect as each pillar is a different colour and texture [Paragraph C]; E is incorrect as the ice sheet is the largest in Europe [Paragraph D]; G is incorrect as there is no mention of government funding [Paragraph E].)

6 ix

The writer describes how Horn created the installation, from *hacking out samples* to pouring the water into 24 floor-to-ceiling glass columns.

7 i

Lingwood says sustainable living *may well be the most important issue of the 21st century* and the writer says that *the thrust of this new work is environmental*.

8 v

The writer describes examples of how *Artangel has been collaborating with avant-garde artists for years*.

9 iii

Lingwood says the work *will not attract many visitors, but over time, he hopes ... will be significant to a reasonable number of people*.

10 viii

The writer says that thanks to Lingwood and Morris, *many people who wouldn't otherwise get to see it will now be aware of this resonant work*.

(ii and vi are incorrect as Paragraph E only mentions money, not difficulties raising it; and describes the work as reflective.)

Listening (20 minutes)

IELTS Skill Spot

- Explain that notes (and notes in tables) are not written in full sentences. Key words are important, while full grammatical sentences are not.
- Explain that articles are commonly omitted in notes, thus students do not need to write one in their answer. Students may use one if they wish, but should ensure that they never exceed the word limit.

Answers

1 1957

The man says that Lovelock invented the Electron Capture Detector in 1957.

2 research trip

The man says that in 1973, Lovelock was on a research trip which he'd funded himself.

3 not harmful

The man says that Lovelock came to the wrong conclusion that CFCs are not harmful to the environment.

4 first scientific paper

The man says that Rowland and Molina published the very first scientific paper on the connection between CFCs and ozone depletion.

5 spray cans/spray-cans

The man says that the United States and several European countries banned the use of CFCs in spray cans in 1978.

6 mid 1980s/mid-1980s

The man says that in the mid-1980s, scientists in Antarctica observed the 'hole' in the ozone layer.

7 (the) century

The man says that this led to calls for further reductions in the production and use of CFCs and then, two years later, to a European Union agreement called for the banning of the production of all CFCs by the end of the century.

8 D

The man says that CFCs don't react easily or at all with other chemical compounds.

9 B

The man says that in the stratosphere, ultraviolet radiation from the sun starts to break CFCs down.

10 C

The man says that chlorine helps destroy the ozone.

Speaking (20 minutes)

IELTS Skill Spot

- Explain that in Part 1 of the speaking test, students may be asked to give their preferences. Point out that students can either give their preference for choices they have been presented with, or say that they actually prefer something else.
- Remind students that they should review the unit to ensure they can use *prefer* and *rather* correctly.
- Encourage students to use contractions as this will sound more natural and help improve their Pronunciation scores.

Answers

Students' own responses

Further questions

Let's talk about school environments.

- Did you prefer primary school or secondary school?
- Would you like to be a teacher?
- Which subject(s) would you have preferred not to have studied at school? (Why?)
- Do you like to study in groups, or would you rather study alone?

Writing (50 minutes)

Plan your writing!

- Explain to students that it is essential that they plan their essay before actually beginning to write their answer.
- Ask students to read the writing task, and work through the writing planner.

IELTS Skill Spot

- Explain that there are three parts to the task question: *Discuss both these views and give your own opinion* (i.e. two views, plus student's own opinion). Students who do **not** address these three parts of the task will receive a lower score.
- Explain that students have three main options with this type of question.
 - They can give reasons why they agree with one view and disagree with the other, and then give their own personal opinion on the subject.
 - They can also give reasons why they disagree with each respective view, and then give reasons why their own personal opinion is correct.
 - They can give reasons why both views are only somewhat correct, and then give their own personal opinion on the subject.
- Option 3 (the 'it depends' option) allows students to analyse the question better, discuss which ideas they agree and disagree with under certain circumstances, and then give their own personal opinion.

WRITING TASK 2

- Ask students to count the number of words in their essay after they have finished and write it on their paper.

Model answer

- Ask students to compare their answer with the model answer on page T-129, and think of ways they could improve their own answer.

Now you have completed Unit 4, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

►►► Refer students to the Bandscore Booster, Review Units 1–4, pp. 42–43.

Unit 5: Sciences

Reading skills for IELTS: notes/summary completion

Aims

- ▶ Introduction and practice of notes and summary completion questions.
- ▶ Development of students' ability to locate information in texts.
- ▶ Development of students' ability to use synonyms.

Warm-up idea Great scientists

- Elicit from students the names of famous scientists they know, such as Albert Einstein, Charles Darwin, Sir Isaac Newton, Subrahmanyan Chandrasekhar and Cai Lun.
- Discuss what areas of science and achievements they were famous for.

First thoughts 5 min.

- Discuss the meaning of the quote with students, focusing on the role of scientists as seekers and discoverers. (The quote says that scientists may not know everything but they always question things).
- Discuss the need to ask questions, as well as give answers, in the process of learning.

Cultural note: Claude Lévi-Strauss (1908 –)

Claude Lévi-Strauss is a French anthropologist who became well published and eventually had a great influence on Western intellectual philosophy and thought. He originally conducted his field research with tribes in the Amazon rainforest in Brazil in the late 1930s.

IELTS Skill Spot 10 min.

- Explain that there are two types of summary completion tasks. One requires students to choose words from a box, the other to find words in the text.
- Explain that students should focus on the part of speech required in each of the gaps.
- Highlight that students may be able to eliminate some of the choices from the box (summary completion) if they know what part of speech is required.
- Remind students that they should read each of the sentences/notes and **scan** to find the section of the text which mentions those ideas.
- Students should read these sections carefully to find the words/parts of speech they need to answer the question. They should look for synonyms if they need to choose words from the box, or should use words as they appear in the text if there are no synonyms to choose from.

A 6 min.

- Ask students to **skim** over the notes and discuss the general theme.
- Explain that students should think about which part of speech is needed to complete each gap.

Answers

- 1 verb or verb phrase 2 noun or noun phrase 3 adverb
4 noun or noun phrase 5 noun or noun phrase

B 8 min.

- Explain that students need to **scan** Text 1 to find the information to complete the notes.
- Highlight the word limit for this activity and ask students to circle the number.
- Encourage students to look for the parts of speech they identified in Exercise A.

Answers

- 1 orbit 2 confirmed detection 3 indirectly 4 position
5 brightness

C 6 min.

- Explain that with summary completion questions, the words given in the box are synonyms of words used in the text. Students should look for the actual words to locate the part of the text being summarised.
- Ask students to **scan** Text 1 to find a word or phrase that has the same meaning as each word in the box.

Answers

- decrease – drop
different – various
movement – small changes in position
observe – see
similar – same

- Ask students to read the summary and think about which part of speech they need for each gap.

Answers

- 1 similar 2 different 3 observe 4 movement 5 decrease

D  8 min.

- Explain that to answer summary completion questions quickly, students will need to be able to locate information in the text.
- Ask students to read Text 2 and underline the parts that refer to the information in the list.

Answers

- 1 it is now considered to be a fairly average star of its kind.
- 2 It consists of a number of elements, although the vast majority of it is in the form of hydrogen and helium.
- 3 Nuclear fusion, the process by which hydrogen is converted into helium, powers the sun
- 4 the sun will enter another phase in its lifecycle and start to expand beyond its current size and become cooler.
- 5 iron and carbon
- 6 originated in the final explosive supernova phase of previous generation stars.

Answers

- 1 confirmed
- 2 orbit
- 3 calculate
- 4 elements
- 5 nuclear
- 6 originated

►►► Refer students to the Bandscore Booster, Exercises A–F, pp. 44–45.

Your view!  7 min.

- Ask students to speculate whether they think people will ever live on other planets.
- Encourage students to discuss which planets people might live on first and what kind of environments they would encounter there.
- Discuss the facilities a base would need to survive, and for what purposes/reasons people might live there, such as scientific, mining resources, tourism.

Cultural note: the solar system

The solar system includes the sun and planets. Pluto was reclassified as a dwarf planet, one of four currently identified in the Kuiper belt.

E  7 min.

- Explain that students need to complete the summary using words found in the text.
- Ask students to read the summary and encourage them to think about what part of speech is possible for each gap.
- Encourage students to quickly locate the ideas in the summary by using their work in Exercise D.
- Encourage students to locate the answer by looking for the part of speech in the text that is needed for each gap.

Answers

- 1 average
- 2 hydrogen and helium
- 3 nuclear fusion
- 4/5 expand / become cooler
- 6 iron and carbon
- 7 previous generation stars

Wordbank: Text vocabulary  8 min.

- Explain that synonyms for the words in *italics* can be found in the texts.
- Encourage students to read the sentences and try to remember words from the texts that mean the same thing as the words in *italics*.
- Ask the students to find the words in the texts and write these synonyms in their notebooks. Encourage them to add further synonyms for each word if possible.

Listening skills for IELTS: sentence/summary completion

Aims

- ▶ Introduction and practice of listening sentence/summary completion questions. (Section 3)
- ▶ Development of students' ability to predict information.

- Explain that even if students' guesses are wrong, making predictions helps them focus on the information they need.
- Students should only write the words they hear, and check the summary for logical meaning and grammar.

Warm-up idea **Memorable experiments**

- Ask students to think of any memorable experiments or science days they experienced during primary/secondary school.
- Discuss what it was about the experiments that made them so memorable.

A  5 min.

- Encourage students to read the sentences about the conversation they will hear, and predict generally what the speakers will talk about (science lessons/experiments).
- Ask the students to read the list of information, and choose what kind of information they need for each gap from the list.
- Encourage students to make an actual guess as to what the answer should be. Students should write their guesses next to the gaps.

C  7 min.

- Explain that the following summary is of the rest of the conversation.
- Ask students to read the summary and focus on the ideas and key words surrounding the gaps.
- Encourage students to predict what type of information could be missing from each gap, and to make actual guesses if possible.

Answers

1 something referring to properties of an object 2 an object similar to ball bearings 3 type of material 4 a kind of container 5 something referring to properties of an object

D  4 min.

- Highlight the word limit for this exercise.
- Encourage students to listen for their predictions but write the words they hear to answer the questions.
- Students should reread the summary to check that it makes sense, the words fit grammatically and their spelling is correct.

Answers

1 strength

Mark says the pupils would really enjoy estimating the strength of magnets.

2 paper clips

Davina says you fill a small bowl with paper clips or small ball bearings.

3 iron

Mark says you could use anything small enough and made out of iron.

4 another container

Mark says you can drop them into another container.

5 weight

Mark says it'd be quicker to find out the weight and compare one magnet to another.

Wordbank  4 min.

- Highlight that the words and phrases are taken from the listening extracts.
- Ask students to choose the correct word to complete the sentences. Encourage students to use a dictionary if needed. If necessary play the conversation again and ask students to listen for the words and phrases in the exercise.

Answers

1 B 2 C 3 C 4 A 5 B

►►► Refer students to the Bandscore Booster, Exercises A–H, pp. 46–47.

IELTS Skill Spot  3 min.

- Explain that prediction is a vital skill that can help students to focus on the answers when listening. Students should predict the type of information and the actual word(s) that may fit.

Speaking skills for IELTS: narrating

Aims

- ▶ Practice of Part 2 of the IELTS speaking test.
- ▶ Development of students' ability to narrate a sequence of events.
- ▶ Development of students' vocabulary and skills relating to sequencing.

Answers

1 add 2 aspect 3 pointing 4 in 5 as 6 further

►►► Refer students to the Bandscore Booster, Exercises D–F, p. 49.

IELTS Skill Spot 3 min.

- Explain that in Part 2 of the speaking test students will be given one minute to read the task card and prompts and think of their ideas. Students should also use this time to clarify any vocabulary and write notes.
- Explain that students should think about what they will say, but only write down important ideas plus any good words and phrases that they want to use.
- Students should look the examiner in the eyes while they are speaking. They should only look down quickly at their notes to remind themselves of their ideas/vocabulary, and then resume eye contact.
- Explain that students should generally speak until the examiner stops them.

B 10 min.

- Explain that the students need to speak for two minutes about the Part 2 task card.
- Ask students to read the card and to ask any questions to check understanding.
- Encourage students to note down words and phrases from Exercise A and the Wordbank to use while they are speaking.
- Ask students to speak to a partner for 2 minutes (timed). Encourage them to directly look at their partner while they are speaking.
- Encourage the 'examiner' student to listen for any words and phrases from the unit used.

►►► Refer students to the Speaking Reference, p. 110.

Answers

Students' own responses

Pronunciation: Silent letters 2 3 min.

- Ask students to say the words. Point out the underlined parts and ask students which letters they think are silent.
- Ask students to listen and check their pronunciation.

►►► Refer students to the Pronunciation file on the CD-ROM.

Answers

1–3 the initial 'p' is silent 4–6 the 't' is silent.

Grammarbank: Using verbs + -ing/infinitives 4 min.

►►► Refer students to the Grammar Reference, p. 104.

- Ask students to read the sentences and write each verb using verb +ing, verb or verb + to.

Answers

1 to find out 2 watching 3 to show 4 to appeal
5 thinking 6 do

►►► Refer students to the Bandscore Booster, Exercises A–C, p. 48.

Warm-up idea Sci-fi

- Elicit from students the names of any famous science-fiction TV series and movies they know.
- Discuss the technology featured in them, and how it works/is used.
- Elicit names of any science programmes on TV in their country.
- Encourage students to say if they enjoy them or find them interesting.

A 4 min.

- Explain that in Part 2 of the speaking test, students often need to be able to talk about an event, or narrate a series of events.
- Explain that students will hear a candidate giving a response to a Part 2 task. Ask students to read the list of words and tick the ones the candidate uses.

Answers

to start with ✓
as a result ✓
afterwards ✓
eventually ✓
Next ✓
In the end ✓

Wordbank: Speaking 3 min.

- Explain that students will often need to introduce new ideas or points when speaking for longer periods.
- Ask students to read the phrases and choose the correct word to complete them.

Writing skills for IELTS: organising and selecting data

Aims

- ▶ Practice of writing Task 1 questions.
- ▶ Development of students' ability to identify important features and select and organise supporting data.
- ▶ Development of students' language skills using relative clauses.

A  6 min.

- Ask students to look at the diagram and note what the different lines represent. Point out the information given in the axis.
- Encourage students to describe the trends for each one. Point out that when describing graphs of this kind students should give the main information for each category but should also make comparisons between categories.
- Ask students to read the statements and decide which three are correct.

Grammarbank: Using relative clauses 4 min.

- ▶▶▶ Refer students to the Grammar Reference, p. 105.
- Explain that the two sentences are similar except for the use of commas. These commas change the meanings of the sentences.
- Ask students to read the sentences and answer the questions.

Answers

- 1 ✓
3 ✓
5 ✓

Answers

- 1a** 'which I really enjoyed' gives extra information about the lessons and is separated by commas.
2b 'which I really enjoyed' defines the lessons the speaker is talking about. Note that there is no use of commas here.

- ▶▶▶ Refer students to the Bandscore Booster, Exercises A–C, p. 50.

Wordbank: Writing 8 min.

- Explain that adjectives and adverbs can be formed from these words, which can be used to describe the most important aspects of certain information.
- Ask students to form adjectives and adverbs from the words.
- Encourage students to check their dictionaries and also to learn more about the differences in meaning and usage.

Answers

- | | |
|---------------------------|-------------------------------|
| 1 central (centrally) | 4 prominent (prominently) |
| 2 essential (essentially) | 5 significant (significantly) |
| 3 noticeable (noticeable) | 6 striking (strikingly) |

- ▶▶▶ Refer students to the Bandscore Booster, Exercises D–I, pp. 51–52.

Warm-up idea Two shapes

- Draw two shapes on the board, one about two or three times bigger than the other.
- Ask students to write three different sentences describing the shapes. Encourage students to use different logic, words and phrases each time. For example:
There is a circle on the left and a square on the right.
The square is about three times as big as the circle.
The round shape is significantly smaller than the object shaped like a notebook.
- Encourage students to be as creative as possible with their answers.

B  10 min.

- Ask students to look at the table and discuss the information in it. Explain that students need to write sentences describing the differences in attitudes between the two age groups.
- Encourage students to look at the data and identify how similar or different the attitudes of the students in different age groups are for each statement.
- Encourage students to read the example and notice how the subject is described using a relative clause. Ask students to think about what verbs they could use to describe the attitudes of students for each of the other statements.
- Ask students to include some data to support their descriptions.

Sample answers

- The number of pupils who find science lessons difficult is much higher in the second age group than the first, the percentages being 65% and 20% respectively.*
- Slightly more pupils in the younger age group say that they plan to study science in the future (9%) than in the older age group, where the figure is 6%.*
- The number of pupils who say that all students should study science is approximately the same in both age groups, around 35%.*

C  5 min.

- Explain that students need to match the sentences they wrote in Exercise B to the paragraphs.
- Explain that students should **scan** the paragraphs for words and phrases used to describe the information, and also the data used to support the description.
- Ask students to read the paragraphs and match them to their sentences.

Answers

- A (sentence 1)
 B (sentence 3)
 C (sentence 2)
 D (sentence 4)

D  10 min.

- Explain that students need to complete paragraph C using data from the table.
- Point out that all the paragraphs include two sentences. One describes the information; the second supports that description with numbers/data.
- Ask students to write a sentence referring to the data in the table.

Sample answer

Around 20% of students in the younger age group have difficulties with science, whereas the number triples to 65% in the 16–18 age group.

IELTS Skill Spot  5–10 min.

- Explain to students that data is presented in visual diagrams to highlight the changes in, and similarities and differences between information. Students should look for the most obvious features.
- Explain that students should take some time to look at the data to identify what the most important three or four features are. Students should **not** report all of the data in a list form or mechanical way.
- Students should plan their writing around these key features and include specific data to support their ideas. Students should also include any secondary features, such as exceptions, in their writing.
- Explain that students should link their ideas together using a range of cohesive devices to make it easier for the reader to follow their ideas.

Your view!  5 min.

- Ask students to discuss which courses and subjects they plan to study at university.
- Elicit reasons why students have, or have not, chosen to study science subjects.
- Discuss whether students think studying science subjects is useful/helpful for their daily lives. Discuss why people choose to follow careers in science.

Extra activity: long sentences

- Explain that more advanced sentences can be made by adding more information.
- Write the example on the board:
The number of admissions to physics courses has dropped sharply.
- Ask students to think of how they could add information to make the sentence longer. *The number of admissions to physics courses, which had the highest number of admissions 20 years ago, has dropped sharply.*
- Write a short sentence, and see which group of students can create the longest grammatically correct sentence from it.

Exam Practice

Reading (30 minutes)

▶▶ Refer students to the Bandscore Booster, Exercises A–C, page 53. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to get the gist of the content. Highlight the word limits for these exercises.
- Explain that students should read the notes and summary and think about what information is missing. They should also identify what part of speech they need to complete the sentences.
- Remind students that they should first **scan** to identify which section of the text the summary refers to.
- Explain that students should use key words and ideas from the sentences to **scan** the text to locate the relevant section. They should then read carefully to find a word or phrase that will complete the notes/summary.
- Students should only use words as they appear in the text, and check their word counts.

Answers

1 clams

An earlier expedition to the area had videoed what looked like clams living there.

2 bring back samples

That earlier expedition couldn't bring back samples, but the new cruise could.

3 some species' populations

...drops in some species' populations as modelled by computer programs.

4 fieldwork

...the current phase of the census emphasises fieldwork over computer modelling...

5 & 6 (in any order) remotely-operated vehicles/(underwater) digital cameras

...deep-ocean samples are extremely valuable. And only recently did remotely-operated vehicles and underwater digital cameras become good at collecting deep-ocean samples...

7 new methods

...more than 70 countries are developing new methods for studying marine life and are sampling...

8 historical records

One project searches for historical records of sea life, such as fishing communities' tax records...

9 a sensor

...unveiled a sensor that can observe 10,000 square kilometres at a time over the continental shelf.

10 worldwide records

They looked at worldwide records and their own sampling data...

11 (more) vulnerable

...so 'sharks may be more vulnerable to over-exploitation than previously thought.'

12 (in any order) C and E

...cruise time runs up big bills in a hurry ... and ... only recently did remotely-operated vehicles and underwater digital cameras become good at collecting deep-ocean samples...

(A is incorrect as the passage mentions ice, but not that it is particularly difficult to deal with; B is incorrect as there is no mention of falling populations; D is incorrect as the passage mentions computer modelling, but not whether it is poor; F is incorrect as the passage mentions sharks, but not that their presence makes exploring difficult.)

Listening (20 minutes)

IELTS Skill Spot

- Explain that students will be given about 20–30 seconds to read the questions before they begin listening to the conversation.
- Explain that during this time students should read the sentences and make predictions about the missing information. They should think about what part of speech is needed, and make guesses about what the answer might actually be.
- Students should read through the questions and be prepared for answers that are given in rapid succession. Students should continue to focus on listening to the conversation as well as on writing their answers and notes.
- Explain that if students have trouble understanding a question they should take their best guess based upon the words they hear and move on to the next question.

Answers

1 teaching practice

Josie says she is concerned about doing her teaching practice on Thursday and Friday.

2 speed of sound

Al clarifies that the experiments Josie is talking about are the ones to determine the speed of sound.

3 outside

Al says that Josie will have to take the kids outside for the first one.

4 loud sound source

Josie says one person has a bell or a loudspeaker or some other loud sound source.

(loudspeaker is not the answer as it is another example, in addition to bell.)

5 20%/twenty per cent/20 per cent

AI says it's not very accurate, but they should be able to get within about twenty per cent of the actual figure.

6 wavelength

AI says sound is a wave and waves have both frequency and wavelength.

7 (long) tube

AI says the pupils hit the tuning fork so that it makes a sound and hold it towards the end of the long open tube.

8 gets louder

AI says that as the pupils slowly move the tube, they'll find that in some positions it gets louder.

9 take an average

AI says if the pupils take an average using different tuning forks, it should be much more accurate.

10 keep good records

AI says Josie should make sure the pupils keep good records, and that she needs to tell them how important that is.

Writing (50 minutes)

Plan your writing!

- Explain to students that it is essential that they select the most important features and organise their ideas in a plan before actually beginning to write their answer.
- Ask students to read the writing task, and work through the writing planner.

IELTS Skill Spot

- Explain that students should spend about 2 to 3 minutes to read the data, understand the information and identify the subjects/categories and units.
- Students should choose the most important features and make a plan before they write. The plan should organise these features in a logical order.
- Explain that if students do not include any data they will be penalised. Students should identify the relevant data to support their descriptions.

WRITING TASK 1

- Ask students to count the number of words in their answer after they have finished and write it on their paper.

Model answer

- Ask students to compare their answer with the model answer on page T-129, and think of ways they could improve their own answer.

Now you have completed Unit 5, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

Speaking (20 minutes)

IELTS Skill Spot

- Explain that students will be provided with a pencil and paper in the speaking test to make notes. Students should write down ideas they have for each of the prompts, and also any key words and phrases they think of.
- Explain that students should say what they want to say about each prompt and then look at their notes for their next idea. Students should also continue with any ideas that come to mind as they are speaking.
- Explain that if students relax and speak naturally, they will have more time to think of new ideas. Speaking quickly doesn't allow for clear development of ideas.
- Students should generally continue speaking until the examiner stops them.

Answers

Students' own responses

Further question

Describe a major scientific invention or development.

You should say:

what invention or development it is

when it occurred

what effects it had on the world

and explain why you think it is so important.

Unit 6: The Media

Reading skills for IELTS: information in the text/writer's views

Aims

- ▶ Introduction and practice of TRUE/FALSE YES/NO NOT GIVEN questions.
- ▶ Development of students' ability to locate information and opinions.
- ▶ Development of students' ability to use synonyms.

First thoughts

⌚ 5 min.

- Discuss the meaning of the quote with students. (The quote says that newspapers don't always report the true facts of a story.)
- Ask students whether they read/listen to news regularly. Elicit reasons why people think it is important to keep up to date with the news.
- Discuss which news sources students think are more reliable.

Cultural note: Norman Mailer (1923–2007)

Norman Mailer was an American novelist, essayist and journalist, who published eleven novels and wrote over 40 books during his career. *Marilyn: A Novel Biography* raised controversy over his speculations that she was murdered by agents of the FBI and CIA over an alleged affair with Robert F. Kennedy.

IELTS Skill Spot

⌚ 5-10 min.

- Explain that TRUE/FALSE/NOT GIVEN questions require students to deal with facts. YES/NO/NOT GIVEN questions require students to deal with the opinions of the writer.
- Explain that students need to read the statements and then try to locate the information/opinion in the text.
- Students may not find the exact idea mentioned in the sentence, in which case the answer is NOT GIVEN.
- Students should read the section of the text and look for synonyms to locate the 'evidence' in the text.
- If the information/opinion in the statement agrees with the text the answer is TRUE or YES. If the information/opinion contradicts or is the opposite of the text, the answer is FALSE or NO.
- Remind students to write full word answers (e.g. TRUE, not T).

Warm-up idea Favourite magazines

- Bring in a selection of short paragraphs with titles from a variety of popular English magazines or newspapers.
- Cut the headlines off and place onto a separate piece of paper.
- Distribute the paragraphs and headlines to students, in small groups or pairs, and ask students to match headlines to paragraphs. Discuss the use of language in headlines.

A

⌚ 5 min.

- Explain that students need to locate the information in the list in Text 1.

- Encourage students to underline the key words in the sentences (price, content, what/is, where/first appeared).
- Ask students to scan Text 1 for this information and underline words and phrases used in the text.

Answers

- 1 ...a handful of change...
- 2 ...government announcements...
- 3 ...regular, if not daily, updates on wider news events...
- 4 ...developed initially in the Netherlands...

B

⌚ 6 min.

- Explain that only two of the points in the list are mentioned in Text 1. While students may find some of the key words in the text, they should look for the whole idea behind each point.
- Ask students to read the list and underline key words and phrases. Students should scan Text 1 and decide if the information is mentioned or not.

Answers

- 3 ✓ 5 ✓

C

⌚ 7 min.

- Explain that TRUE/FALSE/NOT GIVEN questions require students to locate information, or facts, in the text.
- Ask students to read each statement and underline key words and phrases. Students should spend a moment to think about the specific meaning of each statement.
- Ask students to scan Text 1 to locate the section that is relevant to each item. Remind students that the order that the information appears in the text is the same as the statements.

Answers

- 1 TRUE

The text states people take it for granted that for a handful of change and a trip to a local shop they can get a newspaper.

- 2 NOT GIVEN

There is no mention of the popularity of newspapers.

- 3 FALSE

The text states bulletins existed in China, but modern newspapers, that is regular, if not daily, updates on wider news events, developed initially in the Netherlands.

- 4 NOT GIVEN

There is no mention how much ancient Romans knew of the outside world.

- 5 TRUE

The text states newspapers, that is regular if not daily updated bulletins, reached the UK by the start of the eighteenth [century].

- 6 FALSE

The text states the *Daily Courant* merged with the *Daily Gazetteer* after 33 years.

D 7 min.

- Explain that students need to answer the questions based on Text 2, however two questions ask for information that is not mentioned in the text.
- Ask students to **skim** Text 2 and then read through the questions. Students should underline key words and phrases and also think about what specific information the question asks for.
- Ask students to **scan** Text 2 to locate the information needed to answer the questions. Students should put a cross next to questions if the information is not mentioned.
- Students should answer the other questions using words and phrases taken from the text.

Answers

- 1 *La Dolce Vita*
 2 X
 3 candid photos of celebrities
 4 X
 5 Princess Diana's

Cultural note: Diana, Princess of Wales (1961–1997)

Diana was the first wife of Charles, Prince of Wales and mother to Princes William and Henry. As a public figure, she was extensively involved in charity work concerning AIDS and landmines and was under constant focus from the media. This attention grew considerably after her divorce from Charles. She died in a car crash in Paris in 1997.

E 5 min.

- Explain that students need to read each phrase and then choose the phrase below that has the same meaning.
- Encourage students to use a dictionary if they have difficulties.

Answers

- 1 b 2 a 3 b 4 a

F 10–15 min.

- Explain that YES/NO/NOT GIVEN questions require students to identify the writer's views and opinions, in the text.
- Ask students to read each statement and underline key words and phrases. Students should spend a moment to identify the view given in each statement.
- Ask students to **scan** Text 2 to locate the section that is relevant to each item. If students cannot find the exact view, the answer is NOT GIVEN.
- Students should read the text carefully to determine if the opinions match (YES), or if they contradict (NO).

Answers

1 NO

The writer states Fellini could hardly have known that the name would be used for photographers.

2 NO

The writer states the name is aptly used for photographers.

3 NOT GIVEN

The writer mentions legal battles, but that they are over privacy and harassment, a result of paparazzi pursuing their target. There is no mention of paparazzi taking celebrities to court.

4 YES

The writer states the paparazzi were thought by many to be at fault in Princess Diana's death, and the paparazzi pursuit contributed to the driver losing control.

Wordbank: Text vocabulary 6 min.

- Ask students to read the sentences. Explain that the words in italics can be replaced with words used in the texts.
- Encourage students to try and remember the words before **scanning** the texts to find them.

Answers

- 1 press 2 Bulletins 3 updates 4 merged 5 candid
 6 harassment

►► Refer students to the Bandscore Booster, Exercises A–E, pp. 54–55.

Your view! 5 min.

- Elicit examples of how celebrities' privacy is invaded by the media. Discuss reasons why celebrities have the right to enjoy a private life.
- Discuss reasons why celebrities' private lives should be reported and made public.

Listening skills for IELTS: diagram/flow chart completion

Aims

- ▶ Introduction and practice of listening diagram/flow chart completion questions. (Section 4)
- ▶ Development of students' ability to understand diagrams/flow charts and predict information.

Warm-up idea Brainstorming

- Explain that brainstorming is thinking of as many ideas as possible in a short time.
- Ask students to write as many ideas as possible in a time limit of one minute or so.
- Begin with simple, well-known categories and then focus on media subjects, including the topic of the listening passage.

A  3 min.

- Explain that students should look at the diagram and its layout to decide what they think it is about.
- Ask students to read the key words in each idea and discuss what they think the diagram represents.

Answer

The diagram represents the key people involved in producing a programme for radio or for television. Students' predictions for the missing information should reflect that and should consist of types of people involved in the media. Note: this may initially be done in L1, as students may not know the language in English.

B  6 min.

- Explain that students will listen to the first part of a speech given by someone about an academic topic (Section 4). Highlight the word limit for this exercise.
- Explain that students need to follow the speaker and listen for the missing information. They could use their pen/pencil and point to the respective part of the diagram as the speaker talks about it.

Answers

1 editor

The lecturer says the most senior figure having a direct interest is the commissioning editor.

2 directors

The lecturer says the producer(s) will work closely with the person responsible for commissioning to select directors.

3 creative talent

The lecturer says the core programme management will select the creative talent.

(writers and actors is not the answer as it is three words)

C  4 min.

- Explain that students should use what knowledge they already have about the subject to improve their listening comprehension.

- Students should think about what they do know about the subject in their own language and culture, and then think of any key words and phrases they know in English relating to the subject.
- Ask students to think about TV programmes and write down what steps they think are involved in the process of making them.

Answers

Students' own answers

IELTS Skill Spot  3 min.

- Explain that students will be given some time in the test (about 20–30 seconds) to read the diagram/flow chart before they listen.

D  6 min.

- Encourage students to use their ideas from Exercise C to help understand the flow chart. Students should focus on what the missing information may be.
- Encourage students to follow the speaker by using their pen/pencil to point to each stage of the flow chart as the speaker talks about it.

Answers

1 concept

The lecturer says a programme begins as a concept.

2 (is) commissioned

The lecturer says once the concept is clear, the work is commissioned.

3 rehearsals

The lecturer says once a final script is arrived at and actors have been selected, rehearsals can begin.

4 (video) editing

The lecturer says that once the footage has been shot, it needs to be put into its final form. She then explains that this stage is the video editing, which can vary in complexity...

(final form is incorrect, as to reach the final form, editing is necessary.)

5 approval

The lecturer says before finally being beamed out to households across the country, though, the approval of ... may be necessary.

Wordbank  3 min.

- Explain that the words in the list are taken from the listening extracts.
- Ask students to read each sentence and write the correct word in the spaces.

Answers

1 genre **2** commission **3** rehearsal **4** issues **5** personnel
6 broadcast media

►► Refer students to the Bandscore Booster, Exercises A–E, pp. 56–57.

Speaking skills for IELTS: comparing and contrasting

Aims

- ▶ Practice of Part 3 speaking questions.
- ▶ Development of students' language and ability to compare and contrast.

IELTS Skill Spot

⌚ 2 min.

- Explain that students will often need to compare things in Part 3 of the speaking module.
- Explain that students may need to compare; how things were in the past to now, advantages and disadvantages, different opinions or views, effects, solutions, abilities, functions, etc.
- Explain that students should use comparative forms when describing two things in relation to each other, and superlative forms when talking about the status of one thing in its category.

B

⌚ 10 min.

- Explain that students need to answer the questions, which are similar to the discussion in Part 3 of the speaking test.
- Ask students to work with a partner to take turns asking and answering the questions. Remind students they should try to use the phrases in the Wordbank.
- Explain that the 'examiner' student should listen carefully and ask one or two follow up questions based upon the answers given. Demonstrate this with a student.
- Students should use their notes to answer the initial questions, but then immediately answer the follow-up questions as they are asked.
- Encourage students to discuss their opinions after each student has answered the questions. Students can report the similarities and differences of their opinions to a new partner.

Answers

Students' own responses

Pronunciation: Phrasal stress 2

⌚ 3 min.

- Ask students to read the sentences out loud, paying attention to the stress of the words in bold.
- Ask students to listen and check which words are stressed.

▶▶▶ Refer students to the Pronunciation file on the CD-ROM.

Answers

Students should mark the phrases as stressed on the recording.

Extra activity: question the question

- Discussions can be developed in the class by talking about the questions, rather than answering the questions themselves.
- Write the following question on the board:
Do you think young people can learn a lot from watching television?
- Underline the key words and elicit questions to clarify these ideas. For example:
What age is a young person? Is it different for different ages? What can effectively be learnt from TV? What cannot? Are there better ways to learn? Which programmes are educational? How can education be entertaining?
- Ask students to discuss these questions about the question, and continue with further questions.

Grammarbank: Using conditionals

⌚ 3 min.

▶▶▶ Refer students to the Grammar Reference, p. 106.

- Ask students to write the verbs in the correct tense.

Answers

1 read 2 were 3 had been

▶▶▶ Refer students to the Bandscore Booster, Exercises A–B, p. 58.

Warm-up idea My old self

- Ask students to think about themselves and what they were doing in their lives ten years ago. Students should think of about two or three ideas.
- Encourage students to write down key words about their past, and how that has changed to the present.
- Ask students to discuss how their lives are different now compared to the past.

A

⌚ 4 min.

- Explain that students will listen to a candidate giving a response to the question in Part 3 of the speaking module. Explain that students need to listen and tick the statements that are *true* about the speaker.
- Ask students to read the statements and underline any key words and phrases.
- Encourage students to listen carefully to the speaker's ideas, focusing on what *ideas* she has, *comparisons* she makes and *examples* she uses.
- Students should tick the statements that are *true*.

Answers

1 ✓ 2 ✓ 4 ✓

Wordbank: Speaking

⌚ 3 min.

- Ask students to read the sentences and choose the correct word to complete the phrases.
- Explain that these phrases are useful when talking about the differences.

Answers

1 the one 2 the other 3 while 4 whereas 5 In spite
6 however

▶▶▶ Refer students to the Speaking Reference, p. 110.

▶▶▶ Refer students to the Bandscore Booster, Exercises C–E, p. 59.

Writing skills for IELTS: providing solutions to a problem

Aims

- ▶ Practice of Task 2 questions in the writing module.
- ▶ Practice and development of language skills to discuss causes and solutions to problems.
- ▶ Development of students' ability to develop ideas about causes and effects in a paragraph.

- Explain that the structure should be logical and include ideas that directly address the prompts in the task question.
- Ask students to choose the structure they think is more appropriate and elicit problems with the other structure.

Grammarbank: Using causatives

⌚ 4 min.

▶▶▶ Refer students to the Grammar Reference, pp. 106–107.

- Ask students to choose the correct phrase to complete the sentences.

Answer

Structure 2 would be more appropriate.

Structure 1 places too much emphasis on simply describing the problem. It also focuses on who is to blame for the problem, which is not the same thing as describing the causes of the problem.

Answers

1A 2C

▶▶▶ Refer students to the Bandscore Booster, Exercises A–C, p. 60.

Wordbank: Writing

⌚ 5 min.

- Explain that these verbs can all be used with *problem*. Ask students to read each verb and match it to the correct definition.
- Elicit other collocations for the verbs, such as *alleviate pressure/pain*.

Answers

1d 2c 3e 4a 5b

▶▶▶ Refer students to the Bandscore Booster, Exercises D–I, pp. 61–62.

Warm-up idea Couch potatoes

- Ask students to think about how much time they spend on average watching television and using the internet per day.
- Ask students to calculate this on a weekly basis (i.e. $\times 7$) and discuss whether they think this is excessive.
- Ask students to think about what other activities they spend more time on per week (besides sleeping).

A ⌚ 6 min.

- Explain that students are going to look at possible causes for and solutions to a contemporary problem.
- Discuss why it is important for students to justify their opinions when they are writing.

Answers

1F 2F 3F 4T 5T

B ⌚ 6 min.

- Explain that one type of essay question requires students to analyse the causes of a problem and offer solutions. The structure of the students' essays should reflect these two parts of the task.
- Ask the students to read the task question and the two possible essay structures.

C 5 min.

- Explain that the students need to complete the paragraph with words from the list.
- Ask students to read the paragraph and identify which paragraph in the structure from Exercise A it is. Ask students to write the correct words in the spaces.
- Highlight the phrases used to begin each sentence and ask students to underline them.

Answers

1 cause 2 brought 3 due 4 result 5 consequently

D 5 min.

- Explain that students need to tick the ideas that may help to resolve the problem of young children spending too much time watching television and on the internet.
- Explain that the best solutions to problems will address the causes of the problem.
- Ask students to read the task question again carefully, and underline the key ideas mentioned. Explain that students need to have a clear and specific understanding of the problem.
- Ask students to identify the causes of the problem in the paragraph from Exercise B (parents don't set limits and encouragement from the media). Students should choose the ideas that best deal with these causes.

Answers

2 ✓ 4 ✓ 5 ✓ Students' own answer

Cultural note: TV/internet times

The American Academy of Pediatrics recommends that children watch television for two hours or less a day. The average American child watches three hours of television a day. Australian children aged 15-17 years use the internet for an average of fifteen hours per week.

E 6 min.

- Explain that students need to think of further solutions to the problem.
- Encourage students to think of other solutions to address the causes identified in Exercise D. Alternatively, students may think of further causes of the problem and appropriate solutions.
- Ask students to write key words about their solutions in the spaces.

Sample answers

*parents spending more time with their children
trying as a family to live without a TV or the internet
doing more activities as a family outside the home*

F 10 min.

- Explain that students should develop their ideas by explaining what the effects of the solutions are.
- Ask students to choose the three solutions that they think will be most effective.
- Ask students to discuss the consequences of the solutions and how they will alleviate the original problem.
- Students should write key words and phrases explaining the effects of each of their three solutions.

Sample answer

*limit 'screen time'/forced to find other activities/read books/
play outside*

IELTS Skill Spot 10 min.

- Explain that students should do more than just identify solutions to problems. Students should explain the effects of the solutions, and how they will actually resolve the problem.
- Explain that the best solutions tackle the causes of the problem, rather than symptoms of the problem.
- Encourage students to provide details on how the solutions will affect the causes, and what changes and improvements would result.

G 10-15 min.

- Explain that students need to write a paragraph that outlines solutions to the problem.
- Explain that this, in addition to the paragraph in Exercise C, would form the body of their essay.
- Remind students to try and include some of the language practised in the Grammarbank and Wordbank.
- Ask students to write their paragraphs using linking words and phrases to organise their ideas in a logical and natural way.

Sample answer

It is the parents themselves who must take action to reduce the amount of time their children spend in front of the television and on the internet. The most obvious way is to have parents and their children agree on a 'screen limit', for instance one or two hours a day. Another issue that compounds the problem is televisions in children's bedrooms. If parents were to remove the televisions, children would not be able to watch them all the time, only under parental supervision. The final step is for children to have their free time arranged in a useful way, including a variety of physical and social activities. This would mean children would play more outside and become healthier, as well as interact with other children. Having implemented these solutions, parents will be able to alleviate their concerns about their growing children.



Exam Practice

Reading (30 minutes)

- ▶▶ Refer students to the Bandscore Booster, Exercises A–C, page 63. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to get the gist of the content.
- Explain that students should read each statement and underline the key words and phrases. Students should use these underlined words to **scan** the passage for the relevant section.
- Explain that students should pay attention to synonyms and check that the exact idea is mentioned in the text.
- Explain that students should answer NOT GIVEN if they cannot find the idea or if the idea refers to something else in the text.
- Ask students to read the ideas in the text carefully and check the meaning of the whole sentence. Students should watch out for words like, *some, most* and *always* and other distracting information.
- If the text contradicts the statement, students should answer FALSE. This can be checked by adding *no, not* or *never* to the statement, which should then mean it matches the text.

Answers

1 NOT GIVEN

There is no mention of most people objecting to the radio station, only that it competed for a licence with a Christian group.

2 FALSE

The text states that today, 98.9 FM is more mainstream radio than a fringe community station.

3 NOT GIVEN

There is no mention of Aboriginals struggling to succeed in country music, only that some are famous.

4 FALSE

The text states that country music is popular for many indigenous people who grew up in the outback or in desert reserves.

5 FALSE

The text states the station broadcasts five-minute news bulletins which are produced by the Brisbane-based National Indigenous News Service (NINS).

6 TRUE

The text states Bayles broadcasts a live talk programme, which is also distributed nationally by NINS.

7 TRUE

The text states an audience survey revealed radio plays a very important role in providing the link for remote indigenous communities with the outside community.

8 TRUE

The text states indigenous radio is the voice of the [indigenous] people.

9 (mainstream) media

Australia's indigenous people have been locked out of the **mainstream media** for a long time.

10 handouts

...they have been stereotyped as uneducated 'no-hope' people living on government **handouts**.

11 articulate

...a new breed of indigenous people, well-educated and **articulate**, like Bayles...

12 rapid growth

While Bayles is happy with this **rapid growth** of aboriginal media in Australia...

13 professional (enough)

...he is concerned that most of it is not **professional enough**.

Listening (20 minutes)

IELTS Skill Spot

- Explain that students should use the time they are given before listening to understand the diagram and what it represents. Students should use their own knowledge as best they can to help.
- Explain that students will need to follow the speaker and listen for words and phrases that describe different parts of the object/machine. Students should use their pen/pencil to point to the relevant part of the diagram as the speaker talks about it.
- Ask students to only write the words they hear, which may be a new term they have not heard of before.

Answers

1 impression roller

The man says the paper is held in place against the printing surface by the **impression roller**.

2 printed side

The man says it's the other side of the paper which is actually the **printed side**.

3 cylinder

The man says the ink-bearing roller is generally known as the **gravure cylinder**.

4 ink fountain

The man says ink is picked up from the **ink fountain**.

5 doctor blade

The man says the flat edge is called the **doctor blade**.

6 amount of ink

The man says one of the main advantages of the rotogravure process is that the **amount of ink** which can be transferred is high.

7 Fine art

The man says it is particularly suitable for reproducing photographs and **fine art**.

8 advertising material

The man says that the rotogravure is used to produce the advertising material that is often inserted into Sunday newspapers.

9 (consumer) packaging

The man says consumer packaging and large rolls of floor covering can be printed using rotogravure.

10 dots are visible

The man says the main drawback is the fact that with large areas of colour the dots are visible.

Speaking (20 minutes)

IELTS Skill Spot

- Explain that students should develop their ideas to give a more coherent response and to allow them the opportunity to use a wider range of vocabulary and grammatical structures.
- Encourage students to always support their opinions with reasons and illustrate their ideas with examples. Students should use a variety of phrases when doing this.
- Students should make sure they clarify and understand the question before they begin their response. Students should ensure that their answer doesn't stray from the ideas in the questions.

Answers

Students' own responses

Further questions

Let's go on to the impact of the internet on the media.

- How has the way people receive the news changed in the past 10 years?
- Why do some people choose to read the news on the internet?
- What effects do you think the internet has had on traditional news media?
- Do you think that paper media (e.g. newspapers, magazines) will disappear in the future?

Writing (50 minutes)

Plan your writing!

- Explain to students that it is essential that they plan their essay before actually beginning to write their answer.
- Ask students to read the writing task and work through the writing planner.

IELTS Skill Spot

- Explain that students will be penalised if they do not cover all parts of the task question. Some tasks contain more than one question.
- Encourage students to identify the number of tasks and structure their essay around these parts of the task.
- Explain that some writing tasks ask students to write about the causes of and the solutions to a problem. Students should ensure the causes they write about are relevant and actually result in the problem. The solutions should deal with the causes of the problems.
- Students should develop their ideas by giving reasons and examples, and also describe the effects of their solutions.

WRITING TASK 2

- Ask students to count the number of words in their essay after they have finished and write it on their paper. Stronger students may be set a time limit of 40 minutes.

Model answer

- Ask students to compare their answer with the model answer on page T-129, and think of ways they could improve their own answer.

Now you have completed Unit 6, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

Unit 7: Languages

Reading skills for IELTS: diagram/flow chart completion

Aims

- ▶ Introduction and practice of completing questions based on a diagram or flow chart.
- ▶ Development of students' ability to locate appropriate information in texts.

First thoughts

⌚ 5 min.

- Ask students which foreign languages they can speak and whether they enjoyed learning them.
- Discuss whether students feel that some languages are more difficult to learn than others. Elicit example languages.

Cultural note: Benjamin Lee Whorf (1887–1941)

Benjamin Lee Whorf was an American linguist who contributed to the field of sociolinguistics with a theory of linguistic relativity. The Sapir-Whorf hypothesis proposes that the structure of language affects thought.

Warm-up idea Animal sounds

- Discuss the names we give to the sounds different animals make (for example in English sheep *baa*; horses *neigh*) and the differences with the students' own native language.

A ⌚ 8 min.

- Ask students to **skim** the text to get a general idea of what the topic and main idea are.
- Explain that students should read the text to decide whether the statements are true or false.
- Remind students that they should look for ideas rather than specific words or phrases.

Answers

1 FALSE

The text states a click is not considered part of the range of English sounds and is not used to form parts of words.

2 TRUE

The text contrasts English with many Southern African languages.

3 FALSE

The text states clicks can be produced in several different ways.

4 FALSE

The text states that unlike sounds produced with air coming from the lungs, clicks rely on tongue movement against the velum to control air flow.

5 TRUE

The final paragraph of the text describes the different stages of producing a click.

B  6 min.

- Explain that many specific parts of the body are mentioned in the text.
- Encourage students to read the text and underline all the body parts they can find.
- Highlight that students should look for specific phrases, such as *tip of the tongue*, and ask them to identify where on their own body each part is.

Answers

the mouth
the lungs
the tip of the tongue
the top of the teeth
the lips
teeth
the side of the tongue
tongue
the velum
soft palate
the roof of the mouth
the back of your tongue
the front of your mouth
the main part of your tongue

IELTS Skill Spot  5–10 min.

- Explain that students may need to read the text to complete the stages of a process or to label parts of an object.
- Explain that students should identify the stages and links in a flow chart, and read the text by following the order of the events and matching it to the flow chart.
- Explain that students should use their own knowledge to understand the different parts of the diagram and read the text to identify the parts given in the description.
- Remind students that information in a flow chart or diagram will normally be in note form, so they should write key words and be careful of word limits.

C  6 min.

- Ask students to read the text to find words missing from the notes.
- Explain that students should write only one word taken from the text.
- Point out that there may be new words that students do not know. They should read to understand the descriptions of these parts given in the text.

Answers

1 velum 2 cavity 3 vacuum 4 air

D  12 min.

- Explain that flow chart completion questions relate to a process given in the text.
- Encourage students to read each stage of the flow chart, identify key words and note the links between the stages.
- Ask students to identify the section of the text which deals with click production.
- Highlight the word limit for this exercise and ask student to read the text for the answers.

Answers

1 palate
2 tip
3 lips
4 pocket of air
5 tongue
6 (partial) vacuum
7 tip of
8 air
9 click (sound)

Wordbank: Text vocabulary  7 min.

- Explain that synonyms for the words in italics can be found in the texts.
- Encourage students to read the sentences and try to remember words from the texts that mean the same as the words in italics. Students should use the first letter as a hint.

Answers

1 express 2 convey 3 meaning 4 form 5 inherent
6 partial

►► Refer students to the Bandscore Booster, Exercises A–E, pp. 64–65.

Your view!  5 min.

- Ask students to discuss the similarities and differences between their own language and English.
- Encourage students to focus on different aspects of language, such as vocabulary, pronunciation, grammar, historical roots, and writing systems.

Listening skills for IELTS: classification

Aims

- ▶ Introduction and practice of classification question. (Section 3)
- ▶ Development of students' ability to identify and classify speakers' ideas.

Warm-up idea Sign language

- Ask if any students know any sign language. Elicit any examples they know.
- Elicit any times and places when students have seen people using sign language.

A 5 min.

- Explain that students will listen to a conversation between students deciding how to present information. Ask students to read the three choices and discuss what they mean.
- Ask students to read each of the statements and decide how the information will be presented.
- Ask students to underline the key words relating to the choices, such as *written notes* and *demonstrate*.

Answers

1 C 2 A 3 C 4 B 5 A 6 B

B 4 min.

- Ask students to read the information the speakers will talk about and discuss the meaning.
- Remind students that the speakers will use different words and ideas, such as those in Exercise A. Students should listen for ideas, not words in the information/choices.
- Ask students to now listen and classify how the information will be presented. Remind students to write a letter for their answer.

Answers

1 C

The female student suggests if anyone's interested in the history, they've got a *brief overview* in the *information pack* they're giving them.

2 A

The male student says it's probably best for them to demonstrate the three-dimensional sign space.

3 B

The male student says there are some great *clips* on YouTube on the differences that they should show them.

IELTS Skill Spot 4 min.

- Explain that for classification tasks students need to listen for the required information and match it to the correct category or idea.
- Explain that students should listen for the ideas in the questions and choices as they will usually be expressed in different ways.
- Explain that students need to write a letter as their answer. Each letter may be used more than once.

C 7 min.

- Explain that the speakers will continue their discussion. Ask students to read the list of information that will be included in their presentation and underline any key words.
- Ask students to listen to the conversation and classify the information according to the appropriate aspect.

Answers

1 A

The male student says to start the presentation off they could say a *myth* and then explain it is not true.

2 C

The male student suggests they print out information on grammar and put it in the booklet.

3 B

The male student says that he is sure he can find a *clip* on one of his DVDs of expert signers signing fast.

4 A

The male student says they could demonstrate examples of dialect from books. (He says they are probably not going to find any clips.)

5 C

The female student says they should include the signs for letters on the *information sheets*. The male student says they can encourage them to learn an alphabet at home.

Z Wordbank 5 min.

- Ask students to read the sentences and choose the correct word to complete the phrase.

Answers

1 across 2 off 3 put 4 out 5 through 6 out

►►► Refer students to Bandscore Booster, Exercises A–F, pp. 66–67.

Your view! 5 min.

- Discuss how much students use body language when speaking in English.
- Elicit situations when body language is not possible, such as on the phone, and how students feel about them.

Cultural note: body language

More than half of human communication is done through body language and some say it is much higher. Body language includes facial expressions, gestures and posture.

Speaking skills for IELTS: summarising and explaining

Aims

- ▶ Practice of Part 2 of the IELTS speaking test.
- ▶ Development of students' ability to summarise and explain.
- ▶ Development of students' vocabulary and skills relating to summarising.

Grammarbank: Tense revision 1 – Using simple tenses

⌚ 4 min.

- Ask students to read the sentences and write the phrases using the correct tense.

Answers

- 1 I speak; I don't speak
- 2 I've been; I've never lived
- 3 I started; I didn't start
- 4 I hadn't realised/I didn't realise; I was told/I'd been told

►► Refer students to the Bandscore Booster, Exercises A–B, p. 68.

IELTS Skill Spot ⌚ 5 min.

- Explain that the word *explain* is used in the final prompt of the Part 2 speaking task in exercise A.
- Encourage students to pay attention to the word following *explain*.
- Students should give reasons if the word is *why*. Students should give more information if the word is *how*, *what* or *which*, etc.
- Explain that students are expected to give their opinions and views in this part and should always give reasons to support any information or ideas they have.

Warm-up idea Exam perceptions

- Elicit from each student which part of the IELTS exam they think will be most difficult. Ask students to give reasons why they think this is so.
- Discuss which section they think will be the easiest and reasons why.

A ⌚ 6 min.

- Explain that students will hear responses to four of the questions in the list. One of the questions is not used.
- Ask students to read the questions and underline the word following *explain*.
- Ask students to listen and choose the question each response answers.

Answers

- 1 C 2 A 3 E 4 B

Wordbank: Speaking ⌚ 3 min.

- Explain that each of the phrases is used by the speaker to indicate they will summarise their ideas.
- Ask students to read the sentences and choose the correct word to complete the phrase.

Answers

- 1 Basically 2 cut 3 point 4 nutshell 5 get to

►► Refer students to the Speaking Reference, p. 111.

►► Refer students to the Bandscore Booster, Exercises C–D, p. 69.

Pronunciation: Stress changes 2 – verbs/adjectives ⌚ 2 min.

- Explain to students that some English words can be both a verb and an adjective but have different word stress.
- Ask students to read each sentence, think about which part of speech each underlined word is, and then mark the stress for each.

►► Refer students to the Pronunciation file on the CD-ROM.

Answers

- 1 separate (verb) separate (adjective)
- 2 alternate (verb) alternate (adjective)
- 3 approximate (verb) approximate (adjective)
- 4 present (adjective) present (verb)
- 5 perfect (verb) perfect (adjective)

Extra activity: it's rather complicated

- Ask students to think of things/processes that are quite complicated to do, such as applying for a school overseas or cooking a traditional meal.
- Ask one or two students to explain as many stages and ideas as possible. Write them on the board so it looks quite messy and complicated.
- Ask students to summarise the process with a partner as quickly, but as accurately as possible. Encourage students to group main ideas/stages together.

Writing skills for IELTS: comparing data

Aims

- ▶ Practice of Task 1 questions in the writing module.
- ▶ Development of students' ability to compare differences and similarities.
- ▶ Development of students' ability to select relevant supporting data.

A  7 min.

- Explain that the sentences in the Wordbank describe the information in the table.
- Demonstrate the example, *India*. Highlight that students should look at the data used in the sentence as well as the description, such as *particularly low*.
- Ask students to look at the table and match each sentence with a country.

Grammarbank: Tense revision 2 – Using perfect tenses

 4 min.

- Ask students to read the sentences and to write the verb using the correct perfect tense.

Answers

- 1 has existed
- 2 have used/have been using
- 3 has been translated
- 4 had won
- 5 will have become

►►► Refer students to the Bandscore Booster, Exercises A–C, p. 70.

Wordbank: Writing

 5 min.

- Ask students to read the sentences and decide which part of speech is needed to complete the gaps. (adverbs)
- Ask students to read the sentences and write the words in the correct adverbial form.
- Highlight that adverbs are often used to modify adjectives.

Answers

- 1 particularly
- 2 considerably
- 3 mainly
- 4 strikingly
- 5 largely
- 6 noticeably

►►► Refer students to the Bandscore Booster, Exercises D–G, pp. 71–72.

Warm-up idea Countries and languages

- Ask students to think of five languages (other than English) that are widely used throughout the world.
- Elicit countries where these languages are spoken.

Answers

- 2 the United States
- 3 Nigeria
- 4 Nigeria
- 5 the United States
- 6 the United Kingdom

B  4 min.

- Explain that the sentence describes similarities between the data. Ask students to read the sentence and identify the part of the table that it refers to.
- Highlight the use of *Whereas*. Ask students to read the words and tick those that can replace *Whereas* in the sentence.
- Explain that *Whereas* can only be used to compare two subjects. It, as well as *Although* and *While*, may be used at the beginning or middle of a sentence.

Answers

Although, While

C  6 min.

- Explain that students need to rewrite the sentence in Exercise B using *However*, *In contrast* or *On the other hand*.
- Ask students to write two sentences, one describing each subject/country. Students should begin the second sentence with one of the phrases.

Answer

However, *In contrast* and *On the other hand* can only be used at the beginning of a second sentence which introduces the contrast.

Sample answer

The vast majority of English speakers in the UK, more than 58 million out of a total of just over 59.5 million, speak English as a first language. However/*In contrast*/*On the other hand*, in India only a tiny minority (200,000) of the 90.2 million English speakers speak English as a first language.

IELTS Skill Spot  5–10 min.

- Explain that in the task instructions, students are asked to make comparisons where relevant. This means students should identify the key similarities and differences of the data.
- Explain that students should use cohesive devices to link their ideas clearly in their writing. Students should use a range of words and phrases that indicate similarities and differences.
- Explain that students should use adverbs to emphasise the differences between the data, such as *significantly* higher and *noticeably* lower.
- Students should use relevant data to support the key points they make. Students will be penalised in the Task Achievement criteria if they do not include any data.

D  3 min.

- Explain that the paragraph describes similarities between the data. Ask students to read the sentence and identify the relevant part of the table that it refers to.
- Highlight the use of *Similarly*. Ask students to read the words and tick those that can replace *Similarly* in the sentence.
- Explain that *as well* is used at the end of sentences. For example: ...speak English as a first language *as well*.

Answers

Equally, In the same way, Likewise

E  7 min.

- Explain that students need to complete the paragraph using a contrasting word or data taken from the table in Exercise A.
- Ask students to read the paragraph and underline the subjects (countries) as well as the words and phrases used to compare them.
- Ask students to look at each gap and decide if it is missing a number or word. If it is a number, students should look at the table and select the relevant data to support the comparisons.

Answers

1 20,000,000 2 However 3 79,000,000 4 75,000,000
5 contrast 6 1,500,000

F  12 min.

- Explain that students need to write a paragraph describing the similarities and differences between India and Nigeria.
- Ask students to look at the table and identify similarities between the two countries, beginning with the total number of speakers.
- Ask students to look at the remaining information and identify one similarity and one difference they can describe.
- Encourage students to make notes and identify what data they will use before writing their paragraph.

Sample answer

There are approximately 10 million more speakers of English in India (90,200,000) than Nigeria (79,000,000). Although the number of speakers of English as a second language is considerably high in both countries, people who speak English as a first language is strikingly lower in India at 200,000 compared to 4 million speakers in Nigeria.

Your view!  7 min.

- Ask students to discuss how they use English in their lives and what benefits that brings them.
- Discuss the benefits of learning a second language for reasons other than study and work opportunities, such as expanding one's ability to think and see things from different points of view.



Exam Practice

Reading (30 minutes)

- ▶▶ Refer students to the Bandscore Booster, Exercises A–C, page 73. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to get the gist of the content and organisation. Highlight the word limit for this exercise.
- Explain that students should look at the flow chart and identify the different stages and links. For each question, students should **scan** the text for the section that mentions that idea/stage.
- Explain that the order of the information in the flow chart may NOT always be found in the same order in the text. Students need to **scan** carefully to find the information they need.
- Students should only use words from the text and pay attention to word limits.

Answers

1 expressions of discomfort

...infant vocalisations are mainly *expressions of discomfort*, such as crying...

2 in isolation

Initially comfort sounds are brief and produced *in isolation*, but later appear in series.

3 tract closures

...'vocal play', manipulating pitch ..., loudness ... and also manipulating *tract• closures*...

4 recognisable words

For the most part, *recognisable words* are used in a context that seems to involve naming...

5 combinations

During the second year, word *combinations* begin to appear.

6 grammatical elements

At about the age of two, children first begin to use *grammatical elements*.

7 sentences

Over a year to a year and a half, *sentences* get longer...

8 NOT GIVEN

There is no information about the differences between boys and girls.

9 TRUE

The text states that most infants can give evidence of understanding some words at the age of four to nine months, of which some would be four months old.

10 TRUE

The text states that infants begin making 'comfort sounds' typically in response to pleasurable interaction with a caregiver.

11 FALSE

The text states that no other animal does anything like [canonical] babbling.

12 TRUE

The text states that infants will also produce them [vocal play and babbling] when they are alone.

13 NOT GIVEN

There is no mention of students with higher intelligence making fewer mistakes with under- and over-extensions.

Listening (20 minutes)

IELTS Skill Spot

- Explain that the ideas in the numbered and lettered lists will be discussed using different words and phrases. Students should listen for any synonyms that may be used by the speakers.
- Explain that students should listen for ideas rather than the words in the lists.
- Highlight that the ideas in the numbered list (i.e. questions) will be spoken in the same order that they appear.
- Students should be prepared to make their best guess and move to the next question if they are not sure of the answer.

Answers

1 B

Dawn says she doesn't think they should make the students do it on their own, and suggest they *do it in twos*.

2 A

Hardip says it is probably best if the teacher stands at the board and *everyone works on that* [flow chart] *together*.

3 C

Hardip says it might be more fun to make it more like a team competition, where *each team has maybe four or five people in it*.

4 B

Hardip says to produce the program students will use a computer, and with eight computers in the room, that's *two students for each computer*.

5 blank screen

Dawn says the command tells the computer to start with a *blank screen*.

6 Guess

Hardip says the next line is: 20 PRINT "*Guess* a number between 1 and 10".

7 types in

Hardip says the person playing types in a number and that INPUT is the BASIC command for '*type in*'.

8 Bad choice

Hardip says line 40 is: IF I is less than 1 OR IF I is greater than 10 THEN PRINT "*Bad choice!*"

9 Correct

Dawn says line 60 is: IF I equals 6 THEN PRINT "*Correct!*" and that if they've typed six, they've got it right.



10 Try again

Hardip says if they haven't typed six then 'Try again!' comes up on the screen.

- Explain that students should identify the most obvious features of the diagram, and logically plan in what order they will present them.
- Remind students that they need to use some of the numbers/data from the diagram to support the main features they have identified. Students will be penalised if they do not include any data/numbers.
- Students should use a range of cohesive devices to link their ideas logically.

Speaking (20 minutes)

IELTS Skill Spot

- Explain that there is a difference between formal and informal language. Speakers will sound strange if they use too much formal language.
- Explain that there is a difference in usage between spoken and written English. Students should be careful of using some phrases as they are too formal for spoken English.
- Explain that students should speak using appropriate level phrases, such as those in the Wordbank, to summarise a situation.

Answers

Students' own responses

Further question

Describe a language (not English) which you think would be useful to you.

You should say:

which language it is
who you could speak it with
how you could begin learning it

and explain how you think this language would be useful to you.

WRITING TASK 1

- Ask students to count the number of words in their answer after they have finished and write it on their paper. Stronger students may be set a time limit of 20 minutes.

Model answer

- Ask students to compare their answer with the model answer on page T-130, and think of ways they could improve their own answer.

Now you have completed Unit 7, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

Writing (50 minutes)

Plan your writing!

- Explain to students that it is essential that they select the most important features and organise their ideas in a plan before actually beginning to write their answer.
- Ask students to read the writing task, and work through the writing planner.

IELTS Skill Spot

- Explain that students need to have a clear understanding of the instructions for Task 1. Students need to write something similar to a short academic or business report.
- Explain that students should spend some time (about 2–3 minutes) examining the diagram to gain an overall understanding of the information and its organisation/presentation.

Unit 8: Histories

Reading skills for IELTS: classification and matching

Aims

- ▶ Introduction and practice of classification and matching questions.
- ▶ Development of students' ability to identify relationships between ideas.

First thoughts

⌚ 5 min.

- Ask students to discuss the meaning of the quote. (The quote says it's possible to find patterns in historical events.)
- Mark Twain was trying to make the point that although history does not repeat itself in exactly the same form, we can see similarities between events at different times.
- Ask students to discuss examples of lessons we can learn from studying history.

Cultural note: Mark Twain

Mark Twain is the pen name for Samuel Langhorne Clemens (1835–1910), who wrote the *Adventures of Huckleberry Finn* and the *Adventures of Tom Sawyer*. He has been called the father of American literature.

IELTS Skill Spot

⌚ 10–15 min.

- Explain that with matching and classification tasks there will be a numbered list of ideas that appear in the text. These ideas are sometimes **not** in the same order in the text as the numbered list.
- Explain that there may be a list of numbered people or places, etc. that students need to *match* to statements. Students should **scan** the text for the people/place and then read carefully for an idea that is expressed in one of the statements. (See Exercise D)
- Explain that there may be a list of statements or opinions that students need to *classify* according to people, places or ideas. Students should read the text carefully to choose the most suitable category/choice for each statement. (See Exercises A, B, E)
- Remind students that lettered choices/ideas may be used more than once, and there may be some that are not used at all.

Warm-up idea

The Roman coin

- Draw a circle on the board and details resembling a Roman coin (i.e. wreathed head, lettering). Write the date 126BC on the coin.
- Explain that gold, silver, bronze and copper Roman coins were used from the middle of the third century BC until the middle of the third century AD. Ask students why the coin on the board would be a fake. (It uses a date before the start of the Roman period.)
- Check students' understanding of BC (Before Christ) and AD (Anno Domini – In the year of the Lord).

A ⌚ 10 min.

- Explain that students need to **scan** to find the ideas in the text and then match them to one of the lettered people.
- Ask students to read through all of the statements and underline the key words and phrases. Explain that the ideas in the statements are not in the same order in the text.
- Ask students to **scan** the text and underline where each of the ideas is mentioned.
- Students should read each idea carefully to match it to the correct person mentioned in the text. Remind students to write a letter as an answer.

Answers

1 A

Historians from Cicero onwards have cast doubt on a number of his [Herodotus] claims.

2 C

Thucydides used accounts from eyewitnesses.

3 A

Herodotus included a vast range of information in his accounts.

4 A

His [Herodotus] work on the Greco-Persian wars involved extensive travelling.

5 C

Thucydides attempted to be scientific and to focus on causes and effects.

B ⌚ 8 min.

- Explain that students need to classify the numbered statements according to the lettered ideas, in this case dealing with dates.
- Ask students to read the lettered ideas. Encourage students to determine the dates of the *birth* and *death* of Herodotus (484BC–425BC).
- Encourage students to **scan** the text to find each of the ideas in the numbered statements.
- Students should read each of the ideas in the text carefully to determine when they occurred and classify them according to the lettered choices.

Answers

1 B

The first Greco-Persian war took place in 490BC and Herodotus was born in 484BC.

2 C

Historians from Cicero (106–43BC) onwards have cast doubt on his claims.

3 B

Thucydides is twenty-five years his junior, born in 460BC.

4 B

The Peloponnesian War between Athens and Sparta began in 431 BC.

C  4 min.

- Ask students to look at the photograph and discuss whether they have seen anything similar to the objects. Encourage students to describe the objects and their use.
- Ask students to discuss what they think *Stone Age* and *Bronze Age* mean.

Answers

Students' own responses

Cultural note: the Ages

The Stone, Bronze and Iron Ages are terms from a three-age system used to describe the periods of human prehistory, based upon the predominant technology used to make tools. It is best used to describe the development of European and Mediterranean societies.

Answers**1 A**

The change to bronze tools and weapons was undeniably an enormous shift in human history.

2 A

At what is unarguably the best-preserved Neolithic site, Catalhoyuk in Turkey...

3 C

There is evidence of the deliberate casting of lead.

4 B

Bronze casting [in Ban Chiang] has been dated to 2000 BC, although some experts argue for an earlier date.

5 B

The precise boundaries of the period [Bronze Age] are open to challenge.

Wordbank: Text vocabulary 6 min.

- Ask students to **scan** the text for words that fit the definitions given.
- Encourage students to check an English dictionary for more information about each word.

Answers

1 myth/legend **2** eyewitnesses **3** accounts **4** shift
5 extensive **6** precise

►►► Refer students to the Bandscore Booster, Exercises A–D, pp. 74–75.

Your view!  5 min.

- Ask students to think about how old history has to be before it can be considered ancient.
- Discuss how far back the history of the students' home countries stretch.
- Elicit examples of famous people, events and stories from the ancient history of the students' own countries.

D  7 min.

- Explain that students need to match each of the numbered places with a statement. Highlight that not all of the statements will be used.
- Ask students to **scan** and highlight each of the numbered places in the text.
- Encourage students to read each section and focus on what the text says about each place. Students should then read through the statements and match the one which best reflects what they read in the text.
- Encourage students to underline the ideas in the text that match the statements.

Answers**1 D**

There is evidence of the casting of lead, which was too soft to take a sharp edge.

2 A

Human habitation of the site continued [from 2000 BC] into the Iron Age, [approximately 1000 BC].

3 C

Iron, a softer but cheaper metal than bronze, was being produced in places such as Tell Hammeh.

E  10 min.

- Explain that students need to classify the statements according to the ideas, in this case whether the idea is accepted, disputed or rejected.
- Ask students to read each idea and underline the key words and phrases. Students should **scan** the text for the idea and read carefully to classify the information according to the choices.
- Encourage students to look for words in the text that describe certainty, such as *sure*, *undeniable* and *argue*.



Listening skills for IELTS: multiple choice (multiple answers)

Aims

- ▶ Introduction and practice of questions with multiple answers. (Section 4)
- ▶ Development of students' ability to identify misleading information.

Answers

- 4 FALSE The woman says the twins were a boy called Hamnet and a girl, Judith.
5 FALSE The woman says Hamnet sadly died of unknown causes.

Warm-up idea Shakespearean quotes

- Write on the board the following quotes:
To be, or not to be, that is the question: – Hamlet
O Romeo, Romeo, wherefore art thou Romeo? – Romeo and Juliet
Elicit any other quotes students know.
- Ask students to say the quotes using convincing stress and intonation. Demonstrate if necessary.

A 5 min.

- Explain that the students will hear a woman discussing the information in the list about Shakespeare. Ask students to read the information and underline the key words and phrases.
- Explain that the woman will only mention some of the information in the list. Students should listen and identify the information she gives.
- Encourage students to write down notes about the information the woman mentions.

Answers

1 ✓

The woman says we do know for sure when he died: the 23rd April 1616.

2 ✗

The woman says we don't know for certain, however, when he was born.

3 ✓

The woman says what we do know was that he was born in Stratford-upon-Avon.

4 ✓

The woman says he was the son of John Shakespeare and Mary Arden.

5 ✓

The woman says he was christened, or baptised, on the 26th April.

6 ✗

The woman asks was he three days old or three weeks old when he was christened. She then says the truth is we don't know, and probably never will.

B 6 min.

- Explain that sometimes information in the questions is **not** true according to the speaker(s). Students should cross out any incorrect information they hear.
- Explain that students should read the instructions carefully to identify the number of answers needed. (TWO)
- Ask students to listen to more of the talk and write FALSE next to the information that is not true.

IELTS Skill Spot 5 min.

- Students should pay attention to words which modify ideas, such as *definitely, mainly, most, currently, presently*, etc.
- Explain that some ideas may refer to something else. Students should cross out any ideas they hear that are definitely wrong.
- Students should listen for the ideas mentioned that are correct and ignore the ideas in the list that are not mentioned.

C 7 min.

- Ask students to read the instructions carefully and underline the key ideas (*THREE/definitely*).
- Explain that students should listen carefully for language the speaker uses to talk about what Shakespeare definitely did, such as *indeed*.
- Explain that students will hear the ideas in the order they appear in the list. Students should listen and cross out any ideas that are definitely wrong. Students should circle the ideas they do hear, which are correct.

Answers

C/D/G The woman says, (C) Shakespeare did indeed move from Stratford to London; (D) in 1592 Shakespeare is first mentioned in relation to his career as a playwright; (G) by 1592, Shakespeare had already found success.

(A & B are incorrect as they were myths; E is incorrect as it was Greene who criticised Shakespeare; F is incorrect as Shakespeare never went to university.)

Wordbank 4 min.

- Explain that the sentences and phrases are taken from the listening extracts.
- Ask students to circle the correct word in the phrases.

Answers

1 traced 2 led 3 time 4 about 5 recall 6 bound

►► Refer students to the Bandscore Booster, Exercises A–E, pp. 76–77.

Your view! 5 min.

- Ask students if they have seen any Shakespeare plays or films based on his plays. Elicit from students names of his plays.
- Elicit from students the names of famous literary writers from their own countries. Discuss the material they produced and why their work is admired.

Speaking skills for IELTS: discourse repair and fluency

Aims

- ▶ Practice of Part 3 speaking questions.
- ▶ Development of students' fluency ability.
- ▶ Development of students' ability to deal with mistakes and errors.

Grammarbank: Tense revision 3 – Using continuous tenses

⌚ 4 min.

- Explain that there are mistakes in the paragraph with the use of tense. Ask students to underline the errors.

Answers

am admiring, was working, was knowing, was moving, was continuing, was organising

Note: *was living and was working in the second sentence would also be correct in the past simple and many native speakers would probably use the past simple here.*

►►► Refer students to the Bandscore Booster, Exercises A–C, p. 78.

Wordbank: Speaking

⌚ 3 min.

- Explain that the paragraph is an excerpt from a candidate speaking about history.
- Explain that the speaker uses phrases to improve his/her fluency by continuing to develop and explain his/her ideas.
- Ask students to underline the phrases.

Answers

What I'm trying to say is,...
If I could just give you an example...
I'd like to add that...
Let me explain what I mean.

►►► Refer students to the Bandscore Booster, Exercises D–F, p. 79.

IELTS Skill Spot

⌚ 3 min.

- Explain that it is quite normal for native speakers to make factual mistakes. Students should use an appropriate phrase, correct themselves and continue speaking.
- Explain that if students focus on using correct grammar too much they may hesitate and repeat themselves, which will be penalised in their fluency score.
- Students should focus on speaking clearly and continuously in a natural manner.

Warm-up idea Guess who?

- Ask students to think of the name of a famous person they admire and secretly write it down.
- Explain that students need to guess each other's secret person by asking questions that can only be answered with Yes or No until they determine who it is. Demonstrate with an example of someone famous.

- Students should ask questions and try to guess in pairs or groups. A limit of 20 questions can be set.

A ⌚ 3 min.

- Explain that students will hear a speaker making mistakes as she talks about a famous person she admires.
- Ask students to listen and tick the phrases she uses to correct herself.
- Highlight that the speaker is fluent because she doesn't stop or hesitate, but continues naturally.

Answers

or rather I mean I should say

B ⌚ 5 min.

- Explain that students need to speak for one minute about the question.
- Ask students to read the question and speak to a partner about whether they agree or disagree with the opinion. Students should use the prompts if they need further ideas to continue speaking.
- Encourage students to use phrases to correct any factual mistakes and not to worry too much about any grammatical mistakes.
- Students should focus on speaking continuously and without hesitation or repetition.

Answers

Students' own responses

►►► Refer students to the Speaking Reference, p. 111.

Pronunciation: Stress changes 3 – other words

⌚ 3 min.

- Explain that different parts of speech and word groups often have different word stress.
- Ask students to read the words and underline the part which is stressed.

►►► Refer students to the Pronunciation file on the CD-ROM.

Answers

1 <u>history</u>	<u>historic</u>	<u>historical</u>
2 <u>economy</u>	<u>economic</u>	<u>economical</u>
3 <u>photograph</u>	<u>photographic</u>	<u>photographer</u>
4 <u>scientific</u>	<u>scientist</u>	<u>scientifically</u>

Extra activity: umm – ahh

- Explain that speakers often make sounds, such as *umm* and *ahh*, to indicate they are thinking about their ideas. This is quite natural.
- Ask students to speak for 20 seconds about various questions/topics without making any of these sounds.



Writing skills for IELTS: evaluating and challenging

Aims

- ▶ Practice of Task 2 questions in the writing module.
- ▶ Development of students' ability to evaluate and challenge arguments and ideas.
- ▶ Development of students' language skills giving opinions, reasons and examples.

C 3 min.

- Ask students to use the ideas in italics and write one word to complete the sentences. Point out that the word they use should have the same meaning as the word in italics.

Answers

1 no 2 little 3 Few

Grammarbank: Making complex sentences

4 min.

- ▶▶▶ Refer students to the Grammar Reference, p. 107.
- Ask students to choose the correct words and phrases to complete the sentences.

Answers

- 1 Were, would
- 2 does this ignore, but, also
- 3 By, is, ever
- 4 who, an extent, even

▶▶▶ Refer students to the Bandscore Booster, Exercises A–D, pp. 80–81.

Wordbank: Writing

4 min.

- Ask students to write the words in the correct form to complete the sentences.

Answers

- 1 undoubtedly
- 2 belief
- 3 evidence
- 4 knowledgeable
- 5 according
- 6 arguably

▶▶▶ Refer students to the Bandscore Booster, Exercises E–G, pp. 81–82.

A 2 min.

- Explain that the sentences introduce and challenge ideas and arguments.
- Ask students to read the sentences and choose a word from the box to complete the phrases.

Answers

- 1 While
- 2 however
- 3 contrary

B 2 min.

- Explain that these sentences introduce the arguments and opinions of the writer.
- Ask students to read the sentences and choose the correct word or phrase.

Answers

- 1 it/said
- 2 In my view
- 3 forward

D 3 min.

- Explain that some of the sentences in Exercises A and B introduce examples to support and challenge ideas and opinions.
- Ask students to read the sentences and circle the words and phrases which are used to introduce examples.

Answers

A1 such as A3 For example, B1 For instance,

E 4 min.

- Explain that the writer disagrees and challenges ideas and arguments in Exercises A, B and C.
- Ask students to read the sentences and identify the ideas the writer challenges in the exercises.

Answers

A1 While it is undoubtedly true that we have technologies, such as the internet, that ancient cultures could not have imagined, it is a mistake to view these ancient cultures as ignorant.

A2 There is, however, little real evidence to suggest that humans today are more content spiritually and emotionally.

A3 For example, contrary to popular belief, the ancient Greeks and Romans did not believe that the world was flat.

C2 There is little proof that the Nazca people flew in balloons, although the theory has not been ruled out.

C3 Few would argue that the builders of the Sphinx were typical primitive cavemen, for example.

F 8 min.

- Ask students to read the essay question. Highlight the use of this in the second sentence and explain that it refers to the argument in the first sentence.
- Explain that they should discuss arguments that support each of the views. Discuss the examples in the table as a class.
- Ask students to think of further ideas to support each of the views and to write their ideas in the table.

Sample answers

Arguments in favour: media/internet, etc. allow for knowledge to be shared much more easily / better education system means most people are much better educated than ever / we have so many more material things / our standard of living is so much higher / our life expectancy is so much higher / we have developed very complex societies

Arguments against: often ancient technologies have been lost, only to be rediscovered thousands of years later so not all knowledge is retained by the next generation / the ancients were not ignorant of their own world – they had the knowledge they needed at the time / millions of people in the world still live in poverty, are uneducated and have little opportunity to benefit from technological achievements / we've created the technology to destroy the planet – does that make us intelligent or stupid?

IELTS Skill Spot 5 min.

- Explain that some Task 2 questions require students to discuss two different views and also give their own opinion. Highlight that there are three parts to this task that students must address.
- Highlight that students do not need to agree with one of the views.
- Explain that students can write paragraphs which evaluate the arguments behind each of the views. Students should think of arguments/ideas that support each of the views.
- Students should refute ideas they disagree with and support the ideas they agree with by developing their ideas with reasons and examples.
- Explain that students should summarise their overall opinion, which develops throughout the essay, in the conclusion.

G 40 min.

- Explain that students should write an answer to the question in Exercise F.
- Encourage students to use their notes and organise their ideas into paragraphs. Students should conclude their essay with a paragraph summarising their own opinions.

Sample answer

Some argue that people in the modern world are in possession of much more knowledge than people of ancient cultures. Others believe that this ignores the accomplishments of the past and places too much emphasis on present achievements.

While it is undoubtedly true that modern technologies, such as the internet could not have been imagined in ancient cultures, it is a mistake to view these ancient cultures as ignorant. Few would argue that the builders of the Sphinx were mere primitive cavemen, for example. People at that time had the knowledge they needed to understand and deal with their world and in fact one argument that is sometimes put forward is that, even with all we know today, we do not have the technology to build the Pyramids of Egypt.

Even if we do accept that modern society is richer in technological terms, it is undoubtedly poorer in spiritual terms. Our societies

have become so complex that people often become victims to the lifestyles they lead and must face a whole new variety of widespread modern-day problems, such as stress and obesity which affect people in developed countries worldwide. Furthermore, the number of uneducated people still living in poverty with little opportunity to benefit from technological achievements suggests that our modern society is not so advanced after all.

In my view, however, there is no comparison between what we can achieve today and what people even two hundred years ago could achieve as we now know so much more. The vast majority of people in developed countries are able to benefit from an education system, standard of living, healthcare and life expectancy that are so much more advanced than ever before. It is my personal opinion that although we must remember and respect ancient cultures, modern day achievements have brought us to the peak of human civilisation. (308 words)

Your view! 5 min.

- Ask students to discuss what they think mankind's biggest achievements have been over the last two centuries.
- Encourage students to think of inventions as well as capabilities, such as the space shuttle enabling us to fly to the moon.



Exam Practice

Reading (30 minutes)

- ▶▶ Refer students to the Bandscore Booster, Exercises A–C, page 83. Less confident students can do these exercises before the Students' Book Exam Practice section. More confident students can do them after, as consolidation.

IELTS Skill Spot

- Ask students to first **skim** the article for about one minute to get the gist of the content and organisation.
- Explain that students should **scan** the text for the names to be matched and circle them. This will help them understand the organisation of the text.
- Ask students to read the statements and identify the key words and phrases. Students should then **scan** through the text, looking for the ideas.
- Students should read carefully to clearly identify the ideas and then match the person referred to in the text.

Answers

1 B

Newcomen set a moving piston inside a cylinder. The Miner's Friend had no moving parts.

2 D

Parson's steam turbine ran turbogenerators that supplied electricity.

3 C

Watt brought about the most important improvement in steam engine design.

4 A

Savery's Miner's Friend was designed to pump water out of coal mines and consisted of a simple boiler.

5 C

Watt's machine could work constantly.

6 B

Newcomen set a moving piston inside a cylinder, a technique still in use today.

7 C

Watt introduced the centrifugal governor, a device that could control steam output and engine speed.

8 form a vacuum

...condensed the steam inside to form a vacuum. ... the vacuum sucked up the water from the mine...

9 increased efficiency

He increased efficiency by setting a moving piston inside a cylinder...

10 (long) pause

...steam engine that had a separate condenser and sealed cylinders. ... without any long pause at each cycle to reheat the cylinder.

11 power machinery

...circular (rotary) motion that can be adapted more readily to power machinery.

12 (successfully) adapted

Steam was successfully adapted to power boats in 1802 and railways in 1829.

Listening (20 minutes)

IELTS Skill Spot

- Remind students to read the question carefully before looking at the choices.
- Students should check the number of answers they need to choose, and identify the kind of information they need to listen for.
- Explain that students should listen carefully for each idea in the list. Students should decide if it is mentioned in a way that answers the question, or cross it out if it is mentioned in a different way.

Answers

1-3 B, C, F (in any order)

The lecturer says, (B) museums have learnt that they need to offer a greater variety of services; (C) museums need to find innovative ways of getting people through the door; (F) good museums these days work very closely with local councils and businesses.

(A is incorrect as bigger wasn't necessarily better; D is incorrect as museum managers often don't have funding to do much about the buildings; E is incorrect as staff are important, however big or small.)

4 A

The lecturer says there are things that are the responsibility of staff, such as planning and designing new public displays.

5 C

The lecturer says more often than not these days you'll see that an exhibition is sponsored by a business.

6 A

The lecturer says that the museum produces promotional material to advertise its events.

7 B

The lecturer says museum staff will usually rely heavily on studies done by the local council.

8 A

The lecturer says it's up to the staff to decide how they're going to get the people of their area more involved in the museum.

9 C

The lecturer says inviting speakers is exactly the kind of thing that museums will try to do in partnership with companies from the local area.

10 B

The lecturer says it will usually be the local authorities who are responsible for that [maintaining access and buildings].

Speaking (20 minutes)

IELTS Skill Spot

- Explain that it is quite natural for people, including native speakers, to make factual mistakes about the things they talk about. Students should use a phrase to indicate they have made a mistake, say the correct idea and continue speaking.
- Explain that if students continually correct their own grammar mistakes they will be penalised for repetition in the Fluency and Coherence criteria. Students should try to ignore any grammar mistakes they make and just continue speaking.

Answers

Students' own responses

Further questions

Let's discuss the study of history.

- Is the study of history more important now than it was in the past?
- Why are some people interested in modern history and others ancient history?
- What benefits are there of studying ancient history?
- How important is it to include local history in the school curriculum?

Writing (50 minutes)

Plan your writing!

- Explain to students that it is essential that they plan their essay before actually beginning to write their answer.
- Ask students to read the writing task, and work through the writing planner.

IELTS Skill Spot

- Students should first read the question and take some time (2–3 minutes) to understand it and think about their own ideas and opinions.
- Explain that students need to think about their opinions in direct relation to the task question and develop their own position throughout the essay when planning and writing.
- Explain that if students feel they *strongly agree* or disagree with the opinion they should focus on identifying and developing their supporting ideas and arguments with reasons and examples.
- Explain that if students have mixed ideas and/or different opinions, they should focus on evaluating the arguments for and against the opinion.
- Encourage students to think of reasons and examples to support the ideas they *agree* with and challenge the ideas they *disagree* with.

- Remind students that they should not write about any new ideas in the final paragraph. The conclusion should be a summary of their overall opinion.

WRITING TASK 2

- Ask students to count the number of words in their essay after they have finished and write it on their paper. Stronger students may be set a time limit of 40 minutes.

Model answer

- Ask students to compare their answer with the model answer on page T-130, and think of ways they could improve their own answer.

Now you have completed Unit 8, you should be able to:

- Ask the students to complete the self-assessment chart for the skills they have practised.
- Identify strengths and weaknesses for each student. Explain that students should review the sections of the unit and Bandscore Booster to strengthen their weaker skills.

►►► Refer students to the Bandscore Booster, Review Units 5–8, pp. 84–85.

Exam Practice: Model answers

Unit 1: Writing task 1

The table illustrates four reasons why adults in the UK have attended arts events over the past twenty years. The major reason over the whole twenty-year period was a desire to see a specific performer or artist; while the least important reason was attending arts events for work-related reasons.

The percentage of people who attended events out of a desire to see a particular performer has remained relatively stable throughout the twenty-year period; varying from 58% twenty years ago to 56% today.

On the other hand, the percentage of people accompanying children has shown a significant increase, from 9% 20 years ago to just under a quarter today. As far as those who attended arts events because of special occasions or celebrations are concerned, the percentage fell slightly from 27% 20 years ago to 20% a decade ago, dropping dramatically to 9% today.

There has been a slight increase in the percentage of people attending arts events for work or business, from 6% 20 years ago to just over 10% today.

Overall, there has been a rise in people attending events in order to accompany children and for work-related reasons, while fewer people choose to attend an arts event as a form of celebration.
(207 words)

Unit 2: Writing task 2

Many people hold the belief that violent movies and computer games have been the cause of increasing crime levels in many countries around the world today. Even though there are increasing rates of crime amongst the youth of today, I strongly disagree that television and games are at the root of this problem. It is true that youth crimes have been blamed on images of violence shown on television and computer games. I believe the reason for this is the sensational coverage of shocking crimes by the media around the world. Take, for instance the number of high school shootings that have been reported in recent years. Although it could be said that some offenders of violent crimes were influenced by these violent images I am convinced that violent television images and games cannot be blamed for all of these crimes.

I believe blaming these images only hides the deeper psychological problems the offenders have. I am of the view that many social issues are much stronger causes of crime and increasing crime rates worldwide. Consider, say, family break-ups, drug abuse, poverty, and even political instability, which all have a far greater impact on crime rates than violent images ever will. Over the years, I have reached the conclusion that violent television images and games are not responsible for rising crime rates, but in fact it is other more serious issues which are to blame. Violent images and computer games are merely a catalyst to already troubled and disturbed personalities. (251 words)

Unit 3: Writing task 1

The diagram shows a process for producing electricity for home use. The equipment consists of a large tank, boxes and pipes that would be able to fit into a garage-sized room.

Electricity is produced using methane gas, created from a mix of compost and water in a large round steel tank. The tank is about the same height as a person and about twice as wide. The gas is collected and stored in a gas storage system, which is shaped like four tyres stacked upon each other. The stored methane gas is the fuel source used in the energy conversions that happen next. Once compressed in a gas compressor, the methane fuels a combustion engine, which in turn produces mechanical energy. Having been transferred to a generator, the mechanical energy is then transformed into electrical energy, which is then stored in a battery the size and shape of a large box. At this stage the electricity is ready for home use. (164 words)



Unit 4: Writing task 2

Climate change is a phenomenon affecting all people in all walks of life, from individual citizens to whole countries and huge multinational companies. The question of what we can do to prevent global climate change and whether individual action is effective or not is a hotly debated issue.

There are those who say that the majority of the damage is wrought by big businesses. By imposing restrictions on emissions and by strictly monitoring waste disposal from factories, plants and businesses, governments would go a long way towards preventing climate change. It is thought that governments around the world should come up with solutions to help prevent imminent environmental disaster. Proponents of this view claim that individual action is irrelevant in the face of massive, wide-scale prevention policies set and controlled by governments.

On the other hand, there are a growing number of people who believe that individual action combined with governmental and business action will do a lot more to prevent climate change than if individual citizens were not involved. In a world of six billion people, if everyone thought about the amount of water they use, how they dispose of their rubbish, whether or not something needs to be thrown away or if they can, in fact, re-use certain items then we would be giving the problem of climate change and its prevention a massive boost.

Taking both points into consideration, I firmly believe that individual citizens cannot sit back and say it is someone else's responsibility to protect the environment; we must all play our part - individual citizens, governments and big businesses alike.

(264 words)

Unit 5: Writing task 1

The bar chart illustrates the percentage of people who hold a science qualification in Germany and Italy. A prominent feature is that a significantly low percentage of people hold science qualifications, that is Master's and Bachelor's degrees in science from university level studies in both countries. Less than 5% of people hold a qualification in science at Master's degree level in both Italy and Germany.

There is a significant difference in the percentage of people holding science qualifications at Bachelor level between the two countries; while this number is 15% in Germany, in Italy it is a mere 5%.

The percentage of people with school leaving exams in science is slightly higher in Italy than in Germany. 30% of people in Italy have a science qualification at this level, whereas the number in Germany is 5% lower. Finally, more than half the people in both countries hold no science qualification at all. (152 words)

Unit 6: Writing task 2

There is increasing concern in many countries that newspapers are not being read and the news on television is not being watched by many young people. As a result, young people in these countries are not up-to-date with or even concerned about local, national and international events.

The major causes of this problem are that most newspapers and news programmes are designed for an adult audience and are not presented in a format that teenagers find attractive. Few young people read newspapers because the language is too difficult and the style and content is usually quite serious. A lack of interest in the news is also due to the fact that young people are fascinated by new technology, such as computers and the internet. As a result of this there is a lower interest in traditional news formats, which are considered unappealing and unfashionable.

There are some strategies that can be used to encourage young people to keep abreast of the news. The first is to have news agencies present the news in formats that are appealing for the young. The easiest way to do this would be to present news on internet sites that are designed for a younger audience. Another way to confront the problem is to have schools involved in the publication of regular school newspapers. Recent local, national and international news events could be included, although schools should also encourage pupils to be involved in the writing of articles and submissions. This newspaper could then be distributed to all the pupils, which means a greater number of young people would regularly read news stories.

The low number of young people reading newspapers and following the news on television can be increased by presenting the news in formats that are appealing to them. The key is to utilise websites and also have schools publish their own newspapers, which students are involved in. (317 words)

Unit 7: Writing task 1

The table illustrates the number of native speakers of six languages as well as the number of speakers of these languages as an additional language. It is noticeable that the number of speakers of Mandarin Chinese is strikingly higher than the other languages with over one billion speakers.

People who speak Mandarin largely speak it as a first language (873 million). In comparison to this only 178 million people speak Mandarin Chinese as an additional language.

What is remarkable about English speakers is that the number of speakers of English as an additional language is higher than that of native speakers of English (470 and 370 million respectively).

While the total number of Hindi speakers (490 million) is roughly equal to that of Spanish speakers (420 million); when it comes to speaking these languages as an additional language the number for Hindi is much higher (120 million) than that for Spanish (70 million).

Native speakers of Arabic and Portuguese are similar in number with 206 million and 203 million respectively. However, the number of Arabic speakers as an additional language (24 million) is almost 2.5 times higher than speakers of Portuguese as an additional language. (192 words)

Unit 8: Writing task 2

The role of schools is to prepare us for the future; be that in the field of work or in society at large. There are those who maintain that subjects such as history are of little value in today's society and that more practical subjects should be given preference.

On the one hand this view could be understood in that today's job market calls for more practical subjects such as computer science or electrical engineering, which do not necessarily require knowledge of history. Proponents of this view would argue that qualifications in mathematics or sciences would be more relevant than in history.

What these people forget, however, is that history can influence our lives in a multitude of ways. When we talk about history, we are not talking merely about wars and battles; history could refer to past achievements in technology or science, something which would be pertinent to our future computer scientists or electrical engineers. Any profession, modern or traditional, needs an understanding of what has gone before in order to be able to progress. For this reason alone, we should continue to teach history at school.

History is vital if we are to fully comprehend the world we live in. Without history we would be like new born children in the face of current political problems and economic crises; we are better able to understand and offer solutions to these problems precisely because they have happened, in some way, before.

The world we live in is built on the past. The fact that we live in a free, burgeoning society is due to the past. If the teaching of history is abandoned, future generations will have little understanding of why we are where we are today; making it difficult for them to move forward. (295 words)

AUDIOSCRIPT with answers underlined

PLACEMENT TEST

Audioscript CD 1, 1

Jean: Oh, there you are, Paul. Do you have a few minutes? Can we think about this year's school trip?

Paul: Hi, Jean. Yes, of course. Have you got any ideas?

Jean: I've been looking through some information, and I've brought a few leaflets with me. Here you are.

Paul: Okay, thanks. Just remind me when the trip is.

Jean: Next Friday. We'll be leaving at nine and be back here at around four, so we've probably got time to visit a couple of places. Let's see. What leaflet have you got there?

Paul: Central Gardens. Looks like a nice place. It's open from nine until six, so we could go there any time we wanted, really. What about there in the morning and then somewhere else in the afternoon?

Jean: Farmer's Market would be an option first as well, at least until they close at one. Or we could try Grey Castle. That should be possible in the morning or in the afternoon...oh, hang on. That's at the weekend. The last admission is at noon on weekdays. Green Hall says the same thing.

Q1 **Paul:** Queen's Park opens at eight, so we could go there first. Or, according to these times, we could go there on the way back to school, because they don't close the gates until sunset during the week.

Jean: Okay. That gives us a few options. We went to Queen's Park a couple of years ago, didn't we? I seem to remember that the pupils really enjoyed it. It'd be nice to go somewhere new as well. I've seen groups from other schools going around Grey Castle.

Q2 **Paul:** So have I. But then again, maybe we should play it safe and go to Green Hall. At least we've got experience of taking classes round there. Farmer's Market is popular with other schools, though, so it must be interesting.

Jean: It'd be good to go somewhere where someone can show the pupils around, you know, explain things to them. I've been on a tour round the Castle and they do a really good job. I think they have guides at the Hall, too, don't they?

Q3 **Paul:** It says here that they used to but don't any more. You can get shown round Central Gardens, though. I think we'd have to do any explaining if we took the pupils to the Market or the Park. That wouldn't be a problem, though.

Jean: No, and at least those two would be free, wouldn't they? I think all the others charge and we'd have to get the parents to pay some money.

Paul: I'm sure they wouldn't mind paying if it was a small amount. Let me check the leaflets. There's a special price for large groups at Grey Castle. Oh, but you can get into Central Gardens for nothing.

Jean: Right. Oh, I've just thought of something. We wouldn't need to book anything if we were going to Queen's Park, but what about the other places?

Paul: Er... Central Gardens say you need to let them know if there are more than ten people in your group, which would include us. The same at Grey Castle. Farmer's Market says you can just turn up, and so does Green Hall.

Jean: Right. Well, I suggest we take the pupils to Grey Castle for a tour in the morning. How does that sound?

Paul: Yes, sounds good. We should contact them to book it as soon as possible. In the afternoon we can do something a bit more relaxed at the park, and we'll have to think about going to Green Hall another year. Shame Farmer's Market isn't open, but we can't change the day.

Jean: So, that's a decision, then. Now, let's think about what we're going to get the pupils to do. It's a school trip, after all, and we should give them some work to do.

Paul: I think they should know something about the place before they go. That way they know what they're looking at, and they'll be able to write about it better when they get back. I'll put some information together to look at at home and give them copies after the next lesson.

Jean: Good idea. I'll write something for them to do as they're going round the place. We did a quiz last year, and that worked really well. I'll do the same kind of thing this time.

Paul: Okay. Now, what about the travel arrangements? How are we getting there?

Jean: What do you think? I remember one year Mrs. Jackson took her group by bus, and that was a complete nightmare.

Paul: Hmm. It's quite a long way, isn't it? We could hire a coach for the day, which is what we usually do. Or there's the train.

Jean: It's rush hour, though, isn't it, so it'll be really crowded. And it'll be more convenient for the rest of the day if we've got our own transport.

Paul: Yes, we'll do that, then. Anything else?

Jean: Oh, we need to let the parents know what's happening. We could ask the office to call everyone.

Paul: It would take too long with so many. I know when we send a letter home there are always a few pupils who lose it, but not all the parents have email yet, so I don't think we have any choice, really. I'll write something and take it to the school office this afternoon.

Jean: Right, I'll go and tell the pupils the good news.

Q5

Q6

Q7

Q8

Q9

Q10

Audioscript CD1, 2

Female lecturer: Hello everyone. Now, the International English Language Testing System exam, or IELTS as it's better known, is one of the most successful and popular English-language exams in the world today. What we're going to look at now is the history of IELTS, and how it came to be so successful.

- Q11 The story starts back in the 1960s, when the British Council created an exam called EPTB to test international applicants
- Q12 wanting to study at universities and colleges in the UK. EPTB, by the way, stood for English Proficiency Test Battery. Strange name, I know!
- This exam mainly used multiple choice questions, and by the Q13 end of the 1970s was considered a little old-fashioned. So, in 1980, it was replaced by ELTS, the English Language Testing Service. This new exam was much more modern in approach
- Q14 – it was much more communicative, for example – and was intended to reflect how language was used in the real world, particularly in the academic context of universities and colleges. However, during the 1980s the number of candidates taking the test was quite low. For example, only 4,000 people took the test
- Q15 in 1981. It's true that this had risen to 10,000 by 1985, but if you compare that to the number of candidates who take IELTS each year these days – more than a million – you can see why they considered it to be quite small. There were also some practical
- Q16 problems with the test, so in 1987 it was decided to conduct a review, leading to a revised version of the exam. This was introduced in 1989, under its new name: IELTS. Over the next few
- Q17 years the number of candidates increased rapidly. In 1995, there were over 43,000 candidates, and it was possible to take the test in any one of 210 test centres around the world.
- 1995 was also the year of the next revision to the exam, which simplified the Reading module and also improved exam
- Q18 administration. Further minor changes followed. The Speaking module was altered in 2001, and the criteria for marking
- Q19 the Writing tasks were revised in 2005. In the same year, a computerised version of the exam was offered at certain test centres.
- 2003 was a milestone for IELTS, as it was the year when the number of candidates went over half a million for the first time. There's no doubt that today, with, as we said, a candidature more than double what it was back in 2003, IELTS is a major
- Q20 player in the highly competitive industry of English-language examinations.

UNIT 1

Audioscript CD1, 3 (Listening Exercise B)

Richard: Here at last! Sorry I'm late.

Emily: That's okay. I was beginning to get worried. I thought you might have had an accident or something.

Richard: No, no. Nothing like that. I just lost my way around town. Q1 I haven't been to this café before. Still, I found it in the end. Anyway, how are you?

Emily: Fine. Actually, I'm a little tired. I spent all morning at the exhibition of contemporary art.

Richard: Oh, yes. Was that at the Johnson Gallery? I heard about that. How was it?

Emily: Well, there were some great pictures. They had oil paintings from lots of different artists. I thought it was badly planned, Q2 though, to be honest. Sometimes I didn't know what painting I was looking at. I had to search through the catalogue to find them.

Richard: I might try to see it next week.

Emily: Yes, you should.

Audioscript CD1, 4 (Listening Exercise D)

Richard: Maybe I'll go and see the exhibition this weekend. Anyway, tell me about this photography course you've started. How's that going?

Emily: Oh, yes. Well, it's going really well. I've had three lessons so far, and I get on well with the other students.

Richard: What about the teacher?

Emily: Mr Waterhouse? He's a nice guy, and he really knows what he's doing. He gives us an assignment each week and then he takes a look at the photographs we've taken. The only problem is that some of his explanations can be a bit confusing. And it's not just me because one or two of the other students have said the same thing. It's interesting, though.

Richard: Is that your camera? Have you taken any photos today?

Emily: Yes, one or two. I'll show you on the camera. Let me see... I quite like this one...and these two.

Richard: They're great. I really like them, especially these ones of the sky. They're really dramatic, with all the clouds in black and white like that. What are you going to do with them?

Emily: Well, I'll use them for my course. We have to display the work we've done all year, and then there's the exam in July, Q3 of course.

Richard: At least it'll be nice and warm then!

Emily: Yes, I've had enough of this cold weather. Oh, look at the time! I have to go, I'm afraid. When shall we get together again?

Richard: I'm busy next week because I'm going on holiday in a fortnight.

Emily: Lucky you!



Q4 **Richard:** Yeah. We can meet before then, though. Let's say in ten days' time.

Emily: Sure. Let's meet here again. And don't get lost next time!

Richard: Bye.

Audioscript CD1, 5 (Speaking Exercise A)

Interviewer: Do you have any hobbies?

Candidate 1: No... I not have time for hobbies. You understand?

Interviewer: What different types of entertainment are available where you live?

Candidate 2: Actually, I'm very lucky. I live in an area with loads of things to do. There's a big cinema complex just down the road from where I live, and there are several theatres and venues for concerts nearby. There are also a lot of restaurants. The only thing we don't have that I'd really like is an ice rink. I love ice skating!

Interviewer: When you go out for an evening, what do you like to do?

Candidate 3: I, well, errr, I, when I go out for an evening, I like to go out with my friends and do something, err, well, something err err enjoyable.

Interviewer: Are there any kinds of entertainment you don't like?

Candidate 4: Well, I'm not very keen on watching sport, to be honest. I quite like playing basketball or tennis, you know, but the idea of going to watch a football match – well, it's just not for me.

Audioscript CD1, 6 (Pronunciation)

1 I suspect the main character will be a suspect.

2 What means of transport will they use to transport the paintings?

3 When you extract some words from a text, you have an extract.

4 Shall I keep a record? We need to record all the results.

Audioscript CD1, 7 (Exam practice Listening)

Receptionist: Laverton Arts Centre. How can I help you?

Caller: Hello. I've been to the Arts Centre a few times recently, and I understand you have this scheme for regular visitors...

Receptionist: The 'Friends of Laverton Arts Centre'. Yes, that's right.

Caller: I wonder if you could tell me a little about it. I mean, how much it costs and what benefits it offers. Things like that.

Receptionist: Certainly. Well, first of all the good news is that we've recently changed the scheme. It used to cost £15 a year but now it's free. All you have to do is fill in an application form. You can either come to the Arts Centre and do that here, or you can go to our website and apply online.

Caller: And so what are the benefits of joining?

Receptionist: There are actually quite a few. As a Friend of Laverton Arts Centre, you'll receive a newsletter every three months with information on all the forthcoming events.

Caller: That sounds useful.

Receptionist: You also get priority booking for shows and concerts in the Main Theatre.

Caller: Can you explain how that works exactly?

Receptionist: Yes, what that means is that, when tickets go on sale, for the first two days they're only available to Friends of the Arts Centre. So as long as you book early, you can make sure you get seats.

Caller: Great! Do you ever offer discounts to Friends of the Centre?

Receptionist: Under the old system, when you had to pay to be a member, we did. Under the new system, there won't be any discounts for shows in the Main Theatre or films at the Arts Cinema. Having said that, we will be offering some discounts to members for performances in the Small Theatre. There'll be information about this in each issue of the newsletter.

Caller: I suppose I can find that information online as well, can I?

Receptionist: Absolutely. Actually, we're redoing our website at the moment. Right now there actually isn't a special section for Friends of the Arts Centre on the website. Once the site's been redesigned, there will be. You'll be able to put in your user name and password and enter a special section just for you.

Caller: It sounds excellent! Are there any requirements, though? I mean, as a member, do I have to do anything?

Receptionist: Yes, sorry. I forgot to mention that. There are no formal requirements at all, though obviously we have this scheme to encourage people to attend events here regularly. So, we ask that you attend at least four events a year, whatever they are, if you possibly can. Nobody's going to count, though, and it's totally up to you.

Caller: That sounds fair enough.

Receptionist: While you're here, we're actually conducting a short survey of people who phone up the Arts Centre. Would you mind if I asked you a few questions? It'll only take a couple of minutes.

Caller: Sure. No problem.

Receptionist: Thanks a lot. So, how many times have you visited Laverton Arts Centre in the last six months?

Caller: Well, I've only lived in the area for the last four months, so Q7 not that many times. Er... three, I suppose. Yes, that's right.

Receptionist: Fine. And how did you first find out about the Arts Centre?

Q8 **Caller:** Let me think. Oh yes, a friend invited me to a concert, and I came with her.

Receptionist: Have you ever seen a film at the Arts Cinema here?

Caller: No, I haven't, to be honest. In fact, until you mentioned it Q9 earlier, I didn't realise you even had a cinema.

Receptionist: One more question. If we offered a free tour of the Arts Centre, including things such as going backstage to look at the dressing rooms, would you be interested in going on it?

Q10 **Caller:** Oh yes, definitely. I think a tour like that would be very interesting! I'd even pay for it!

Receptionist: That's great. Thank you very much for your time.

Caller: Thank you!

UNIT 2

Audioscript CD1, 8 (Listening Exercise B)

Okay...I'd like to welcome you all to the Overseas Student Welfare Service, and just give you some idea of what we offer and how you can get involved. It's great to see that so many of you have turned up today to offer your help. I know that many of you are overseas students yourselves and I'm sure you'll find it a very satisfying experience.

The service has been going for ten years now, although of course Q1 the university has always offered help to students from both inside and outside the UK. With increasing numbers of students arriving from outside the EU, though, we decided that it was important to have a specific service to cater for their needs.

Now, what is the service all about and what do we do? Well, it's important to remember that we give some practical help, such as providing small amounts of money, but our main function is to provide advice. Students come to us with their problems and hopefully our advice helps them to deal with the situation. You have to remember that many people who come here as students don't know much about UK law, which can be very different from the situation in their own country. Don't worry if you yourself don't know much about it right now, because of course we will train you if you decide to volunteer for the service. We will make sure you understand how UK law affects overseas students, particularly in the area of accommodation, which is probably the single biggest issue facing the people who come to us for help.

Audioscript CD1, 9 (Listening Exercise D)

For many of the people who come to us for help, this is the first time they've lived away from home. It's a very big change to leave not only home but your home country, and they often feel lost, confused and lonely. We call this 'culture shock', and it's a real problem. I'm sure some of you have similar experiences. You'll get the chance to discuss those in groups later. Of course, all of the overseas students who attend the university have good English skills, so there isn't usually a language problem. However, it can still be hard for students who come from outside the EU to make friends. They don't know the customs and are often very shy about approaching people because they're afraid of appearing rude. One of the functions of the Overseas Student Welfare Service is to help those people fit in.

Finally, I'd like to tell you what working for the service involves. The service runs from 9 a.m. to 7 p.m. every day except Wednesday and Sunday, and you'll be expected to work for three hours once a month. Of course, you can do more if you wish, but that's the minimum we ask you to do. Before you start, though, we need to train you. That all takes place at the weekend, so you don't need to worry about missing any lectures. Now, does anyone have any questions?

Audioscript CD1, 10 (Speaking Exercise B)

- First of all, I believe the area where I live is a fairly typical residential area. I think it's becoming a more desirable place Q1 to live because the cost of housing is going up all the time.
 Q2 Apparently, house prices have doubled in the last five years, so it's becoming quite an expensive place to live. There are
 Q3 a few shops, but I agree with the local mayor when he says that we need to build more places for children to play.

As far as I'm concerned, the most enjoyable aspect of living around here is that the people are very friendly. If you need someone to keep an eye on your place while you're away on holiday, for instance, or you need someone to help look after the children, there always seems to be a neighbour who's happy to help.

Audioscript CD1, 11 (Pronunciation)

As far as *I'm* concerned, young people in this area get blamed for too many things.

From *my* point of view, the area needs more police officers on the streets.

In *my* opinion, local people don't do enough to help themselves.

It seems to *me* that there's a real problem with unemployment in this area.

I tend to think that crime isn't such a big problem as a lot of people think it is.

My *personal* opinion is that people in this area are very friendly.

Audioscript CD1, 12 (Exam practice Listening)

Alex: Hello, you're listening to Redgate Radio, and I'm Alex Dunbar. As you may know, people in the city will be taking part in Sport Aid this weekend. Here's Liz to tell us more about this event and how you can get involved.

- Q1 **Liz:** Thanks, Alex. Well, this is the fourth year of Sport Aid and it looks like it's going to be bigger and better than ever. Sport Aid is organised by the city council and it supports a number of Q2 different charities, although the main reason for its existence is to raise money to help developing countries. Last year, it raised over 100,000 pounds and that money has helped to make life a little easier for people in many parts of the world. Just to give Q3 you one example, the village of Otunga in Chad now has a water supply, meaning that the people no longer have to walk miles every day just to get water. And there are countless stories like that. By contributing to the infrastructure of different regions, it's hoped that things like Sport Aid will enable many more people to climb out of poverty. Another way in which that happens is by giving people the knowledge and skills to earn money. One of the biggest issues facing people in many poorer areas of the world is education. Something that we take so much for granted can be Q4 rare and expensive in some regions. Education is seen as key to development and money from Sport Aid has paid for schoolrooms and equipment in a number of places.

So what can you do to help? There are lots of ways in which you Q5 can get involved. First of all, you can go down to the biggest

attraction of the day, the Sport Aid charity football match. There will be thousands of people at City Stadium and all the money raised from the sale of tickets goes to charity. There's much more going on than just a football match, of course. There will also be lots of entertainment for the whole family, including a fair, stalls selling all kinds of food, and even a chance to try out some sports you may not have tried before, like softball and volleyball. It's probably going to be a very active day, so it's best to make sure that everyone is in comfortable clothes before you go down there. It's always a fantastic day out, and it's a great way to show your support.

But you're not restricted to being a spectator. Apart from the main event, there are a large number of smaller events taking place across the city. These range from fun runs around the park to games of cricket, and there's sure to be something happening in your area. Contact details are available for the people putting together each event, and you can get those from the council website. We'll be giving you the address for that at the end of the programme.

It's still not too late to organise your own event, as lots of people around the city are, although you'll have to get going on it now. First of all, do check that there isn't a similar event in your area, and then call the town hall to register your event. The local council needs to approve all events, and you'll stand more chance if you can come up with a sport that's new to some people, rather than just another game of football. Use your imagination, or try the internet to get some ideas. Try to come up with something that's going to get lots of people along, and which will raise money. You might not want to go for anything that turns out to be too costly, though, since the council isn't able to supply bats or balls or anything else you need, but they will give you advice on finding a good location and might even be able to help you out with small prizes for winners, as well as making sure that everyone knows about your event by publicising it on the website and sending you an organiser's pack, with lots more information.

There are a couple more things you need to be aware of for your event. There aren't any age restrictions, although if you're under 18 you'll need to get an adult, such as a parent, to sign the forms for you and to handle any money raised, but you do need to live in the Redgate area. You should also be prepared for anyone to turn up, since all events are public.

UNIT 3

Audioscript CD1, 13 (Listening Exercise B)

The tutor

The tutor: Now, of course, our Sun is just one star out of billions in the Milky Way. We don't know exactly how many stars there are, but current estimates put it somewhere between 200 and 400 billion.

Jenny

Q2 **Jenny:** I think I'm right in saying most astrophysicists now think the Milky Way came into existence as a galaxy somewhere between 6.5 and 10.1 billion years ago. That's right, isn't it?

Ahmed

Q3 **Ahmed:** One thing that amazed me was how old the oldest star in the Milky Way is. I mean, I knew our Sun was quite young, being formed about 4.6 billion years ago, but to think that the oldest star in the Milky Way was created about 13.2 billion years ago, even before the Milky Way itself. Well, that's incredible!

Audioscript CD1, 14 (Listening Exercise C)

Tutor: Right, shall we start? So, I asked you for this week's seminar to do some research into what we think is going to happen to the Milky Way in the future. Before we do that, let's just remind ourselves about some key facts about the Milky Way. Jenny, how old is our galaxy?

Q1 **Jenny:** I think I'm right in saying most astrophysicists now think the Milky Way came into existence as a galaxy somewhere between 6.5 and 10.1 billion years ago. That's right, isn't it?

Tutor: Indeed it is. Good. Ahmed, does that mean all the stars in the Milky Way are younger than that?

Ahmed: No, it doesn't. One thing that amazed me was how old the oldest star in the Milky Way is. I mean, I knew our Sun was quite young, being formed about 4.6 billion years ago, but to think that

Q2 the oldest star in the Milky Way was created about 13.2 billion years ago, even before the Milky Way itself. Well, that's incredible!

Tutor: You have to understand that the Milky Way was initially formed by things such as stars already in existence, so actually it's hardly surprising that some stars in the galaxy are older than the galaxy itself, but you're right – it is very old! Now, of course,

Q3 our Sun is just one star out of billions in the Milky Way. We don't know exactly how many stars there are, but current estimates put it somewhere between 200 and 400 billion. But let's just think for a minute about our Solar System in relation to the Milky Way. Jenny.

Q4 **Jenny:** Well, just as the Earth goes round the Sun, our Solar System goes round the centre of the Milky Way. It takes quite a long time to go all the way round, though – approximately 225 to 250 million years to complete one revolution, or orbit.

Tutor: Very good. And what is each revolution around the Milky Way called, Ahmed?

Ahmed: A galactic year.

Tutor: And what else do we know about galactic years?

Ahmed: Well, they're also called cosmic years. As Jenny said, they last about 250 million years and we think there have been somewhere between 20 and 25 of them since the formation of the Sun.

Tutor: Yes, and to put that in some perspective, since humans first appeared on Earth, we've only had about 0.0008 [nought point nought nought nought eight] of one galactic year!

Audioscript CD1, 15 (Listening Exercise D)

Tutor: Let's come on to what's going to be quite a large event in the future of the Milky Way. Jenny, what's Andromeda?

Jenny: Well, Andromeda is a spiral galaxy, like the Milky Way. It's about two and a half million light years away, which makes it the Milky Way's nearest neighbour. In fact, you can just see it with the naked eye on a clear night. But I suppose the most important thing about Andromeda is that it's moving towards the Milky Way at a rate of 120 kilometres per second, and the theory is that Andromeda and the Milky Way will collide together in somewhere between 3 and 6 billion years from now.

Tutor: Absolutely. Now, I do want to emphasise that some astrophysicists do disagree about the numbers – some say that the two galaxies will start merging in only a couple of billion years – and we're still not 100% sure that the galaxies will hit each other, but let's go with our best guess for now, which is that in several billion years Andromeda and the Milky Way are going to collide. Before that, of course, as Andromeda gets closer, it'll become brighter and clearer in the Earth's night sky. Ahmed, tell us what's likely to happen between now and the collision.

Ahmed: Well, as you said, in about 3 billion years the stars and gases of Andromeda will become even more visible to the naked eye here on Earth, but of course it's highly unlikely there'll be any humans on Earth to witness it as the Sun's hotting up. In one or two billion years, radiation from the Sun will almost certainly have made the Earth totally uninhabitable and lifeless. But let's say we do witness it somehow. What will we see? Well, we probably won't see many stars smashing into each other because the distance between stars is so great. It's quite possible for two galaxies, both with billions and billions of stars, to merge together without a single star hitting another star. Amazing, really, when you think about it!



Audioscript CD1, 16 (Speaking Exercise A)

Candidate 1

Candidate 1: Well, I'm now twenty. Over the next sixty years, let's say, we're going to see enormous changes because of global warming. The climate's going to change and the sea level's going to rise, so there may be some cities now, like maybe New York, that'll be under water. And other places that are really cold now, like Siberia in Russia, may become much warmer, so more people will choose to live there.

Candidate 2

Candidate 2: I'm quite optimistic. I think people here will have a better health system, and so will live longer, and I think the education system will improve too, meaning people will get better qualifications and better jobs. It's possible that I'm wrong, but I'm actually looking forward to the next two decades. We'll see what happens!

Candidate 3

Candidate 3: Well, it's impossible to know for sure, of course, but I think that in the year 3000 or so, people won't just live on Earth. We'll also be living on other planets. At least, I hope so! But, to come back to your question, unfortunately I think by then a lot of animal and plant life here on Earth will have become extinct.

Candidate 4

Candidate 4: That's an interesting question! I'd say that, over the next ten or twenty years or so, we'll see the technology that we've already got – you know, computers, mobile phones, that kind of thing – get much faster and more powerful, and cheaper, but I think it's highly unlikely we'll have things like personal flying cars or robots doing the housework at home.

Audioscript CD1, 17 (Pronunciation)

- 1 I haven't read my horoscope yet but I'll read it in a minute.
- 2 When are they going to present the leaving present?
- 3 Are you content with the content of the article?
- 4 I hope I'll be performing live for as long as I live.
- 5 We'll look at these minute particles through a microscope in a minute.
- 6 When the clown takes a bow, his bow tie will fall off!

Audioscript CD1, 18 (Exam practice Listening)

Tutor: Okay. So, to continue our look at modern European writers who have focused on the future in their work, today we're talking about H. G. Wells. Last week I asked you both to do some background research on Wells, which we're going to discuss now. Gitanjali, tell us about H. G. Wells.

Gitanjali: Right. So, H. G. Wells was a hugely successful British science fiction writer, writing at the end of the 19th and the start of the 20th century. And much of his work focussed on predicting the future.

Tutor: Jason, do you think Wells was just using the future as a narrative device in his fiction?

Jason: No, no. He really believed we can predict the future. In fact, he gave a speech at the Royal Institution in London, in 1902, called *The Discovery of the Future*, and the point he was making was that by looking at what you know about the present, and about science, it's quite possible to predict the future. Q1

Tutor: Indeed. Gitanjali, do you think Wells was always optimistic in his predictions?

Gitanjali: Not at all! In fact, he varied in his predictions from being extremely pessimistic about the future to being optimistic. Interestingly, one theory I read links the attitude in Wells' work to his own health. When he was writing *The Time Machine*, which was published in 1895, he'd just been diagnosed with an incurable fatal disease. Not surprisingly, the book is very pessimistic, being about a dystopia in the future – a long time in the future, the year 802701, in fact – where there are two races on Earth, the Morlocks and the Eloi, and the Morlocks actually eat the Eloi. Q2

Jason: I thought it was interesting, though, that it was H. G. Wells who actually came up with the phrase 'time machine', so despite being pessimistic, the work has had a lasting effect on our culture.

Gitanjali: Right. After *The Time Machine*, though, H. G. Wells didn't die, of course, and his recovery might be why he began to be a bit more optimistic about the future.

Tutor: So that brings us to his first utopia, *Anticipations*. Jason, tell us about that.

Jason: Well, *Anticipations*, or, to give it its full title, *Anticipations of the Reaction of the Mechanical and Scientific Progress upon Human Life and Scientific Thought*, was published in 1901 and was set in the 'New Republic' of the year 2000. Some of the things Wells predicts are fairly close to our reality today, including 24-hour news, global telecommunications and even a European Union. Q3

Tutor: We'll come back to the accuracy of Wells' predictions a little later. Gitanjali, how was Wells' work received at the time?

Gitanjali: Well, although Wells was extremely successful, not everyone respected his work, or his predictions. Another well-known science fiction writer, Jules Verne, viciously attacked him for works such as *The First Men in the Moon*, which Verne argued weren't rooted in scientific fact at all. Q4

Tutor: That's right. Now, Wells wrote a number of other utopian visions of the future. Jason?

Q5 **Jason:** Yes. In *A Modern Utopia*, published in 1905, his vision was of a world where there's no private property, where everyone has access to wonderful health care, and interestingly, where everyone's personal information is stored on cards in a central database outside Paris. Apart from the health care, I'm not sure everyone today would see that as a positive view of the future.

Tutor: Neither am I! And on a similar note, Wells strongly believed Q6 in population control, and in *The Shape of Things to Come*, which was published in 1933, he sees – and supports – a world where the population is kept at 2 billion. Once again, I'm not sure most people today would necessarily see that as a good thing.

Tutor: Gitanjali, in your research, did you come across anything about the 'World Brain'?

Q7 **Gitanjali:** Yes, I did. It's actually very interesting. Throughout the 1930s, Wells predicted – and supported – the setting up of a huge world encyclopedia. And towards the end of the decade, in 1938, Q8 he wrote a series of essays called *World Brain*. In these essays, Q9 he called for the world to make use of modern technology to create an enormous global encyclopedia so that all our knowledge is available to all people, not just an educated elite. Wells envisioned this as probably being on microfilm. He thought it would allow anyone, anywhere in the world, to look at any book or any document. He also thought it would be created by everyone, once again not just by an elite.

Q10 **Tutor:** Yes. And as you can imagine, many people today say that the internet has basically fulfilled his prediction. Of course, it doesn't use microfilm, but essentially it does meet all Wells' main requirements.

UNIT 4

Audioscript CD1, 19 (Listening Exercise B)

Ask most people what the world's largest desert is and the chances are they'll say the Sahara. The Sahara is certainly big, covering more than 9 million square kilometres, but it isn't actually the world's biggest desert. That distinction goes, strangely enough, to Antarctica, because to scientists, a desert is an area with very little or no atmospheric water vapour, and that can of course include very cold places. The Sahara is, though, the world's biggest hot desert. Just to give you an idea of its size, it's bigger than the whole of Australia, which is just under 8 million square kilometres in total, and almost as big as the continental United States. The region is not completely inhospitable, though. Today, about two and a half million people live in the Sahara region, the majority of these in Egypt, Morocco and Algeria.

Audioscript CD1, 20 (Listening Exercise C)

When we think of the Sahara we tend to think of sand dunes, and some of them are extremely large, sometimes reaching 180 metres in height. It isn't all sand, though. The Nile Valley, with its lush vegetation, runs through the Sahara and olive trees and other Mediterranean plants can be found in the northern highlands. By the way, if you ask people what they think 'Sahara' means in Arabic, they often guess something like 'sand' or 'heat'. In fact, 'Sahara' is actually the Arabic word for 'desert', so to call it the Sahara Desert is actually to call it the 'Desert Desert'! Maybe that is quite apt, though, as parts of the Sahara, because of the sand and heat, are indeed extremely inhospitable.

Audioscript CD1, 21 (Listening Exercise E)

The Sahara has changed considerably over the last 15,000 years or so. In the last ice age, which ended around 10,000 years ago, much of the Sahara was roughly as dry as it is now. In the more northern regions, though, there were massive ice sheets. The region was certainly inhospitable back then, and was bigger, extending further to the south than it does today.

Once the ice age came to an end, the climate changed. The ice in the north melted, producing some wetlands, and then the region began to dry out. However, there were soon monsoon rains throughout the region, meaning that the Sahara at this point, and for several thousand years, in fact, was considerably wetter than it is these days. This lasted until about 3400 BC, by which time the monsoon had retreated south again, and the process of desertification, where the desert spreads, began again in earnest.

Climate-wise, not much has changed in the Sahara for the last 5,000 years. The driest parts receive less than 2 centimetres of rainfall a year. In the wettest regions, this increases to a maximum of 10 centimetres each year. One change that is being witnessed today: the desert is getting bigger, expanding to the south by as much as 50 kilometres every year.

Audioscript CD1, 22 (Speaking Exercise A)

Speaker 1: Oh yes – I definitely prefer city life to life in the country.

Speaker 2: I've been a student in Australia for two years now and I prefer sharing a flat with other people to living on my own.

Speaker 3: I'd definitely prefer not to commute so far to work each day.

Speaker 4: Well, I'd rather my little brother didn't make so much noise!

Speaker 5: Yes, I'd rather my grandparents had lived a bit closer to us.

Audioscript CD1, 23 (Pronunciation)

1 It took ages to climb to the top of the hill.

2 I doubt it'll snow tonight.

3 There aren't any good beaches round here to my knowledge.

4 Have you ever lived in a foreign country?

Audioscript CD1, 24 (Exam practice Listening)

Today it is well known that CFCs, or chlorofluorocarbons, can do immense damage to the ozone layer, which protects the Earth from harmful radiation from the Sun. However, it was as recently as the mid-1970s when the connection between CFCs and ozone layer destruction was first established. The story starts back

- Q1 in 1957, when James Lovelock invented the Electron Capture Detector. This is a machine that can detect very small amounts of a chemical compound in the atmosphere. Indeed, using the machine, it was Lovelock who was the first person to detect
Q2 the widespread presence of CFCs in the Earth's atmosphere. In 1973, Lovelock, on a research trip which he'd funded himself, measured the amount of CFCs in the atmosphere in the Arctic and
Q3 in Antarctica, but unfortunately came to the wrong conclusion that CFCs are not harmful to the environment. Following on from this work, though, in 1974, Sherry Rowland and Mario Molina
Q4 published the very first scientific paper on the connection between CFCs and ozone depletion. This quickly prompted the world's first ban on the use of CFCs, which was enacted in 1975 by the US state
Q5 of Oregon. Further bans followed. In 1978, the United States and several European countries banned the use of CFCs in spray cans. CFCs were still allowed to be used, though, for refrigeration and
Q6 in solvents. It was in the mid-1980s that scientists in Antarctica observed a huge depletion in the ozone layer above them, often called the 'hole' in the ozone layer. This led, in 1987, to the signing of the Montreal Protocol, which called for further reductions in the production and use of CFCs and then, two years later, to a
Q7 European Union agreement to ban the production of all CFCs by the end of the century.

So why exactly are CFCs so harmful? One of the reasons CFCs were so popular in the production of solvents and refrigeration coolants

- Q8 is that they are unreactive. That is, they don't react easily or at all with other chemical compounds. It's this property, however, that also makes them dangerous. Because they are unreactive, it's very difficult for them to be broken down. This gives them a long

lifespan – more than 100 years in some cases – and allows them to rise into the upper levels of the atmosphere – the stratosphere – unchanged. There, ultraviolet radiation from the sun starts to break them down, freeing the chlorine atoms from the CFCs. It's this chlorine that helps destroy the ozone there.

Q9
Q10

UNIT 5

Audioscript CD2, 1 (Listening Exercise B)

Mark: Hi, Davina.

Davina: Oh, hi, Mark. How's it going?

Mark: Oh, so-so. I'm a bit worried about the assignment we were given last week. Have you got anywhere with it?

Davina: Which one?

Q1 **Mark:** You know. We have to come up with some good experiments to do in a science lesson with a class of eleven-year-olds.

Davina: Oh, yes. I remember. I haven't really had time to think about it, but I'm sure we can come up with something together.

Q2 **Mark:** Well, it's quite important, so I want to do it properly. It's a big part of our teacher training, and I don't want to mess it up.

Davina: Have you had any good ideas?

Mark: Well, I was trying to think back to the science lessons I had at school and see if I could remember any good experiments. There's the one where you make your own compass to explore the Earth's magnetic field.

Davina: I'm not sure I remember that one. How does it work?

Q3 **Mark:** You take a needle and rub it with a magnet to magnetise it. Then you put it on top of a bowl of water, using a small piece of tissue paper, and when the tissue paper sinks, the needle floats on the water.

Davina: Oh, right. Well, a compass tells you which way is north, so how does a needle do that?

Q4 **Mark:** Because it's free to move around, it lines up with the magnetic field of the Earth and points north to south. It's pretty elementary stuff, really, but it's quite interesting.

Davina: Sounds like a good start, but we might need to develop it. It doesn't sound like it's substantial enough to form a whole lesson.

Mark: That's true. That's why I was having problems. I wasn't sure what else to do with it. Do you have any ideas?

Davina: Um...let's see. I remember doing something in science lessons with bits of iron filings.

Mark: Oh, yes. I remember that, too. Do you remember the details?

Q5 **Davina:** I think you take a magnet and put it under a piece of card and then you tip all these tiny bits of metal onto the card. They form curved lines around the magnet and you can see where the magnetic field is, running from the north to the south poles. That would link in nicely with the other experiment.

Mark: Yes, it would. It's still not quite enough, though. It would be good to have one more activity.

Davina: Well, I've got my laptop here, and I think this place has wi-fi. Why don't I boot it up and we'll have a quick look online for a few ideas?

Mark: Good idea.

Audioscript CD2, 2 (Listening Exercise D)

Davina: Right. I'm online. Let's see. I'll type 'experiments with magnets' into Google and see what comes up.

Mark: Here we go. Try that first one. Science tips for teachers. It looks like the right kind of thing.

Davina: Okay. [reading] 'Welcome to the "Science tips for teachers" website. Choose a topic below to continue.' Right...erm... magnetism. Here it is. Oh, there are lots of experiments here. We should find something. What about this one?

Mark: Let me see...yes, it sounds like the right kind of thing. I'm sure the pupils would really enjoy estimating the strength of magnets. Sounds a bit complicated, though.

Q1

Davina: Well, it is if you want to build an electronic device, but there's a simpler option here. What you do is fill a small bowl with paper clips or small ball bearings. Those are those small metal balls you get inside machines. Apparently, you can buy lots of them and it says they're very cheap.

Q2

Mark: I suppose you could use anything, really, as long as it was small enough and made out of iron.

Q3

Davina: Yes, I suppose so. Oh, yes. That's what it says here. Okay, then what? Oh, I see. The idea is that a stronger magnet will pick up more of the objects. It must be difficult to count them, though.

Mark: No, I don't think so, not if you drop them into another container. Then you wouldn't even need to count them one by one. You could just find out the weight and compare one magnet to another. That'd be quicker.

Q4

Davina: Good idea. Right, I think that's a good plan for a lesson, then, isn't it? We've got three activities on the same subject, and each one should take about fifteen minutes. I think that'll be quite fun. Can't wait to get into the classroom and actually try it out with some real live eleven-year-olds!

Q5

Mark: Well, we need to get our supervisor's approval first, but I agree that it sounds right. Why don't we meet later today and write some of our ideas up to present to Mr Westwood?

Davina: Okay. Let's say six at my place.

Mark: See you then.

Audioscript CD2, 3 (Speaking Exercise A)

I'd like to tell you about a science programme I saw called *The World Around Us*. It's a programme for young people who are interested in science and it's on a satellite channel called *Science TV* once a week. I don't usually enjoy watching science programmes on TV, but this one looked interesting. It was about life at the bottom of the ocean and to start with they explained that it's very cold and there's no light so any animals have to be specially adapted to those conditions as a result. They showed some creatures which even produced their own light. They were actually quite beautiful. Afterwards, they followed a group of scientists who were planning to go down in a special kind of submarine and collect animals to study. It wasn't easy because they have to go so far below the surface of the water, but eventually they succeeded in collecting some fish and jellyfish. Next, they brought them to

the surface in special containers that kept them at high pressure. It was amazing to see these creatures swimming around in the laboratory. In the end, they could only keep them alive for a short time, but they managed to get some great film of them. I think the main thing I learnt from watching it was that there's a fantastic amount of life in places you don't normally think of and that it can be just as fascinating as the wildlife we see around us every day.

Audioscript CD2, 4 (Pronunciation)

psychology
pneumonia
psychiatry
listen
fasten
soften

Audioscript CD2, 5 (Exam practice Listening)

Josie: Hi, Al. Sorry to interrupt you when you're having your lunch, but I wanted to ask you a favour.

Al: Oh, sure. No problem. Sit down, Josie. I've finished anyway. What do you need?

Josie: Well, I was wondering if I could ask you about the experiments we were talking about in the seminar the other day Q1 with Dr Robinson. I'm doing my teaching practice on Thursday and Friday and I'm a bit concerned about it. I wasn't entirely sure I understood them completely. If I don't understand them, then the pupils don't have any chance!

Q2 Al: You mean the ones to determine the speed of sound?

Josie: Yes, that's right. Well, I think I understood the first one, but the second one was more complicated.

Al: Yes, that's true. Well, let's check what you thought of the first Q3 one, the one that you'll have to take the kids outside for.

Josie: Okay. Let me see. Well, you need to get two groups to stand Q4 exactly 200 metres apart on the playing fields, and one has a bell or a loudspeaker or some other loud sound source and a flag and the other group has a stopwatch.

Al: Yes, although it doesn't have to be 200 metres. It's just that it makes the experiment easier the more distance between them. It depends on the space available.

Josie: Right. And the idea is that one group raises the flag at exactly the same moment as they make a noise and the other group starts the stopwatch when they see the flag and stops it when they hear the noise.

Al: That's it.

Josie: And then you get them to do a simple calculation of velocity equals time divided by distance.

Al: Yeah. It's a bit low-tech, and it's not very accurate, but they should be able to get within about twenty per cent of the actual figure if they're reasonably careful. Q5

Josie: Okay, so I understand that. It's the other one, the one with the tube I was having a few problems with. Can you just talk me through that and tell me exactly what I have to explain to the pupils?

Al: Okay. Well, the thing to remember is that sound is a wave and waves have both frequency and wavelength. You should start them off with exploring waves in water and that'll introduce a few key concepts. Sound waves aren't exactly the same, because they're compression waves, but it's more or less the same principle, at least for pupils at this level. Q6

Josie: I've got some ideas for that. So, they understand wavelength and frequency, and then we move on to the experiment. For that we need...er...let me just have a look at my notes...a long tube, a tuning fork and a large barrel of water. Now, what do they do with those, and what's the point of it?

Al: It's fairly simple, really. You just have to remember that velocity equals wavelength times frequency.

Josie: Ah, yes. That's the key, isn't it?

Al: Yes. The tuning fork is manufactured to produce a sound of a given frequency, so that just leaves you one thing to measure. The pupils hit the tuning fork so that it makes a sound and hold it towards the end of the long open tube. That makes the air vibrate. They should slowly move the tube up and down. They'll find that in some positions it gets louder. That's because of resonance. Q7 Q8

Josie: What's that again?

Al: It's when there are a whole number of waves in the column of air in the tube. It makes it louder. They then measure the length of the column of air and they can work out the wavelength from that.

Josie: And that's more accurate than the other experiment?

Al: Well, it is if the pupils take an average using different tuning forks. It should be much more accurate. Q9

Josie: Thanks, Al. That's clear to me now. I can't think of any more problems...

Al: Just make sure that the pupils keep good records. You need to tell them how important that is. Any mistakes with the maths can be corrected later, but you don't want them to have to go back and get the data again. You probably wouldn't have time for that, anyway. Q10

Josie: Good advice. Yes. I just hope it goes well in the classroom now.

Al: Good luck!

UNIT 6

Audioscript CD2, 6 (Listening Exercise B)

Lecturer: Good morning, everyone, and welcome to the third in this introductory series of lectures on broadcast media. Last week, we discussed some of the roles involved in producing programmes for broadcast, and I'll be recapping that before moving on to look at the production process as a whole, giving you an overview. The lectures for the rest of the term will then look at various aspects in more detail and consider some of the wider issues.

Media production is usually a very complex process, and a number of people are involved in any programme, whether for radio or

- Q1 TV, with the most senior figure having a direct interest being the commissioning editor. He or she will usually be responsible for putting the rest of the team together and selecting producers, who may well work for an outside production company. We'll be looking at the role of outside production companies and the role they've played in changes in the broadcasting industry over the last 20 years next week. The producer or producers will work closely with the person responsible for commissioning to select directors. These might have full or associate status, depending on the number selected and the complexity of the project.
- Q3 These people form the core programme management team and will select the creative talent, including writers and actors, as well as all the technical staff, such as editors, electricians, camera operators, make-up artists, etc.

So, those are the key personnel involved. Let's move on now to have a look at the production process.

Audioscript CD2, 7 (Listening Exercise D)

Although the details may vary, the general outline of the production process will be the same, whether it's for a documentary, a soap opera or a drama series. Other programme genres may omit some stages – there's usually a minimal amount of scriptwriting involved in producing a game show, for example – but the overall flow of tasks is very similar. It might help if you bear in mind the production of a one-off TV drama as a good example of a programme that requires all stages to be done effectively.

- Q1 A programme begins as a concept. Using their knowledge of the market and of the audience, senior figures may decide that, let's say, a new adaptation of a Dickens novel would be popular. Once this is clear and everyone responsible is satisfied that this is actually the type of work they want to produce, the work is commissioned. This involves two parallel processes. A writer is identified and work begins on a script. Once that is under way, the process of casting, selecting actors, begins. Of course, at this stage they're working with a first draft of the script, which will go through editing a number of times, being sent back to the writer for further refinements. Once a final script is arrived at and actors have been selected, rehearsals can begin. The length of this stage may vary, depending on the complexity of the project, but it's vital, since the next stage, shooting the actual footage, is the most expensive, and the last thing anyone wants to do is waste time because of a lack

of preparation. Once the footage has been shot, it needs to be put into its final form. The video editing can also vary in complexity, although of course modern computing capabilities make this stage much more efficient than formerly. They have also had considerable effect, though, on audience expectation, so it's important not to get the impression that this stage has become easier, although perhaps it has become less routine.

The programme is now essentially in its broadcast form. Before finally being beamed out to households across the country, though, the approval of a number of different parts of the broadcasting organisation may be necessary. This can range from the original commissioning editor to senior management, or even lawyers in the case of more controversial subjects.

Now, does anyone have any questions about what we've covered so far today?

Audioscript CD2, 8 (Speaking Exercise A)

Well, of course the media are usually considered to be a form of entertainment. I do think that they can play an educational role too, though. Take newspapers, for example. I believe that they should provide people with all the information they need to understand what's happening in the news. They should explain to people what's behind the stories.

Other media, like television, are better at entertaining people, but they should be educational as well. I think this is even more important with children's programmes. For example, if they make a drama for children and it contains controversial issues, they should also make other factual programmes about it. That way, children can learn about the problems and be entertained at the same time. So, yes, I think the media should both entertain and educate.

Audioscript CD2, 9 (Pronunciation)

On the one hand, some older people are confused by new media.

On the other hand, many older people are comfortable with new media.

In comparison with older people, young people tend to read blogs more often.

In contrast to young people, older people often prefer more traditional media.

Audioscript CD2, 10 (Exam practice Listening)

Lecturer: As I've made clear in earlier lectures, many different solutions have been proposed to the basic technological problem of getting meaningful marks onto paper. In other words, several different forms of printing have developed over the years, many of which are still in use today for different purposes. This week, I'd like to discuss the rotogravure process. This is one of the most widely-used printing processes, and after describing how the process works, I'll be describing some of its industrial uses and the advantages and disadvantages of this form of printing.

As the name implies, rotogravure is a form of printing in which large cylindrical pieces of metal rotate, while the paper to be

- Q1 printed passes between them. The paper is held in place against the printing surface by the impression roller. The weight of this roller is one of the factors that affect how much ink is actually transferred to the paper. Remember that this roller does not directly transfer ink onto the paper. The side in contact with the
- Q2 impression roller remains blank, and it's the other side of the paper which is actually the printed side.
- Q3 The impression roller presses the paper against the ink-bearing roller, generally known as the gravure cylinder. This roller is etched or engraved using either a laser or a diamond-tipped etching machine. This creates a large number of tiny holes in the surface of the roller which hold the ink. The depth and size of these holes
- Q4 determines how much ink is picked up from the ink fountain, which the whole printing assembly rests in. How much ink is picked up in turn determines the density of the image produced.
- As it rotates, the lower roller picks up more ink on its surface than is required, and this needs to be removed before contact with the
- Q5 paper. A flat edge, called the doctor blade, scrapes against the surface and removes all ink which is not in one of the holes on the surface of the lower roller. This should lead to a clean image.
- Now that we understand a little of the mechanics of rotogravure printing, I'd like to look at it in the wider context of the printing
- Q6 industry and discuss the main uses. One of the main advantages of the rotogravure process is that the amount of ink which can be transferred to the paper is high compared to other printing methods. This means that a broad density range can be produced. In other words, with rotogravure it's possible to produce many
- Q7 different light and dark shades, making it particularly suitable for reproducing photographs and fine art. For shorter print runs, some other processes may give a finer image, but rotogravure is ideal for jobs that involve printing, for example, a million magazines.
- Q8 One common place where you'll see printed matter that has been produced by rotogravure is in the advertising material that is often inserted into Sunday newspapers.
- Of course, it's not just paper that can be printed by rotogravure. It's a very flexible process, since the rollers used can be made to
- Q9 any size required. Whether it's consumer packaging or large rolls of floor covering that need to be printed, rotogravure is a relatively cheap, quick method that is used in a variety of industries.

This isn't to say that rotogravure is without its disadvantages.

- Q10 Probably the main drawback is the fact that with large areas of colour the dots are visible, even without using any kind of magnifying aid.

Now, does anyone have any questions about the rotogravure process?

UNIT 7

Audioscript CD2, 11 (Listening Exercise B)

1

Student 1: So, I suppose we should mention something about the history of sign languages, shouldn't we? I mean, I know that's not the main focus of the presentation, but I don't think we can just ignore it, do you?

Student 2: No, I guess not. But we don't want to waste too much time on that. How about in the introduction I just say that if anyone's interested in the history, we've got a brief overview in the information pack we're giving them?

Student 1: Yes, good idea. Let's do that.

2

Speaker 1: Now, one of the things we'll need to get across is that sign language is much more than just moving your hands in front of your chest.

Speaker 2: The three-dimensional sign space, you mean? Yes. It's probably best for us to demonstrate that, isn't it?

Speaker 1: Yes, that could be very good, actually. You're better at signing than me, so you can demonstrate some different sentences which show how the space is used, and I'll comment on them as you do them.

Speaker 2: Fine. We'll have to write them beforehand, of course.

Speaker 1: Oh, absolutely.

3

Speaker 1: Now, what about the differences between different sign languages?

Speaker 2: Yes, I've been thinking about that. Now, neither of us actually knows a lot about that, and there are some great clips on YouTube on the differences between British and American Sign Language, and between American Sign Language and Chinese Sign Language, so maybe we should show them. We've got an internet connection in the seminar room, so it should be easy to do.

Speaker 1: Okay, can you get the links ready, then? You can introduce them too, if you like.

Speaker 2: Fine.

Audioscript CD2, 12 (Listening Exercise C)

Speaker 1: One of the things I think we should cover somewhere is all the myths about sign language.

Speaker 2: What do you mean exactly?

Speaker 1: Well, you know, all the things that lots of people believe that aren't really true.

Speaker 2: You mean things like believing sign language isn't real language, that it's more like doing gestures and doesn't have any grammar? Things like that?

Speaker 1: Yes, exactly. And even things like the fact that there are lots of different sign languages, and signers who use American

Sign Language can't really understand signers of British Sign Language, or Australian Sign Language for that matter.

- Q1 **Speaker 2:** Well, maybe that's a good place to start the whole presentation off. You say a myth, then explain that it's not true. Then I say one. Then you again, and we alternate like that.

Speaker 1: Good idea. Let's make a list of all the myths we want to focus on in a minute. You just mentioned grammar, though. We're going to have to show briefly how sentences are put together, aren't we? And how things like tenses are formed. How should we do that?

- Q2 **Speaker 2:** Well, actually I found a great site online with loads of information about that. Maybe we could print out some of the information, photocopy it and put it in the booklet we're going to give to everyone. When we're going through the myths at the start, we can say that we've got examples of grammatical elements in the booklet. What do you think?

Speaker 1: That sounds sensible, as long as the information we give them is clear.

Speaker 2: Oh yes, it's great. There are loads of pictures with a simple explanation under each one.

Speaker 1: Excellent! I can't wait to see it! Now, what else?

- Q3 **Speaker 2:** Well, you and I are going to be signing quite slowly, aren't we? I mean, we're really not very good. It would be good to make the point that expert signers sign extremely fast. I'm sure I can find a short clip on one of my DVDs that'll show how fast they are. Shall we include something like that?

Speaker 1: Yes, definitely. The faster the better! One thing we should bear in mind about all the recorded clips we're going to use is that they only usually show standard sign language. I'd like to make the point that, just like spoken languages, sign languages have regional variations, and people sign differently sometimes depending on their educational background, how they learnt, how long they've been signing, things like that.

- Q4 **Speaker 2:** That's a very good point. We're probably not going to find any video clips of that though, are we? But if we could find some examples in some of the books, maybe you or I could demonstrate that a bit.

Speaker 1: Yes, I'll have a look through some of the textbooks I've got and see what I can find.

Speaker 2: Great. Oh – do you know what else we should include? Finger spelling.

- Q5 **Speaker 1:** Oh yes. In fact, that should be one of the myths. I think a lot of people still think that signers spell out every letter of every word. We should point out that that's not true, but then explain that of course there are signs for each letter and then on the information sheets we can include the signs for the English alphabet in some of the different sign languages.

Speaker 2: And we can encourage them to learn one of the alphabets at home!

Audioscript CD2, 13 (Speaking Exercise A)

Student 1

I'm not really concerned about Speaking, Listening and Reading, to be honest, as I think I'm quite good at them, and I've got good marks in the practice exams we've done, but I don't feel very confident about writing essays and descriptions. I write quite slowly and carefully, so I'm afraid I'm not going to have enough time in the exam.

Student 2

Well, the main reason is that I've applied to study at a university in the UK, and they need proof that I can speak English. They accept several different qualifications, and one of them is IELTS. As there's a school near me that prepares students for IELTS, it seemed sensible to take that exam.

Student 3

There's not much I don't like, except the fact that for each Listening part, you only listen once. That's difficult! And I'm not used to that. Apart from that, I think it's a good exam.

Student 4

I haven't had long to get ready – only about two months, so I've been doing a short course on my own. It's not easy studying on your own, but I think I know what I have to do in the exam now, and I think my grammar and vocabulary have improved since I started. Basically, I do the exercises in the books, then I check my answers. When I get things wrong, I make sure I understand why.

Audioscript CD2, 14 (Pronunciation)

- 1 Let's separate the phrases into two separate groups.
- 2 If we alternate, we'll make an alternate point each.
- 3 When you approximate, you work out the approximate number.
- 4 Who's going to be present when I present the findings?
- 5 If you perfect something, you make it perfect.

Audioscript CD2, 15 (Exam practice Listening)

Dawn: Hi Hardip. Is now a good time for us to plan that computer programming lesson we've been assigned?

Hardip: Hey Dawn. I was just thinking about that, actually. Yes, let's get it out of the way now, shall we? I've got the instructions here. So, it says: Design a 45-minute lesson for a class of sixteen teenagers where they learn how to write a simple computer program in BASIC.

Dawn: Now, I know of course that BASIC is the computer language people used to use back in the 1980s when they wrote programs on microcomputers, but I'm not sure I feel very comfortable teaching anyone about it!

Hardip: Well, I did a bit of research yesterday and found out quite a few things, so I think we'll be okay.

Dawn: Great! So, what do you have in mind?

Hardip: Well, I think we should presume that none of the kids will know anything about BASIC, so why don't we start with a short

multiple-choice quiz? It could focus on things like what BASIC is, what the letters stand for, when people used it, things like that.

- Q1 **Dawn:** That sounds good. I guess it shouldn't take long. Just the first five minutes of the lesson, something like that. I don't think we should make the students do it on their own, though. That'd make it too much like a test. Shall we let them do it in twos so they can discuss their choices?

Hardip: Yes, good idea. Then we'll go through the answers with them as a whole group.

Dawn: Good. What next?

Hardip: Well, I've had an idea for the program they could write. I'll tell you about that in a minute. I think the key thing is, though, that before they actually sit at their computers – and I think we should presume that they're doing this lesson in a computer room – they make a flow chart of what they want the program to do. That's usually the best way to start writing a program.

Dawn: This flow chart will show all the different stages of the computer program, right?

- Q2 **Hardip:** Exactly. It's probably best if the teacher stands at the board and everyone works on that together.

Dawn: Yes, otherwise they'll all come up with different flow charts and it'll get confusing.

Hardip: Precisely. I imagine making the flow chart will take about fifteen to twenty minutes.

Dawn: Then they use that to write their computer program.

Hardip: Well, actually, I think there's a stage before that. You see, the flow chart will be in English. They're going to need to be taught a few BASIC commands so they can write their computer program.

Dawn: Hmm... Now I'm getting out of my depth. What kind of thing would that be?

Hardip: Well, for example, when you want text to appear on the screen, the command is PRINT, in capital letters, followed by the text you want to appear in double inverted commas.

Dawn: Oh yes. I think I've seen that before.

Hardip: Right. So, they'll need to be taught five or six commands before they use them to write their program.

Dawn: Okay. So, how shall we do that? With the teacher talking to the whole class again?

- Q3 **Hardip:** Well, we could, but it might be more fun to make it more like a competition, where there are a few teams competing against each other. Each team has maybe four or five people in it and they have to do some kind of matching task. You know, they match the command 'PRINT' with 'to make text appear on the screen'. Something like that.

Dawn: That sounds good. Teenagers love competing with each other.

- Q4 **Hardip:** Exactly. And then for the final part of the lesson, they use their flow chart and the commands they've learnt to produce the program. Let's presume, shall we, that there are eight computers in the room, so that's two students for each computer.

Dawn: That sounds reasonable. So, tell me more about your idea for the computer program they're going to write.

Hardip: Okay, so, it's a very simple program. I've actually written it down here, so we can go through it together.

Dawn: Okay, so the first line says 10 CLS. What on earth does that mean?

Hardip: Well, every line of a BASIC computer program starts with a number. They usually go up in tens, so the first line is 10, the second 20, and so on. And CLS is the command we use in BASIC to clear the screen.

Dawn: Oh I see. So that's just telling the computer to start with a blank screen?

Hardip: Exactly. Then we move onto the next line. So, this one says: 20 PRINT "Guess a number between 1 and 10".

Dawn: Right, I see. That appears on the screen. It's not that difficult, is it, when you get the hang of it? Let's see if I can work out the next one. 30 INPUT I. Oh. Not sure about that.

Hardip: Well, all that's saying is that the person playing types in a number. INPUT is the BASIC command for 'type in', and I just means 'any number you like'.

Dawn: Oh, okay.

Hardip: Then, what happens next depends on what the number is. So, we've got: 40 IF I is less than 1 OR IF I is greater than 10 THEN PRINT "Bad choice!"

Dawn: Right! So if they type, say, zero or 11, that appears on the screen.

Hardip: Exactly. And then this next line takes them back to where it asks them to type in a number between 1 and 10.

Dawn: That's line 50. I see. And line 60 says IF I equals 6 THEN PRINT "Correct!" Ah, okay. So, if they've typed 6, they've got it right.

Hardip: And if they haven't typed six, which is the next line, then 'Try again!' comes up on the screen and that takes them back to where they choose another number.

Dawn: It's clever! Well done!

Q5

Q6

Q7

Q8

Q9

Q10

UNIT 8

Audioscript CD2, 16 (Listening Exercise A)

Most people know him as the greatest writer in the English language. Many even consider him to be the greatest dramatist the world has ever seen. We are, of course, talking about Shakespeare, and today we're going to start by looking at some of the myths that surround the life and works of William Shakespeare.

One myth is that Shakespeare was born on, and died on, the same date: the 23rd of April, or St. George's Day. Well, yes, we do know Q1 for sure when he died: the 23rd of April 1616. We don't know for Q2 certain, however, when he was born. This myth can be traced back to an 18th-century writer, who mistakenly wrote that Shakespeare's birthday was April 23rd. Perhaps it was, but there's really no proof. Q3 What we do know was that he was born in Stratford-upon-Avon, Q4 the son of John Shakespeare and Mary Arden, a fairly wealthy Q5 couple, in 1564, and that he was christened, or baptised, on the Q6 26th of April. Was he three days old or three weeks old when he was
christened? The truth is we don't know, and probably never will.

Audioscript CD2, 17 (Listening Exercise B)

We do know for certain when Shakespeare got married. That was on the 27th of November, 1582. He was eighteen, and his wife, Anne Hathaway, was twenty-six. Six months later, she gave birth Q4 to a daughter – Susanna – and about two years after that to twins: a boy, called Hamnet, and a girl, Judith. When he was 11, in 1596, Q5 Hamnet sadly died of unknown causes. Now, of course, there's the well-known myth that it was grief over Hamnet's death that led Shakespeare to write the play *Hamlet*. In fact, academic opinion is divided on this. Some academics argue that there's really no connection between the two names. Others argue that, at the time, Hamlet and Hamnet were considered to be the same name. Once again, we may well never learn the truth.

Audioscript CD2, 18 (Listening Exercise C)

The twins Hamnet and Judith were born in 1585 and it wasn't until 1592 that Shakespeare began to be mentioned in connection with the London theatre world. The years in-between are often referred to as his 'lost years' as very little is known about where he went and what he did. There are many myths about that period. One says that Shakespeare had to escape from Stratford because he'd been caught doing something illegal – in fact, poaching – and was about to be prosecuted. Another says that his first job in London connected to the theatre was looking after the horses of wealthy theatre-goers. Another myth says that he taught at a school. Q6 They may be true – but they may not. All we really know is that Shakespeare did indeed move from Stratford to London, and over hundreds of years people have suggested these theories as to why, but there's no strong evidence to support any of them.

Because he's so respected today, it's easy to forget that not everyone has always considered Shakespeare to be great. Indeed, Q7 as you'll recall, we said that it was in 1592 that Shakespeare is first mentioned in relation to his career as a playwright. This wasn't a

glowing review of one of his plays, though. On the contrary, it was a vicious attack by the playwright Robert Greene, who accused Shakespeare of arrogance in thinking he could write plays as well as university-educated playwrights such as Christopher Marlowe and Robert Greene himself. Because, of course, Shakespeare never went to university, and his success was bound to upset people who did. And for Greene to condemn Shakespeare like that means that by 1592, Shakespeare had already found success. Greene wouldn't have wasted his time attacking someone no-one had heard of. Q8

Audioscript CD2, 19 (Speaking Exercise A)

The person from history I admire the most is Ghandi. When he was living in South America...or rather, South Africa, he was working as a lawyer and he helped the poor. In 1815...I mean, 1915, he moved to India and he continued his work helping people there. The thing I admire most about him is that he was completely opposed to all forms of violence. He showed people that you can achieve a lot by peaceful means, and he helped his country at a difficult time, when it was being ruled by the French...the British, I should say.

Audioscript CD2, 20 (Pronunciation)

history	historic	historical
economy	economic	conomical
photograph	photographic	photographer
scientific	scientist	scientifically

Audioscript CD2, 21 (Exam practice Listening)

Lecturer: Good afternoon. So far in these lectures we've been looking at the management of public services and the ways in which they try to improve. Today I want to look at the museum service, since it's a very good example of the kind of service that everyone says they want in theory but which in practice often has to work with limited budgets.

The key aim of most museums today is to make themselves more effective. In the past, a museum might simply collect and organise old objects and display them in glass cabinets. Often, these displays didn't change from one year to the next and simply got bigger as the museum bought more exhibits. However, falling numbers of visits to museums taught managers that bigger wasn't necessarily better, and that museums had to adapt to deal with a changing world. Museums have learnt that they need to offer a greater variety of services for people in their local area to choose between. They also need to reach as wide an audience as possible and need to find innovative ways of getting people through the door who we perhaps wouldn't think of as traditional museum visitors – children, for example, or people from various ethnic backgrounds. Q1 Q2

Museum managers often don't have the funding to do very much about the buildings they manage, but they *can* do a lot about the experience of visiting those buildings. A lot depends on the staff, of course, however big or small the team running the museum may be. But there are also relationships outside the museum which

Q3 have a large effect. Rather than work alone, good museums these days work very closely with local councils and businesses.

These relationships can be quite complicated, and it's important to understand the different responsibilities. Most museums find that

Q4 there are things that are the direct responsibility of staff, such as planning and designing new public displays, and there are things that they need outside help for. I'd like to go on to consider some of these areas. Museums have for a long time complained of a lack of funding. They are often not at the top of the list when it comes to local councils deciding what to do with their money. This has led to museums seeking alternative sources, and the local business

Q5 community has been a valuable partner. More often than not these days you'll see that an exhibition is sponsored by a business that has some connection to the subject. Their logo will appear on any

Q6 promotional material that the museum produces to advertise its events, such as leaflets and ads in the local press.

Museums also can't afford to see themselves in isolation from the local community, and that obviously involves knowing exactly who the local community is. In most museums, the staff themselves will come from the town or city where the museum is located and should have some knowledge of the needs of local people.

Q7 However, they will usually rely heavily on studies done by the local council, which tell them what people want from their museum

Q8 service. Once they have that information, it's then up to the staff to decide how they're going to get the people of their area more involved in the museum, either as visitors or even possibly as volunteers.

Apart from the exhibitions, museums provide a whole range of activities, including things like talks or workshops on subjects that local people may be interested in. The museum staff probably lack the expertise to talk on many subjects and so it usually means inviting speakers from different places, possibly even from different

Q9 countries. This is exactly the kind of thing that museums will try to do in partnership with companies from the local area, who are often willing to pay for speakers if their brand name is displayed at the event.

Museums, of course, need various well-maintained buildings. It's important that people can access the museum services easily and

Q10 comfortably, and it will usually be the local authorities who are responsible for that. This funding is, of course, ultimately provided by local people through their taxes, so...

IELTS

FOR ACADEMIC PURPOSES:
A SHORT INTENSIVE COURSE

Adon Berwick

TEACHER'S BOOK

5.5 to 6.5

IELTS for Academic Purposes is a concise, user-friendly course designed to be used intensively in the weeks and months prior to taking the IELTS exam (Academic format). It is ideal for both classroom-based learning and self-study. The Student's Book offers 8 topic-based units –approximately 40 hours of instruction–focusing on the development of key exam skills.

The Teacher's Book is designed to be practical, easy-to-use, and comprehensive. Containing detailed guidance on how to teach the course in a classroom setting, plus additional tasks, useful exam information and tips together with model answers for all writing tasks, the fully-interleaved Teacher's Book provides both experienced teachers and those new to IELTS with everything they need to teach the course effectively.

KEY FEATURES OF THE TEACHER'S BOOK

- Fully-interleaved
- Detailed guidance on how to teach the course
- Suggestions for additional and optional tasks
- Cultural notes for all topics covered in the Student's Book
- Answer key with explanations for the Student's Book and the Bandscore Booster
- Model answers for all writing tasks
- Audioscripts for the Student's Book
- Student's Book Audio CD

COMPONENTS

Student's Book with CD-ROM	ISBN: 978-007-126951-3
Student's Book	ISBN: 978-007-126952-0
Bandscore Booster with Audio CD	ISBN: 978-007-126953-7
Bandscore Booster Book	ISBN: 978-007-126954-4
Teacher's Book with Audio CD	ISBN: 978-007-126955-1
Teacher's Book	ISBN: 978-007-126956-8
Practice Test with Audio CD	ISBN: 978-007-126957-5
Practice Test Book	ISBN: 978-007-126958-2

LEVEL

For students aiming for a minimum bandscore of 6.5

ISBN: 978-007-126955-1
MHID 007-126955-X



9 780071 269551

Mc
Graw
Hill

The McGraw-Hill Companies