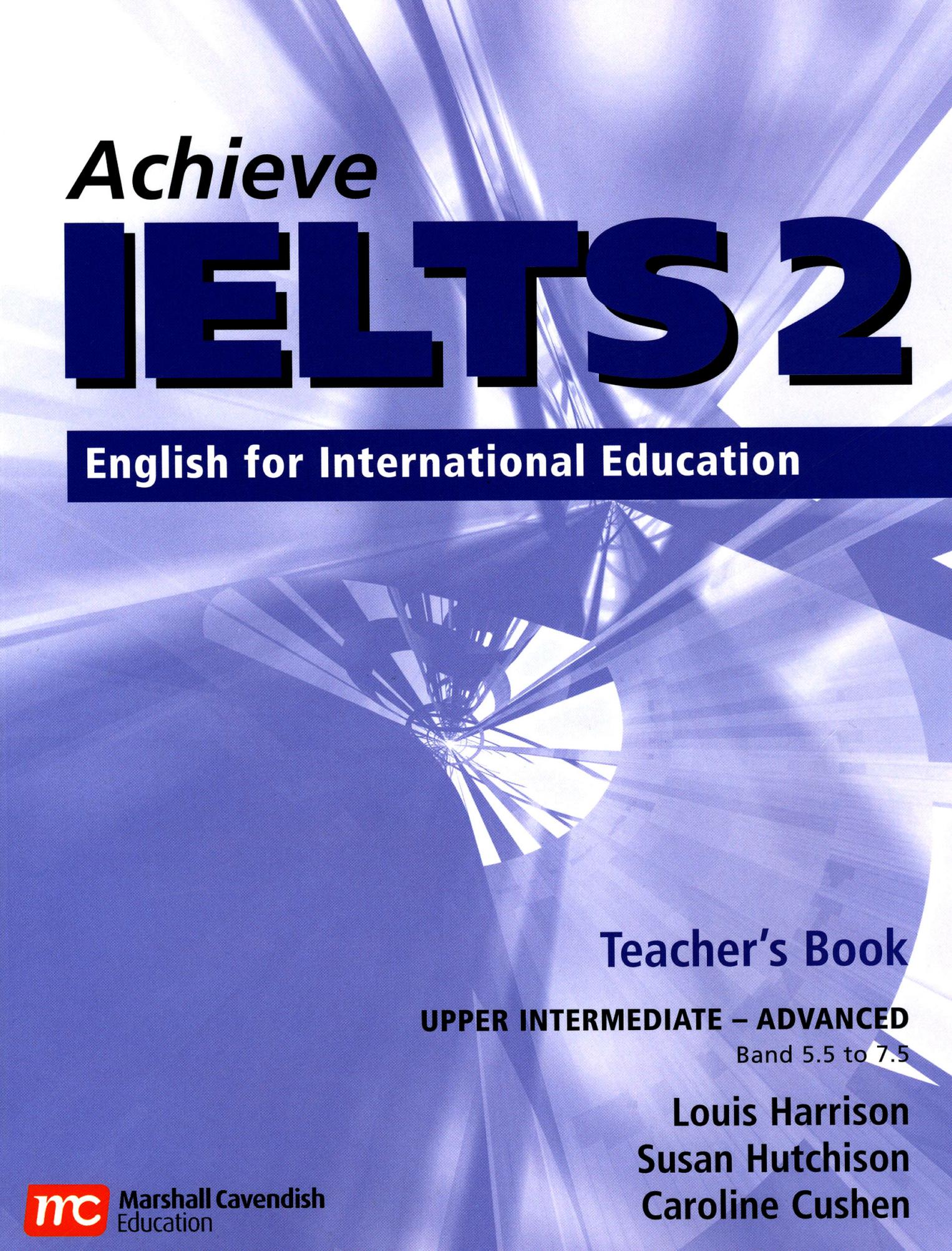


Achieve **IELTS 2**



English for International Education

Teacher's Book

UPPER INTERMEDIATE – ADVANCED

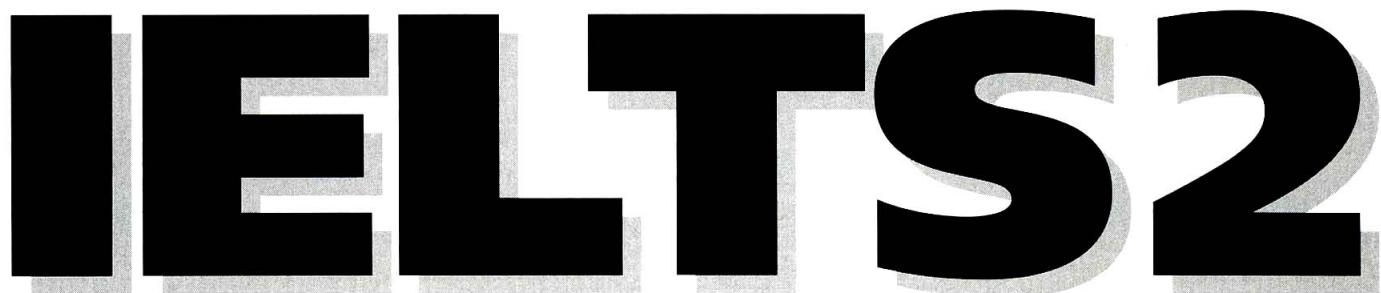
Band 5.5 to 7.5

**Louis Harrison
Susan Hutchison
Caroline Cushen**



Marshall Cavendish
Education

Achieve



English for International Education

Teacher's Book

Louis Harrison
Susan Hutchinson
and Caroline Cushen



Marshall Cavendish
Education

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IELTS and Achieve IELTS

About IELTS

IELTS stands for *International English Language Testing System* and it is one measurement of a student's level of English accepted by colleges and universities in countries such as Australia, New Zealand, the United Kingdom and many others including increasingly the United States.

The test has six modules: listening, academic reading, general training reading, speaking, academic writing and general training writing. Candidates choose to do either academic or general training reading and writing, and all candidates do the same listening and speaking test. Candidates who wish to go into higher education do the academic modules; the general training is for candidates who want to do non-academic training or for immigration purposes.

The test is scored on a band from 0 (did not attempt the test) to 10 (expert user). The score at which colleges and universities accept students varies from institution to institution, but as a very rough guide, universities may accept students with an IELTS score of 5.5 + for undergraduate degree studies and 6.5 + for postgraduate studies.

The modules are divided into parts.

Listening: four sections with 40 questions.

Time: 30 minutes.

Academic reading: three passages with 40 questions.

Time: one hour.

General training reading: three passages with 40 questions.

Time: one hour.

Academic writing: two tasks.

Time: one hour.

General training writing: two tasks.

Time: one hour.

Speaking: three parts.

Time: 11 to 14 minutes.

The test is taken in this order. Scoring is done as an overall score and is also scored by individual section.

Overall scoring

IELTS results are reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each overall band score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 9 Expert User** – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
- 8 Very Good User** – Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 7 Good User** – Has operational command of the language, though occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 Competent User** – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 5 Modest User** – Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 4 Limited User** – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 3 Extremely Limited User** – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 2 Intermittent User** – No real communication is possible except for the most basic information using isolated words

or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

1 Non-User – Essentially has no ability to use the language beyond possibly a few isolated words.

0 Did not attempt the test – No assessable information.

Individual test scores

Writing is assessed over 9 IELTS bands which are confidential.

Task 1 is assessed on task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy.

Task 2 is assessed on arguments, ideas and evidence, communicative quality and vocabulary and sentence structure.

If the candidate is under the word length they will lose points; if they have copied they will be severely penalised.

Speaking Candidates are assessed according to: fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation.

For marking criteria, visit www.mcelt.com/ielts

Achieve IELTS

Approach to learning and teaching

Achieve IELTS is unique among IELTS courses in that it takes a student-centred approach towards test-preparation: that is we see the student as the most important part in preparing for IELTS. Furthermore, the course does not see the test as the end-point of the course. From the students' perspective, an IELTS score is simply a way of progressing to their goal: an English-medium education in the subject of their choice either abroad or at an English-medium institution in their own country.

Achieve IELTS is theme / topic based and takes elements of content based instruction (CBI) or content and language integrated learning (CLIL) approach to teaching and learning supplemented with a focus on language where appropriate. The parts of the CBI / CLIL

approach we have taken are:

- use topics the students are interested in to increase motivation and prepare them for their subject studies
- develop thinking skills and give the students something to talk and write about by approaching a topic from several perspectives
- use group and pair work to focus on the process of producing a piece of work – written or spoken
- have students take information and evaluate and restructure it (a key skill in answering IELTS tasks such as summarising and saying which argument a writer agrees with)
- focus on topics in natural and real life situations
- introduce the wider culture (which can be seen in the introduction sections of the course) and conventions of academic discourse (for example, page 90 – problem / solution essays)
- reflect teaching approaches used in English for Academic Purposes of teaching language through academic texts.

This approach has the advantages of:

- reflecting the aims of the test which is *designed to test readiness to enter the world of university-level study in the English language and the ability to cope with the demands of that context immediately after entry.*
(<http://www.ielts.org/teachersandresearchers/faqs/default.aspx#UniLevelTasks>)
- motivating students by showing life after IELTS – giving the students the language necessary to cope with life in another culture and exploring situations and questions the students are interested in. Indeed the course can be seen in part as a series of questions asked by students:
 - Unit 1 How do I apply for money to fund my studies?
 - Unit 2 How do I open a bank account?
 - Unit 3 How can I travel around?
 - Unit 4 What is social life like and how can I get involved?
 - Unit 5 How can I find my way around? How do I find accommodation?
 - Unit 6 How can I cope with life in another language?

- Unit 7 Is it safe to live abroad?
- Unit 8 Where can I go shopping?
- Unit 9 What does the Students' Union do?
- Unit 10 What's the food like? Where can I eat?
- Unit 11 How can I help the environment?
- Unit 12 What happens at the end of the course? What happens during graduation?
- providing insights into the culture and traditions of the educational system, expectations and institutions the student will be part of after passing the test and entry into that system
- asking students to evaluate their own performance, to look at their own strengths and weaknesses in terms of the test – see the Introduction unit.

This approach informs the choice of themes within the units, the structure of each unit and the activities within the units.

Achieve IELTS themes

The topics and themes in the course have been chosen for their interest and relevance to students. For example, students want to know about social life at college and university, about how to open a bank account and how to get involved in student life.

Topics and themes have also been chosen to reflect the test and which the student may well encounter in the test. Themes such as *the environment* prepare the students to answer frequently occurring questions in the Writing and Speaking tests. The student is given different perspectives on the topic so that they have something to say or write about if they are given a question about the topic. Moreover, as they will have already practised writing or talking about the topic, the student will be well-prepared to give a full and confident answer.

Note: the Reading and Writing tests in IELTS, unlike in *Achieve IELTS* are not linked thematically. *Achieve IELTS* uses the same theme across all sections for course continuity and to help the student prepare their ideas and opinions about common topics.

- Units 1 – 4 deal with social topics such as travelling or dealing with money.
- Units 5 – 8 deal with more technical topics, frequently encountered in the test such as the development of cities or the Internet.
- Units 9 – 12 deal with attitudinal topics – topics that ask for students' opinions and attitudes to issues such as GM food or the environment.

Unit structure

Each Student's Book unit is divided into five sections: an introduction to the theme of the unit, then four test practice sections which give the students practice in each of the IELTS sections: reading, listening, speaking and writing. All skills practice sections are carefully staged throughout the course (for more information, see (*Achieve IELTS 1 Teacher's Book*). In the Speaking and Writing test sections, models of good answers are provided and the different parts of the test are practised individually during the course and built up to complete test practice in the final units.

In Reading and Listening sections, the students are asked to read or listen to passages more than once in order to do test practice and improve their skills.

Reading and Listening sections are often divided into cycles following the pattern:

- lead-in
- test practice (1)
- test practice (2)
- language study / pronunciation practice
- extension.

In sections with more than one passage, this cycle will be repeated.

Lead-in: this may be one of a number of activities – a short quiz, general questions, vocabulary pre-teaching; using a picture for discussion (usually the large picture at the beginning of a unit).

Test practice (1): this is usually a global comprehension activity, for example matching headings with paragraphs.

Test practice (2): this usually involves an activity which asks the students to read or listen to a passage again in greater detail, for example multiple-choice questions.

Language study / pronunciation: where examples of a grammar or pronunciation point occur naturally within the passage, this is brought out, presented and practised.

Achieve IELTS structure

Achieve IELTS 2 Student's Book is divided into three notional parts around which the topics for the units were chosen.

Extension: this is a production activity which extends and personalises the theme of the passage or topic, making it relevant and personal to the student.

All skills practice sections are carefully staged throughout the course. In the Speaking and Writing test sections, models of good answers are provided and the different parts of the test are practised individually during the course and built up to complete test practice in the final units.

Introduction sections

The introduction section to a unit is always the first item. Introductory sections give IELTS practice for part 2 of the listening test (which deals with people in social situations in an academic context) and practice for the speaking test. The introductory section also activates language and expressions from part 2 of the listening test and helps the students to make them part of their own productive language. These sections get the students ready for the rest of the unit and help to prepare the students for study in an English-medium university or college. The introductory sections focus on social situations the student will encounter after taking IELTS and gives them some insight into the academic life they will enter in terms of institution, interaction and culture.

Test practice sections

The test practice sections are divided into the four components of IELTS: listening, reading, speaking and writing – although not always in this order.

Rather than asking the students to do an activity once only (as in the test), a reading or listening passage will usually have at least two activities attached to it in order to:

- give the students the opportunity to practise a variety of question types
- give the students deeper understanding of the passage
- exploit the passage in terms of vocabulary and grammar.

You may, however, wish to exploit any reading or listening passage once only to duplicate test conditions.

The skills practised and difficulty of the passage have been chosen and graded in terms of the

activities practised and the language level (see below for language level). Activities that are frequently used in the test like multiple-choice questions, matching headings with paragraphs and labelling activities are introduced and practised from the start of the course. Activities that demand a lot from the student in terms of language and thought, such as summarising, are practised in the second half of the course when the students feel more confident with their English and with the test.

As *Achieve IELTS* stays as close to the test as possible in terms of instructions, activities and exploitation of passages, you may wish to supplement the questions in the Student's Book with more of your own.

The length and corresponding difficulty of the reading and listening passages increases throughout the course as does the length and difficulty of the speaking and writing activities. Towards the end of the course the students will build up to full-length reading, listening, speaking and writing tasks.

Listening

Test task types included in the book are monologues and dialogues in social and academic situations, including conversations, seminars, workshops, lectures and talks. Additional listening to social conversations in academic situations is given in all Introduction sections.

Reading

The reading sections in the Student's Book cover a wide variety of text types including articles from magazines and journals, newspaper reports and other sources to reflect the text types in the academic module of IELTS and have been taken from real / authentic sources. Practice in the general training module reading test is given in the Workbook.

Writing

The approach that *Achieve IELTS* takes towards the writing test is to take a thorough approach to tasks 1 and 2 by providing staged practice of each task. The approach of *Achieve IELTS* to the academic writing tasks is: to break the task into smaller sub-skills, practise these sub-skills, then build back up to the full task.

At level 2 the focus is on academic writing task 2 with practice for general training task 1 in

the Workbook. Very often we have grouped useful phrases into tables (for example, describing change, p16) so that the students can generate their own sentences using these tables and refer back to them later.

The writing sections often contain a preliminary reading passage which acts either as a model of how to answer or a warning of how not to answer. The Teacher's Book provides model answers for each writing task, together with samples of student's answers with a comment from an experienced IELTS examiner.

Speaking

The speaking sections build progressively through the three parts of the speaking test: introduction and interview, individual long turn and two-way discussion, allowing the student to focus on each part of the test before putting it all together in full speaking tests at the end of the course. This helps the student to understand how the speaking test is staged and what is required at each stage.

In addition to test practice, the course includes fluency activities: fun, engaging, confidence-building activities to improve spoken fluency. These usually precede test practice and if exploited fully, can really help the students prepare for the test.

If you have the facilities, you could record your students doing a speaking activity at the beginning, middle and end of the course so that they are able to see how much they have improved during the course.

Other features

Language study

The language study sections are intended as revision and practice of major language points the students have already encountered in previous learning.

Examples of these points are taken from listening and reading passages where they occur in context naturally. In order to ensure thorough revision of these language points, practice is given in the Student's Book and further practice is available in the Workbook.

It should be noted that while passages and texts have been chosen for their appropriateness to the level and to the language point, the passages will contain language and structures

that the students are not taught in the Student's Book, just as the students will come across language and structures they are not familiar with in the test.

Pronunciation

Achieve IELTS pronunciation syllabus focuses on features such as word and sentence stress and intonation. The students are also asked to practise the pronunciation of common colloquial expressions and phrases in *Express yourself* sections.

Expressions (*Express yourself*)

In order to prepare the students for life after IELTS, expressions naturally occurring in listening passages are highlighted for the students' attention. These will make the students sound more fluent and confident during the speaking test and be very useful when they are at an English-medium university.

Achieve IELTS

During the course the students will be offered instruction on how the test works and advice and suggestions on how to prepare for questions and examinations strategies to get the best out of the test. We have avoided general statements in favour of concrete test strategies followed up with practice activities that help the students apply the strategy.

Study skills

Study skills are presented and practised as part of the Workbook. You may wish to do these sections in the class or leave them for the students to do at home.

Our experience shows that students with good study skills learn better and more thoroughly than the students who do not practise good study skills. For this reason we strongly recommend that the students follow the study skills syllabus in the Workbook as this will help them in preparation for the test and in their future studies.

The study skills syllabus in *Achieve IELTS* 2 is:

- using an English–English dictionary
- synonyms and antonyms
- capitalisation
- keeping vocabulary
- speed reading
- grammar notebooks

- collocation (1)
- learning diaries
- collocation (2)
- studying effectively
- learning outside class; study timetables
- test preparation.

Achieve IELTS activities

Putting the focus on the students means doing test practice through interaction with other students, not as a single test-candidate facing IELTS alone. For this reason, *Achieve IELTS* includes motivating and stimulating activities involving pair, group and team work. A key principle in our approach is that test practice can be fun (although it is still hard work).

Achieve IELTS includes quizzes, pair work and fluency activities to increase motivation and confidence as students prepare for the test.

This Teacher's Book offers ideas and suggestions for activities additional to those in the Student's Book.

Achieve IELTS Workbook

The Workbook revises language points practised in the Student's Book and gives further practice in all parts of the academic modules and additional practice in the general training modules, as well as further pronunciation and study skills practice. It also contains further practice of language points, and study skills.

Achieve IELTS Teacher's Book

The Teacher's Book contains an introduction to the course and test, how to use the Student's Book and the Workbook. It includes:

- instructions on activities
- answers to all activities
- photocopiable model answers to essays with students' answers and comments from an experienced IELTS examiner
- additional activities
- background information to academic life and the theme of each unit
- a photocopiable end-of-course test skills review so that students revise and review what they have learnt.

Introduction

Test overview; Achieve IELTS survey

Themes test overview, *Achieve IELTS* Student's Book survey

Passages an article outlining and explaining the test

Vocabulary

test vocabulary candidate, examiner, task card

language skills speaking, reading, writing, listening, grammar, pronunciation, vocabulary

Background reading

This introductory unit gives students an overview of the IELTS, goes over the structure of the test, gives more information about the test, and introduces the task and question types they will practise in both *Achieve IELTS* and in the test. It also familiarizes students with the *Achieve IELTS* Student's Book and asks them to think about which questions and task types they need to concentrate on in order to achieve maximum points.

1 Label the picture with the words in A.

Direct the students to the picture and ask them to label it with the words in A.

You may wish to point out that this is the situation the students will (hopefully) be in at the end of the course. Ask the students which test they think this is (Speaking test) and which part of the test it is (part 2 – individual long turn). You may wish to develop the discussion into what the students know about the speaking test, and the other sections of the test.

1.1 2 Listen to three students and answer the questions.

Go over the questions with the students and ask them to listen and answer the questions. You may like to add that these are real students studying on an MBA course (at the time of writing) and direct your students to the picture (from left to right: Mohammed, Qian and Rattapol).

Play the listening passage and have the students answer the questions.

Answers

student 1	student 2	student 3
1 to study in Britain	to study in the UK	to study abroad
2 the writing test	the speaking test	the reading test
3 the speaking test / interview	the listening test	the speaking and listening tests
4 6 points	6.5 points	6 points

Additional activity: listening and note-taking

If you wish, you could ask the students to listen again and write:

- 1 where the students come from
- 2 why they took IELTS
- 3 why each student found the parts difficult or enjoyable.

Answers

student 1

- 1 Amman, Jordan
- 2 He took it because all the universities asked for it.
- 3 He found the writing test difficult because the subject didn't interest him; he thought the interview was enjoyable because he could have a conversation with the examiner and hear English before coming to Britain.

student 2

- 1 Bangkok, Thailand
- 2 He took it because it is a requirement of the universities and because he could find out his weak and strong points in English.
- 3 He found the speaking test difficult because he couldn't communicate with the examiner effectively; he found the listening test the most enjoyable because he was well-prepared.

student 3

- 1 China
- 2 She took the test because she wanted to study abroad and it was necessary to get a place on her course.
- 3 She found the reading test difficult because of the time limits; she found the listening test enjoyable because it is more like a game than a test.

3 Talk about your reasons for taking the test.

Ask students to give you their reasons for taking the test. This is a good opportunity to find out more about their ambitions and aspirations. If you wish, you could put the students in pairs to do this and ask one or two students to tell their answers to the class at the end of the activity.

Now say which skills in B are your strengths and weaknesses in English.

Go over the items in B and ask students to tell you which skills they think they are strong and weak in. Again, this is a good opportunity to conduct a mini-needs analysis so that you can adjust the course to a particular skill if a majority of the class share the same weakness, or to individualise the course by giving students self-study work to help them improve in a particular skill. If you wish, you could put the students in pairs to do this and ask one or two students to tell their answers to the class at the end of the activity.

Additional activity: information collection

Ask the students to draw a table with the items in B and ask the other students in the class what they think they are good at and what they need more practice at; why they think this and even how they think they could improve.

4 Read the passage and complete the table.

Go over the table with the students and ask them to read the passage and complete it.

If you wish, you could refer to the IELTS website (<http://www.ielts.org>) for more details about the test components.

★ Answers

- 1 a specific information b note taking
c summarising
- 2 reading
- 3 a understand main points
b find specific information
c transfer information
d understand the attitude of a writer
- 4 a report b discursive essay
- 5 speaking
- 6 a fluency b vocabulary c grammar
d pronunciation

5 Look through *Achieve IELTS* and find activities to improve and practise ...

The aim of this activity is to have the students review what they will learn and to make sure that they know they will cover all sections and question types in the test as well as improving their language skills.

● Suggested answers

- 1 Any activity with boxed words, for example Unit 1, Speaking activity 1, or activities in Reading sections which ask students to find words in the text for definitions.
- 2 Any section labelled *Language study*.
- 3 Any activity labelled *Achieve IELTS* which contain practical advice on dealing with the test.
- 4 a Unit 1, Speaking activity 4 b Unit 2, Speaking activity 2 c Unit 6, Speaking activity 7
- 5 a Unit 3, Listening activity 2 b Unit 4, Listening activity 2 c Unit 10, Listening activity 3 d Unit 1, Listening activity 4
- 6 a Unit 11, Reading activity 4 b Unit 9, Reading activity 3 c Unit 5, Reading activity 2 d Unit 7, Reading activity 4
- 7 a Unit 2, Writing activity b Unit 8, Writing activity 9
- 8 Unit 5, Speaking activity 3

Alternative activities: *Achieve IELTS* contest

If you wish, you could put the students into teams to complete the activity.

Give the students a time limit and a point for each answer they get correct. The winning group is the one with the most correct answers.

International student

Themes exchange programmes, grants and funding, orientation day

Passages international students and changes in higher education

Language study present tenses, present perfect and present perfect continuous, describing change

Express yourself names and spelling, meeting people, importance

Achieve IELTS predicting

Vocabulary

educational finance grant, scholar, eligible, to fund, applicant

characteristics determined, independent, intelligent, motivated, organised, respectful, enthusiastic, lazy, motivated, spoilt, bright, hardworking, demanding

Background reading

A number of grants and awards are available for students who would like to study abroad. Perhaps the most well-known programmes are the Chevening programme, run by the British government mainly for students who wish to do a postgraduate degree; the Fulbright program, an American programme for both undergraduate and postgraduate students; and the Socrates / Erasmus programme, run by the European Union and restricted to European students only.

Individual universities also give grants and awards to help students study at that university and it can be worthwhile contacting the university or university department to see if funding is available.

Answers

Chevening programme: United Kingdom
Fulbright Scholar program: United States of America

Erasmus: European Union

Now read the passages again and answer the questions.

Answers

- 1 Chevening and Fulbright
- 2 Chevening
- 3 Erasmus
- 4 They need to show that they have a place at a university.

3 Read the passages again and match the words in B with the definitions.

Go over the words with the students and explain that they are to do with finance at university – specifically applying for money. Have the students match the words with the definitions.

If you wish, you may want to practise the pronunciation of the words, especially *eligible*, /'elɪdʒəbl/.

Other words you may wish to introduce and focus on are: *award*, *exchange*, *bursary*, *fee* and *scholarship*.

Answers

- | | |
|------------|-------------|
| 1 eligible | 4 applicant |
| 2 fund | 5 scholar |
| 3 grant | |

4 Work in pairs. Discuss which questions applicants may be asked in an interview for a scholarship.

Go over the questions with the students. Put the students in pairs and have them discuss

Exchange

This section introduces the unit and gives practice in listening test parts 1 and 2 and the speaking test.

1 Work in pairs. Ask each other the questions.

Go over the questions with the students and have them discuss them.

At the end of the discussion, get the answers from one or two pairs.

2 Read the passages and match the scholarships with the places in A.

Refer the students to the places in A then ask them to read the passages and match the programmes with the places.

which questions may be asked in an interview for a scholarship.

• Suggested answers

- | | |
|----------------|-------|
| 1 yes | 4 yes |
| 2 yes | 5 no |
| 3 probably not | 6 yes |

Now write two more questions that could be asked.

Ask the students to think of two more questions that may be asked in an interview for a scholarship.

If you wish, you may like to put the students into pairs to do this.

At the end of the activity you could write the students' questions on the board in preparation for activity 5.

12 5 Listen to an interview and complete the application form.

Go over the application form with the students and ask them to listen for detail and complete it.

Note: students will not be asked to give personal information in the speaking test, but such information is often part of the listening test and this activity is to help prepare students for this.

• Answers

- | | |
|-------------|--------------------|
| 1 Kilicoglu | 5 Daire 11D, 1738 |
| 2 Füsün | Caddesi, Karsiyaka |
| 3 Ms | 6 biomedicine |
| 4 Single | 7 higher diploma |

12 Now listen again and answer the questions in activity 4.

Refer the students back to the questions in activity 4 and the questions they wrote.

Ask the students to listen again and write the answers to the questions in activity 4 they hear.

• Answers

- 1 A degree in biomedicine, a higher diploma in bioengineering.
- 2 The course is different from bioengineering and contains a module in management.
- 3 Not asked.
- 4 It will help her move into management and bring back the newest ideas in her subject.
- 5 Not asked.
- 6 The course is one of the best in Europe, she is not too far from home, she can improve her English and visit the country.

Express yourself: names and spelling

Students will encounter these phrases in a number of situations:

- in the listening test (saying and spelling names is a regular feature)
- in the classroom (they may need to spell their name for another student)
- if they go to an English-medium university or college.

Note: spelling names is not part of the speaking test.

Decide which expressions we use for (a) spelling names and (b) talking about names.

If you wish, you could ask the students if there are any letters or characters in their language that speakers of other languages may have difficulty spelling or saying, or if some names have shortened forms.

• Answers

- spelling names: that's c with a dash underneath it, g with a line above it, the u has two dots above it, i without the dot
- talking about names: You can call me Chris if you like; people call me Liz; It's short for Christopher.

Additional activity

If you wish, you may wish to teach: *nickname, adopted name* (many students often take English names to make life easier for other students), *middle name*.

You could also ask the students whether their name means anything. For example, in Turkish *Füsün* means *magic spell*, while *Kılıcoglu* means *son of the sword* (*kılıç* = sword, *oğlu* = son).

13 Now listen and practise.

Play the recording and have the students practise the expressions paying attention to stress and intonation.

6 Work in groups. Students A and B, turn to assignment 1.1 and interview Student C. Student C, answer the questions.

Remind the students of the interview in the listening passage and tell them that they are

going to conduct an interview for a scholarship. Ask Students A and B to turn to the questions in assignment 1.1; if you wish you could ask them to think of one or two more questions.

Put Students A and B together with Student C and have them interview Student C.

Now change roles.

At the end of the first interview, ask the students to change roles so that all the students have the chance to interview and be interviewed.

When the activity is over you could ask the students who got the scholarship and why.

Language study: present tenses

1 Study the examples and explanations.

This section reviews grammar from the previous level and extends it to deepen the students' understanding.

Explain that we use the present simple to talk about things that are generally true (*There are 12 months in a year.*), situations that we think will continue for a long time (*I live in the capital city.* – we do not think this will change for a long period of time, contrast this with *I am living in halls of residence.* which implies that the speaker only sees themselves there for a short period) and things that happen regularly (*Classes start at 10.30.* – usually something with a timetable).

Explain that we use the present continuous to talk about things that are temporary actions or happening as we are speaking. We often use the present continuous to talk about courses, which are temporary for a fixed period of time.

Students are introduced to two features of English grammar: stative versus dynamic verbs, and transitive and intransitive verbs. Stative verbs, which we often use for senses or thoughts, are usually not used with the present continuous which is more usually used with dynamic verbs. Intransitive verbs are verbs that do not require an object, whereas transitive verbs usually require an object. Remind the students that a good dictionary will tell them which verbs are stative, transitive or intransitive.

If you wish, play the passage again for students to listen to the examples.

Now correct the mistakes.

2 Answers

- 1 A: Do you live in Izmir too?
B: Yes, I ~~am living~~ **live** in Bornova in a small apartment.
- 2 A: My first name is Luis.
B: I'm sorry, could you repeat **that**?
- 3 A: Bioengineering is really three subjects together – engineering, medicine and biology.
B: I'm thinking **think** I understand.
- 4 What course ~~do~~ **are** you ~~take~~ **taking** at the moment?
- 5 A: Do you want a coffee or a tea?
B: Thanks, ~~cold water~~ I'd prefer **cold water**.

3 Work in pairs. Ask each other the questions.

At the end of the discussion, get the answers from one or two pairs.

► Further practice: Workbook Unit 1 Language study, Study skills

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Discuss what new students need to know on the first day of a course.

Put the students in pairs and ask them what kind of things they would like / need to know at the beginning of a new course, for example what facilities are on campus, how long the course lasts, who to speak to in case of problems.

At the end of the discussion, get the answers from one or two pairs.

2 Read the table and find words that mean ...

Go over the definitions with the students. Ask them to read the orientation day programme and find the words for the definitions.

You may wish to check the students' understanding of: *mayor, onwards, departmental, co-ordinator* and *representative*.

3 Answers

- | | |
|---------------|-------------------|
| 1 orientation | 4 refectory |
| 2 venue | 5 Vice Chancellor |
| 3 sponsor | |

Background reading

The person in charge of a university in the UK and Australia is the Vice Chancellor; the Chancellor is a position usually given to a well-known person such as a politician or academic who has some connection to the university or the city. The Chancellor's role is to act as the representative of the university, whereas the Vice Chancellor is responsible for the day-to-day running of the university. Part of his or her job is to welcome new students to their university with an address to all freshers (or new students). At some universities the mayor of the city will be at the meeting to welcome students.

1.4 Now listen to a conversation and complete the table.

Ask the students to read through the table before they hear the listening passage.

Answers

- 1 main hall
- 2 11.00 (it lasts for one hour)
- 3 seminar room 2
- 4 course administrator (also accept members of staff and Professor Heanue)
- 5 lunch
- 6 other international students

1.4 3 Listen again and label the plan.

Go over the plan with the students and explain any new words, for example *cluster room* – a room with several computers and *buffet* – a place where people can buy snacks and drinks.

Answers

- 1 student common room
- 2 main hall
- 3 laboratories (labs)
- 4 seminar room 2
- 5 departmental office

Now answer the questions.

Answers

- 1 The mayor.
- 2 They will meet her a number of times during their studies.
- 3 The department, course, course work and academic life (in Britain).

Express yourself: meeting people

Read the expressions and underline the stressed words.

Go over the phrases with the students and explain that they are all expressions we use to introduce ourselves and reply to introductions. Explain that these are all quite formal phrases. Ask the students to underline the stressed words.

Answers

Let me introduce myself ...
Perhaps you could introduce yourselves.
Nice to meet you.
Pleased to meet you too.
It's a pleasure to meet you.

1.5

Now listen and practise.

Play the recording and ask the students to listen and practise the expressions, paying attention to stress and intonation.

If you wish, you could play the recording once for the students to check their answers, then have them listen again and practise.

4 Complete the sentences with *Do* or *Don't*.

Go over the notes with the students and ask them to decide which things they should or shouldn't do. If you wish, you could put the students in pairs to check their answers before they listen to the recording.

Answers

- | | | | |
|---------|------|---------|------|
| 1 Do | 3 Do | 5 Don't | 7 Do |
| 2 Don't | 4 Do | 6 Don't | 8 Do |

Background reading

This activity helps the student to understand the academic culture of Anglo-American style education, which may be very different from the students' own academic culture.

The emphasis is on students taking responsibility for their own learning, doing their own research, thinking critically about what they have read, comparing information with other sources, paraphrasing and summarising this and forming their own opinions about it. Tutors and lectures are there to guide students rather than provide the students with knowledge. Taking an

active role in their own learning will, of course help them to succeed in IELTS too. Many international students like to record their lectures, especially when they first arrive at university so they can listen to them again for anything they did not understand. Lecturers usually do not mind this, but the students should always ask the lecturer whether they can record the lecture before the lecture begins.

16 Now listen to a talk and tick the things you hear.

Answers

Students hear: 1, 2, 4, 7 and 8

16 5 Listen again and choose A – C.

Go over the multiple-choice questions with the students. Play the recording again and have the students choose the correct answers.

Answers

1 A 2 C 3 A 4 C

6 Work in pairs. Ask each other the questions.

Go over the questions with the students and have them discuss them. At the end of the discussion, get the answers from one or two pairs. This is a good opportunity to find out what things students would like to do to improve their study skills and perhaps provide some time to help them in this.

► Further practice: *Workbook Unit 1 Listening*

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Match the words in C with the definitions.

Go over the words with the students and explain that they are all ways of describing a person's character.

Have the students match the words with the definitions.

Answers

- | | |
|---------------|---------------|
| 1 independent | 4 determined |
| 2 organised | 5 respectful |
| 3 motivated | 6 intelligent |

17 Now listen to a conversation and tick the words you hear.

Answers

Students hear: organised, intelligent, motivated, determined

Express yourself: importance

Read the phrases and underline the words that mean *important*.

Explain that these phrases are commonly used in talks and lectures and they will come across them in the listening test.

Answers

significant essential important vital
fundamental crucial main (thing)

Now work in pairs and check your answers.

Put the students in pairs and have them discuss their answers.

Tell them that they will practise the pronunciation of the phrases in the next activity.

Pronunciation

2 Circle the stressed words in the phrases in *Express yourself: importance*.

Refer the students back to the expressions in *Express yourself* and have the students circle the stressed words.

Answers

other characteristics are (more significant)
I think that's (absolutely essential)
It's (really important) to be organised
the (vital) thing is motivation
Organisation and motivation are (fundamental)
to good learning
the (crucial) factor is determination
isn't intelligence the (main) thing

Now listen and practise.

Play the recording again and have the students practise the expressions, paying attention to stress and intonation.

► Further practice: *Workbook Unit 1 Pronunciation*

3 Work in groups. Discuss the questions.

Go over the questions with the students then have them discuss them in groups.

At the end of the discussion, get the answers from one or two groups.

4 Put questions and statements A – F into 1 – 3 below. If necessary, look back at the reading passage on page 5.

Go over the statements and questions with the students and explain that they are all part of the speaking test. Have the students decide which questions and statements belong to which part of the speaking test. For example, *Describe a teacher who taught you* would not be included in part 1 – the introduction of the speaking test. If you wish, you could put the students in pairs to do this activity.

Remind the students that there is a description of the speaking test on page 5 if they wish to read it again. Alternatively, you could remind them that part 1 contains general questions, part 2 asks for a longer response, and part 3 is a discussion.

Answers

- 1 Speaking test, part 1: C, E
- 2 Speaking test, part 2: A, F
- 3 Speaking test, part 3: B, D

Now ask the other students in the class questions for speaking test, part 1.

At this point in the course, the students could practise for part 1 only by asking questions C and E.

Have the students go around the class and ask the other students the questions.

If you wish, you could ask the students to write one or two more questions to ask the other students.

Additional activity

If you wish, you could ask the students to write a full speaking test using the statements and questions as a starting point. You could

expand the activity into a full test with the statements and questions below.

There are usually three or four questions in part 1, four statements in part 2 followed by two or three rounding off questions (students will come to these in unit 3) and three or four discussion questions in part 3.

When the students have written the test, put them in pairs and have them conduct a speaking test interview.

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Put the words in D into groups.

Go over the words with the students and have them put the words into groups. If you wish, you could put the students into pairs to do this as they may have different opinions as to which characteristics are positive and which are negative.

2 Answers

- 1 positive characteristics: enthusiastic, bright, hardworking, demanding (depending on the circumstances)
- 2 negative characteristics: lazy, spoilt, demanding (depending on the circumstances)

Now match the words in E with the definitions.

3 Answers

- | | |
|----------------|-------------------|
| 1 philanthropy | 4 entrepreneurial |
| 2 cope | 5 impressive |
| 3 recruit | |

Achieve IELTS: predicting

Predicting the subject matter of a reading (or listening) passage is an important skill as this will help the student to engage with the passage better and help them to understand it. Reading passages often contain information that will help the students to do this. Things such as pictures, charts, diagrams, titles, headings (if there are any), names of people and places, and numbers can help the student to predict what is in the passage.

Now read the passage and answer the questions.

Go over the questions with the students then ask them to read the passage and answer the questions.

When the students have finished, ask them what they think the passage is about. If you wish, you could write their answers on the board to check against later.

Answers

- 1 international students in western universities
- 2 a the number of overseas students
b the number of offices Middlesex University has around the world
c the fees for a three-year undergraduate degree
d the grants the University of Westminster gives out
- 3 the total number of overseas students and the number of overseas students from individual countries

2 Read the passage again. Choose the most suitable headings for paragraphs A – E.

Go over the list of headings with the students. Explain any unknown words from the text, for example *tiger economies* (quickly growing economies), *pursue* (follow) and *domestic* (related to people's homes or countries).

Remind the students that there are more headings than paragraphs.

Ask the students to read the passage quickly and match the headings with the paragraphs.

Answers

- i B ii C iv A v D vii E

Now read the passage again and answer the questions.

Answers

- 1 They are clever, hardworking, they bring different cultures and they pay the full amount for their education. (lines 1 and 2)
- 2 They want to do vocational subjects like business and this affects what subjects are being taught. (lines 7 and 8)
- 3 A global university. (line 22)
- 4 They pay a lot for their education. (lines 32 – 35)
- 5 Academic excellence, financial need and to know the student will return to their country and make a contribution. (line 41)

3 Find words and phrases in the passage which mean ...

Go over the definitions with the students and ask them to read the passage again and find the words for the definitions.

Answers

- | | |
|-----------|-------------|
| 1 soar | 4 cash cow |
| 2 tenfold | 5 subsidise |
| 3 diverse | |

Language study: present perfect and present perfect continuous

Study the examples and explanations.

Explain that we use the present perfect to show how we think about a situation or period of time. We often use it to talk about news, figures and trends and experiences as we think of them starting in the past but having relevance and importance at the present time. We can show the relationship of the event to the present time by using adverbs of time like *already*, *before*, *yet*, *since*, *so far* and *just*.

Point out that verbs with an irregular past tense often have an irregular past participle.

We use the present perfect continuous to focus on the length of time of the activity but when the situation is temporary we can use the present perfect and present perfect continuous interchangeably.

Now complete the sentences with the correct form of the verbs in brackets.

Answers

- 1 has been
- 2 have you been, 've / have been waiting
- 3 has increased
- 4 has been giving
- 5 's / has been having / has had

► Further practice: Workbook Unit 1 Language study

5 Work in pairs. Discuss the questions.

Go over the questions with the students and have them discuss them.

At the end of the discussion, get the answers from one or two pairs.

► Further practice: Workbook Unit 1 Reading

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Look at the charts and say what each one describes.

Go over the charts with the students and ask them what they are about. Remind them that it is important to read the information around the charts as these give data on the subject of the chart, the numbers referred to, dates and so on.

2 Answers

All the charts show the number of international students in British universities. The first chart shows students at the University of Oxford by degree, subject and year. The second chart shows international students at the London School of Economics by region and date. The third chart shows international students at the University of Bradford by subject, and also by type of degree.

Now match the paragraphs with charts A – C.

3 Answers

1 C 2 A 3 B

4 Read the paragraphs again and decide which ...

Go over the sentences with the students then ask them to match the paragraphs with the sentences. Point out that the paragraphs contain words and phrases that the students may want to note down and use in their own writing in the test.

5 Answers

1 paragraph 2
2 paragraph 3
3 paragraph 1

6 Read the paragraphs again and find words and phrases that mean ...

Go over the definitions with the students. Ask the students to read the paragraphs in activity 1 again and find the words and phrases for the definitions.

7 Answers

1 axis	4 relatively
2 sub-divided	5 bucks this trend
3 noticeable	

Language study: describing change

1 Study the examples and explanations.

Explain that we usually begin describing a chart or table by writing about the general trends before describing the chart in more detail.

Go over the words and phrases in the table for describing trends.

Explain that the students will need to be able to describe the trends in a chart in detail and that they can use the words and phrases in the table to do this. Point out that some can be used as nouns as well as verbs. Go over the words and phrases in the table for describing increasing and decreasing numbers, no change and movement up and down.

Explain that we can show the rate of change by degree and speed and go over the table containing words and phrases for this.

Now look at the charts and complete the report.

1 Answers

- 1 international students
- 2 the US
- 3 2%
- 4 increase / rise / climb
- 5 rose / increased / climbed / jumped
- 6 increase / rise / climb
- 7 rose / increased / climbed / jumped
- 8 levelled off / remained steady / stayed the same / remained stable

2 Read the question and underline the key words.

3 Suggested answer

The charts show the number of international students in the USA by subject and country. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Now write a report. You should write at least 150 words.

Ask the students to write about the charts, making sure they use the words and phrases in activity 4 and structure the report so that they give a general statement of the subject of the charts, the overall trend and go on to describe the chart in detail.

4 Further practice: Workbook Unit 1 Writing, Vocabulary

Achieve IELTS 2 Unit 1 Writing activity 5

Suggested answer

The charts show changes in numbers of overseas students studying in the USA between the years 2000 and 2004.

The first chart shows that numbers of students from India doubled over a four-year period, shooting up from 40,000 to 80,000 by 2004. The second largest group were the Chinese, although during 2003 there was a noticeable downward trend. Overall, numbers remained relatively stable at between 50,000 and 60,000. Numbers of Korean students meanwhile rose steadily to around 50,000, while numbers from Japan declined gradually to 40,000 by 2004. Numbers of Taiwanese students also fell from 30,000 by about 5,000, to be overtaken by the Canadians at the end of 2003. Student numbers from Mexico, Turkey, Thailand and Indonesia showed little change, remaining at approximately 10,000.

The second chart reveals that the most popular subject for international students was business and management. Numbers rose significantly in 2001, but then gradually declined to around 100,000 by 2004. Numbers studying engineering plummeted in 2003 from 90,000 to 60,000, slightly less than mathematics and computing by the end of the year. Student numbers in social and life sciences were both stable at around 40,000 until 2003, when numbers studying social science showed a significant increase of over 50,000 students.

Student's answer

There are two line charts. One gives details about international students in United States of America by country and the other shows the number of international students by subject. The vertical axis shows number of students and the horizontal axis shows calender years between 2000 and 2004 in both charts.

In chart country by country, there are countries such as India, China, Korea, Japan and Canada etc. Most students are from Asia. In addition, there is a decrease in number of students from China, Japan and Canada. On the other hand, there is an increase of students from India and Korea. Number of students from India has been increased rapidly from 1,000 in 2000 to 69,00 in 2002 and then steadily gone up to 79,000 in 2004.

A chart by subject shows that majority of international students has taken business and management, engineering and mathematics and computing. In addition, social sciences and life science follow these three subjects. Business and management and engineering has been increased in number of students fluctuateately and the former subject slowly decreased from 2002 to 2004. Moreover, the latter dropped from 99,000 in 2003 to 61,000 in 2004. On the other hand, there is a slight rise of number of students in social science and it went up in 2004.

Examiner's comment

This essay gives a good description of the data and the organisation is managed well. However, errors in word formation, missing articles and choice of tenses are likely to limit it to a band 6.0.

Money

Themes money, finance and banking

Passages the cashless society, transferring money and saving money

Language study asking for information, negatives, referring to numbers

Express yourself finances and purchases

Achieve IELTS negative words, describing charts

Vocabulary

banking services *telephone banking, online banking, cash point*

types of bank account *cheque account, savings account, current account*

types of bank card *cheque card, credit card, debit card, smart card*

changing money *transfer, exchange rate, to convert, currency*

spending money *to withdraw money, a withdrawal, to take out money*

saving money *to put money aside, to deposit*

bank statements *sort code, branch, direct debit, transaction, payment, to charge fees, to pay interest, overdraft limit, deposit, balance, withdrawal, account, interest rate, overdraft facility*

shopping *to go window shopping, to shop around, to buy second-hand*

managing finances *to get by, to open an account, to set up a direct debit*

Background reading

One of the first things international students need to do is to open a bank account in the country where they will study. This often requires a letter from the university saying that they are a student there and proof of identity. Banks usually have special advisers for international students and student accounts with special offers attached in order to get the students' business. Students should look around and choose carefully before opening an account. At the same time, it is a really bad idea for students to go abroad with large amounts of cash on them – even though banks do charge a lot for their services.

★ Suggested answer

A young woman is talking to a bank adviser. She could be arranging to open a bank account, requesting a loan or an overdraft.

1 Work in pairs. Ask each other the questions.

At the end of the discussion, get the answers from one or two pairs.

2 Match the words in A with the pictures.

Go over the words in A with the students and ask them to match the words with the pictures. You may like to practise the pronunciation of *debit /debit/* and *cheque /tʃek/*. Note the American spelling *check*, and also that cash points are also referred to as *cash machines* and *ATMs*.

★ Answers

- | | |
|--------------|---------------|
| 1 statement | 3 cheque book |
| 2 cash point | 4 debit card |

Now work in pairs. Say how often you use the things in A.

Put the students in pairs and ask them to discuss how often they use the things in A.

At the end of the discussion, get the answers from one or two pairs.

3 Read the bank statement and decide what the words in B mean.

Opening an account

This section introduces the unit and gives practice in listening test parts 1 and 2 and the speaking test.

Direct the students to the picture and ask them who they can see in the picture and what they may be talking about, what the woman is filling in, if they have ever opened a bank account, what details they gave and so on. You may like to use the picture to have a general discussion about banking and finances.

Direct the students to the bank statement and have them decide the meaning of the words in B.

Answers

- deposit: an amount of money you put into a bank to save or spend later
- overdraft limit: the amount you are allowed to go into debt
- withdrawal: money taken out of a bank account
- balance: the amount of money you have in a bank account
- account: the arrangement you have with a bank to leave your money there

4 Read the text and complete it with the headings.

Direct the students to the text and have them complete it with the headings.

Answers

- 1 What to look for
- 2 Banking services
- 3 Ways of banking

1.9 Now listen to a conversation and tick the things the student adviser talks about.

Tell the students they are going to listen to a conversation between a bank adviser and a student and have the students tick the things the student adviser talks about.

Answers

- The interest rates on the current account. ✓
- The overdraft facilities. ✓
- Does the account pay interest when it is in credit? ✓
- What is available with the student package (including savings account and direct debit)? ✓
- Do they provide a free / local rate telephone banking service? ✓
- Do they have online banking services? ✓

1.9 3 Listen again and choose A – C.

Go over the questions with the students. Play the recording and have them choose the answers.

Answers

- 1 B 2 B 3 B 4 C

Now work in pairs and discuss the questions.

Put the students in pairs and have them discuss the questions. At the end of the discussion, get the answers from one or two pairs.

Answers

- 1 savings account
- 2 when a certain amount is automatically taken out of a bank account every month
- 3 branch banking, telephone banking, online banking, TV banking
- 4 open answers

6 Read the form and answer the questions.

This activity leads in to the next recording. Go over the questions with the students. Direct them to the form and have them answer the questions.

Answers

- 1 home address and UK address
- 2 home telephone number, mobile phone number, UK telephone number, email address
- 3 suggested answer: to make contact in future about promotions or other banking services

1.10 7 Listen to a conversation and decide if the statements are true or false.

Go over the statements with the students. Play the recording and have them decide if the statements are true or false.

Answers

- 1 False (she needs the passport)
- 2 True
- 3 False (she asks for his first name and surname)
- 4 False (it's his first year)
- 5 False

1.10 Now listen again and complete the form.

Go over the form with the students. Play the recording and have them complete the form.

Answers

- | | |
|-------------------------|-----------------|
| 1 Mr | 8 undergraduate |
| 2 Han | 9 1st year |
| 3 University Hall | 10 no |
| 4 10th July | 11 yes |
| 5 07860 556 469 | 12 no |
| 6 han.li@bradford.ac.uk | |
| 7 han_21@yahoo.co.uk | |

Pronunciation

1.11 ⑧ Listen and notice how we say the letters and symbols.

Ask the students to read the e-mail addresses and then play the recording and have the students pay attention to how we say these, especially the letters and symbols in red:

. (dot), @ (at), ac / www (said as separate letters), co (said as one word), / (slash or *forward slash*), - (hyphen), _ (underscore)

1.11 Now listen again and practise.

► Further practice: *Workbook Unit 2 Pronunciation*

Language study: asking for information

⑨ Study the examples and explanations.

Go over the examples and explanations with the students. Explain that we can make questions in different ways – the simplest way is to use question intonation with sentences. *Yes / no* questions are often called *closed* questions as the answer is either negative or affirmative, whereas *Wh-* questions should lead to further information about a subject. For more polite questions we use the phrases given. You may like to ask the students how questions are formed in their language and if there are any similarities between their language and English.

Now put the words in each question in order.

Direct the students to the questions and have them put the words in order.

⑩ Answers

- 1 Have you been in this country long?
- 2 Where can I find the nearest cash point?
- 3 How can I transfer money from abroad?
- 4 Is this the international office?
- 5 What is your date of birth?
- 6 Could you tell me how to open a savings account?

⑪ Match questions 1 – 6 in activity 9 with answers a – f.

⑫ Answers

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

⑬ Work in pairs. Student A, ask Student B questions and complete the form in activity 7. Student B, answer Student A's questions.

Tell the students that they are going to practise asking for and giving personal information.

Put the students into pairs and have them practise asking and answering the questions. If they do not want to give real details, tell them that it is okay to make the information up.

Now change roles.

Tell the students to change roles and repeat the activity.

► Further practice: *Workbook Unit 2 Study skills, Language study*

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

① Work in pairs. Discuss what the cartoon is about.

Direct students to the cartoon and ask them to discuss what they think the cartoon is about. At the end of the discussion, get the answers from one or two pairs.

② Suggested answer

The cartoon illustrates that as we rely less on cash and more on electronic transactions to do our business, criminals will also have to become more technologically advanced (which is in fact what is happening).

③ Match the words in C with the definitions.

Refer the students to the words in C and have them match the words with the definitions.

④ Answers

- | | |
|--------------|---------------|
| 1 bankruptcy | 4 purchase |
| 2 payment | 5 transaction |
| 3 cash flow | |

⑤ Read the passage and complete the sentences with a – i.

Direct students to the reading passage and have them complete the sentences.

⑥ Answers

- 1 h 2 e 3 i 4 b 5 g

4 Do the statements agree with the information given in the Reading Passage? Write ...

Go over the statements with the students. Have the students read the passage again and decide if the information in the statements is true, false or not given.

Answers

- 1 True (lines 1 and 2)
- 2 False (line 14 – it says that *the US is much closer to becoming a cashless society*, not that it is a cashless society)
- 3 True (line 24)
- 4 Not given (line 25 says that they can store data, but not programs)
- 5 False (line 38 – *people became irresponsible with their money*)

5 Read the passage again and find words which mean ...

Tell the students to read the passage again and find the words which match the definitions.

Answers

- | | |
|---------------|------------------|
| 1 installed | 4 infrastructure |
| 2 profound | 5 promotion |
| 3 fundamental | |

Language study: negatives

6 Study the examples and explanation.

Go over the examples and explanation with the students. Explain that we can make words negative by using several different prefixes and suffixes, but unfortunately there are no real rules for this and the students simply need to learn these by heart.

Now decide how to make these words negative.

Have the students make the words negative. You may like to put the students in pairs to do this. Note that *motivated* has two negatives: *demotivated* means that someone lacks motivation due to external factors, whereas *unmotivated* means that someone lacks the enthusiasm to do something.

Answers

illegal	stress-free
misunderstand	demotivated / unmotivated
wireless	unimportant
tax-free	irrelevant
indecisive	imprecise
irresponsible	hopeless
mismanag	miscalculate

Additional activity: negatives quiz

If you wish, you could gather a few more words that take negatives affixes. Put the students into teams and read out the words one at a time. The first team to guess the correct negative gets a point.

7 Complete the sentences with the correct form of some of the negative words from activity 6.

Go over the sentences with the students and have them complete them with some of the negative words in activity 6.

Answers

- 1 miscalculation
- 2 hopeless
- 3 indecisive
- 4 demotivated / unmotivated
- 5 tax-free

► Further practice: Workbook Unit 2 Language study

Achieve IELTS: negative words

In the test, questions often contain synonyms, paraphrases and antonyms of the words in the reading and listening questions. In *Achieve IELTS 1* we dealt with synonyms, here we take a look at antonyms especially words with negative affixes. So the answer to question 2 contains the word *cashless* and question 5 contains *irresponsible*.

Now read the questions in activity 4 and find two questions that have negative words in the answer.

Answers

- question 1 – *cashless*
question 2 – *irresponsible*

8 Work in pairs. Discuss the advantages and disadvantages of a cash-free society.

Put the students in pairs and have them discuss the advantages and disadvantages of a cash-free society. At the end of the discussion, you may like to get the answers from one or two pairs.

► Further practice: *Workbook Unit 2* Reading

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Match the currencies in D with the pictures.

Direct the students to the picture and go over the words in D. Have them match the words with the currencies.

Answers

- | | |
|------------|----------------|
| a sterling | c lira |
| b yen | d and e dollar |

Additional activity: currencies

If you wish, you could ask the students to say which countries the currencies are from (a UK, b Japan, c Turkey, d Hong Kong, US and Singapore) and bring in more currencies for the students to identify.

2 Match the words in E with the definitions.

Go over the words in E and explain that they are all to do with banking and exchanging money. Have the students match the words with the definitions.

Answers

- | | |
|-------------|-----------------|
| 1 sort code | 4 charge |
| 2 transfer | 5 exchange rate |
| 3 convert | |

112 3 Listen to a conversation and complete the notes.

Go over the notes with the students and explain any new words, for example *beneficiary* – someone who receives an amount of money

or goods. Play the recording and have the students complete the notes.

Answers

- | | |
|------------------|------------------|
| 1 3 to 4 | 6 exchange |
| 2 2 to 5 working | 7 account number |
| 3 sending | 8 address |
| 4 receiving | 9 sort code |
| 5 agent | |

112 Now listen again and answer the questions.

Go over the questions with the students, play the recording again and ask them to answer the questions.

Answers

- 1 Her name, date of birth, first and fifth letter of her password.
- 2 The money goes from London to New York to China.
- 3 It goes to London then directly to China or an agent in London.
- 4 A code that helps banks identify each other.
- 5 The government wants to know why the money is being sent.

4 Work in pairs. Ask each other the questions.

Put the students in pairs and have them ask and answer the questions.

At the end of the discussion, get the answers from one or two pairs.

5 Work in pairs. Think of three ways students can save money.

This activity leads in to the next recording. Put the students in pairs and have them discuss ways in which students can save money. You may wish to put their answers on the board for them to check against during the recording.

113 Now listen to a talk and answer the questions.

Go over the questions with the students. Play the recording and have them answer the questions.

Answers

- 1 managing on a student budget
- 2 £8,400
- 3 work part-time
- 4 four: lower the heating; using energy-saving lights; change to cheaper energy supplier; use a pre-pay fuel card

- 5 on the department's notice board; second-hand book shops; on the Internet

113 6 Listen again and choose A – D.

Go over the questions with the students. Play the recording again and have them choose the answers.

Answers

- 1 B 2 C 3 C 4 C 5 B

7 Work in pairs. Discuss the questions.

Put the students in pairs and have them discuss the questions. At the end of the discussion, get answers from one or two pairs.

► Further practice: *Workbook Unit 2* Listening

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Ask each other the quiz questions.

Put the students in pairs. Go over the questions with the students and have them ask and answer the quiz questions.

Now turn to assignment 2.1 and check your answers.

Ask the students to turn to assignment 2.1 and check their answers. You may like to ask the students if they feel it is an accurate description of them.

Express yourself: finances and purchases

Match the phrases with their meanings.

Go over the expressions with the students and explain that they are all to do with shopping and money. Ask the students to match the phrases with the meaning.

Answers

- 1 e 2 d 3 c 4 a 5 b

Now work in pairs. Use the phrases to talk about things you do.

Ask the students to use the phrases to make up one or two sentences about themselves and say them to a partner or to the class.

2 Read the introduction to part 1 and add two more questions. Then read part 2 and make notes.

Ask the students to read part 1 and add two more questions. Go round and make sure that the questions are grammatically correct. Then ask the students to read part 2 and make notes on the topic on the task card.

3 Work in pairs. Student A, you are the examiner. Ask Student B the questions in parts 1 and 2. Student B, you are the candidate. Answer Student A's questions.

Split the class into Student A and B and ask Student A to take the role of the examiner and ask Student B the questions. Remind Student A that their role is to listen during part 2 and not to interrupt until Student B has spoken for two minutes. At the end of the activity, have the students change roles so that Student A has the chance to do test practice.

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Answer the questions.

Go over the questions with the students and have them answer them. You may want the students to do this individually or in pairs.

Now ask the other students in the class the questions and make a note of their answers [to use in activity 4].

This could be done as a walk-round activity with students standing up and asking each other the questions. Ask the students to ask each other the questions and note down their answers. Make sure that they understand the notes will be needed in activity 4.

2 Compare your answers to question 1, activity 1 with the charts.

Direct students to the chart and have them compare their answers with the information in the chart labelled *Managing finances*.

Now read the passage and answer the questions.

Go over the questions with the students and refer them to the passage. Ask the students to read the passage and answer the questions.

Answers

- 1 The chart and table show how good students are at managing their finances.
- 2 The majority of students; just over half the total number; slightly over a fifth of the total; exactly a fifth; approximately 5%; over a third; around a quarter; just under 20%; roughly a quarter.
- 3 open answers

Achieve IELTS: describing charts

In task 1 of the writing test, the student is required to describe the information as fully as possible. This means that they should refer to specific numbers and percentages even when they use phrases like *the majority / minority of*. The students will not lose points if they speculate on the reasons or the results of the information, but this will not be taken into account by the examiner. Therefore, it is in the students' interest that they do not lose time in doing this.

Language study: referring to numbers

Study the examples and explanations.

Go over the examples and explanations with the students. Explain that we can describe the information as fractions or percentages or in general terms with phrases like *the majority / minority of, most of*. When we want to describe the limits of the data we can use *under / over / at least* and modify these with other phrases. When we need to be vague about figures we can use phrases for approximation.

Now write sentences about the charts.

Ask the students to write two or three sentences about the information shown in the charts using the phrases in the language study. Go round and check for correct use and grammar.

Suggested answers

The vast majority of students are living at home, while just over one quarter are living in rented accommodation.

Around three quarters of students check their bank accounts, whereas approximately 20% do not check them.

Write a report on your notes from activity 1. You should write at least 150 words.

Ask the students to write a report using the information they gathered in activity 1. You may wish to put a time limit on the activity to simulate test conditions. Alternatively, you may wish them to write a report on the information in the chart in activity 3.

Further practice: Workbook Unit 2 Writing, Vocabulary

Achieve IELTS 2 Unit 2 Writing activity 4

Suggested answer

The information shows the results of a survey of the ability to manage personal finances, among a group of 20 international pre-masters students at University College, Dublin.

In answer to the question, ‘How good are you at managing money?’, the majority of the students thought they were fairly well-organised. 60% of them chose this response. Over one third of them felt that they were not very organised. Of the remaining 10%, one said that he was not at all organised, while the other answered that she was very organised. All the students were able to give a response to the question.

When asked how often they checked their bank accounts, half the students said they regularly did this, while the other half said they seldom did. Over three quarters responded that they spent their spare cash, compared to only 20% who would move it to a savings account.

From this information, we can conclude that most of the students can organise their money, but most of them are not very good at saving it.

Student’s answer

These three charts each represent how well the respondents of a survey manage their finances, how often they check their bank account and what they do with their spare cash.

First of all, 60% of the respondents organise their finances fairly well while 30% of the rest do not do very well. Interestingly, the same percentage of the students, 5% each, shows ‘very well’ organised management and ‘completely not at all management.’ Second chart has two equal height of sticks. That means half of students check their bank accounts regularly while half of them seldomly do.

There is a big difference of the two sticks of the third chart. Unfortunately, 80% of the students spend their spare cash and only 20% save it for their rainy days.

This survey implies that students may need to develop their awareness of finance management and the importance of saving their spare cash. Discussion about the culture of spending money among the young could activate their carefulness concerning their allowances. In addition, more positive reinforcement for well-organised finance management might motivate those who have low awareness of it.

Examiner’s comment

This essay gives a good description of the data and the organisation is managed well. However, errors in word formation, missing articles and choice of tenses are likely to limit it to a band 6.0.

Transport

Themes international travel, transport, gap years

Passages high-speed trains

Language study comparatives and superlatives, past simple and past continuous, comparing and contrasting

Express yourself asking for repetition, correcting yourself

Achieve IELTS language repair, comparing data

Vocabulary

parts of an airplane galley, lounge, cockpit, tail fin, luggage rack, hold, washroom, fuselage, cabin

at an airport customs, security, gate, check-in, to land, to board, passport control, duty-free shop, to take off, in-flight movie, departure hall, arrival hall

Background reading

It is quite common for international students to use holidays as an opportunity to travel around the region where they are studying. In *Achieve IELTS 1* we looked at domestic travel around the UK (to Wales). Here we look at international travel around Europe. Many students *Inter-rail*, or travel around Europe by train. Students can get discounts on travel and sightseeing using an ISIC (International Student Identity Card). Increasingly it is becoming popular for students to take a year out between high school and university or university and their first job in order to travel, do unpaid work or simply take a break from study and work.

Additional activity: geography quiz

If you wish, you could ask the students to write one or two more geography questions about different countries and their capitals. Put the students into teams and have them write the questions, then ask the other teams to answer their questions.

Now match the pictures with the places on the map.

1 Answers

the Acropolis, Athens; Buckingham Palace, London; the Eiffel Tower, Paris; the Colosseum, Rome

2 Work in pairs. Discuss which countries you would like to visit, and why.

At the end of the discussion, get the answers from one or two pairs.

3 Read the passage and answer the questions. Write ...

Go over the statements with the students and ask them to read the passage again and decide which statements are true, false or not given.

4 Answers

1 no (over 40 million)

2 yes

3 not given (they get discounts at bars, restaurants and on shopping, they may get a discount at cinemas but this is not given in the text)

4 yes

5 not given (students can show a letter or student ID, they may be able to show a passport but this is not given in the text)

Sightseeing

This section introduces the unit and gives practice in listening test parts 1 and 2 and the speaking test.

1 Match the countries and capitals in A with 1 – 9 on the map.

2 Answers

Holland, Amsterdam 1

Spain, Madrid 8

Greece, Athens 9

Italy, Rome 7

Switzerland, Bern 6

France, Paris 5

Germany, Berlin 2

the Czech Republic, Prague 3

Hungary, Budapest 4

1.14 ④ Listen to a conversation, and tick the cities in A that they decide to visit.

Direct the students back to the countries and cities in activity 1 before they listen.

Play the recording and check the answers with the students at the end of the activity.

Answers

They decide to visit: Amsterdam, Madrid, Rome, Paris, Berlin, Budapest

1.14 Now listen again and answer the questions.

Answers

- 1 a train
- 2 hostels
- 3 They can go there any time
- 4 Because she loves modern art
- 5 It is crowded
- 6 There are lots of swimming pools and it has perfect weather
- 7 Rome is more famous and exciting
- 8 They are going to make the bookings

⑤ Put the questions in the order a ticket agent asks them.

Tell the students that they will check their answers in the next activity.

1.15 Now listen to a conversation and check your answers.

Answers

- 1 Which journey would you like to make?
- 2 What is your date of travel?
- 3 How would you like to pay?
- 4 What is the expiry date of the card?
- 5 Would you like the tickets to be sent by post?

Additional activity: more questions

If you wish, you could ask the students to listen again and write the other questions the ticket agent asks.

1.15 ⑥ Listen again and complete the notes. Write no more than three words or a number.

Go over the notes with the students before they listen. Play the recording again and have the students complete the notes.

★ Answers

- | | |
|----------------|----------------|
| 1 21 March | 6 9.19 |
| 2 6 April | 7 20.54 |
| 3 12.09 | 8 return |
| 4 15.59 | 9 proof of age |
| 5 the last bus | 10 embassies |

Express yourself: asking for repetition

1.15 Listen and notice how the voice rises and falls.

Go over the expressions with the students and ask them to listen and notice the intonation in the questions.

1.15 Now listen again and practise.

Remind the students that they may need to use these phrases in the speaking test if they do not understand something, and that they should use them in class if they do not understand their classmates.

Additional activity: role play

If you wish, you could ask the students to turn to track 1.14 and act out the conversation with one student as the ticket agent and the other as the customer.

7 Work in pairs. Plan a rail journey around your country or a country you would like to visit.

The students could plan a journey around Europe using the map in activity 1.

► Further practice: *Workbook Unit 3 Study skills*

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Look at the picture. Discuss what kind of train it is and how it works.

If you wish, you could ask them where it runs and when it was opened. (Between Shanghai airport and the city; it opened in 2002.)

2 Match the words in B with the definitions.

Go over the words with the students and explain that they are all in the reading passage. Have the students match the words with the definitions.

Answers

- | | |
|-----------------|---------------|
| 1 double-decker | 5 maintenance |
| 2 alternate | 6 accelerate |
| 3 levitate | 7 attraction |
| 4 aerodynamic | 8 repulsion |

3 Read the passage and choose A – D.

If you wish, you could ask the students what they know about the bullet train or *Shinkansen* before they read the passage.

Answers

- 1 A (lines 6 – 7) 3 D (line 32)
2 C (line 16) 4 D (line 35 – 37)

Now read the passage again and complete the summary with no more than three words or a number.

Answers

- | | |
|--------------------|------------------|
| 1 major cities | 6 magnets |
| 2 300 kph | 7 maintain / run |
| 3 series of motors | 8 expensive |
| 4 commuters | 9 very large |
| 5 track | |

Additional activity: comparison

If you wish, you could ask the students to list the advantages and disadvantages of the Maglev and Shinkansen.

Suggested answers

Maglev	Shinkansen
advantages: fast, quick acceleration, does not have contact with the track, has no moving parts, is cheap to maintain and run, quiet	advantages: can carry a lot of passengers, fast, quiet
disadvantages: track is expensive to build, limited in where it can go	disadvantages: can only reach top speeds on straight parts of the track

4 Work in pairs. Discuss a train journey you have been on or would like to go on.

At the end of the activity get the answers from one or two pairs.

► Further practice: *Workbook Unit 3 Reading*

Language study: comparatives and superlatives

5 Study the examples and explanations and complete the sentences below.

This section is revision and extension of language points covered in *Achieve IELTS 1*.

Go over the examples and explanations with the students. Explain that we add *-er* to shorter adjectives (adjectives with one and in most cases two syllables), whereas for longer adjectives we use *more* or *less*. You may like to add *far* to the list of irregular adjectives.

Ask the students to complete the sentences with the correct form of the word in brackets.

Answers

- 1 cheaper
2 further / farther
3 more comfortable / more flexibility
4 more slowly / later

6 Decide which of the expressions in C are for large or small differences.

Answers

large differences: a great deal, (quite) a lot, considerably, far
small differences: a (little) bit, somewhat, hardly any, scarcely, only just

7 Write three more sentences using (not) as ... as for the words in D.

If you wish, you may like to elicit more forms of transport to compare.

Suggested answers

- 1 A bicycle is not as comfortable as a car.
2 A motorbike is as fast as a car.

8 Study the examples and explanation and write sentences about the table.

Go over the examples and explanation with the students and explain any vocabulary in the table they may not know, for example, *boot* – the space at the back of the car for luggage.

Ask the students to write sentences comparing the three cars.

Suggested answers

- 1 The Aston Martin is the most expensive car.
2 The Toyota has the largest boot size.
3 The Citroen is the most economical to run.

► Further practice: *Workbook Unit 3*
Language study

2 Work in pairs. Discuss how you prefer to travel and why.

Make sure that the students use comparative and superlative adjectives and monitor for correct use of the forms. At the end of the activity, get the answers from one or two pairs.

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Ask each other the questions.

If you wish, you could write answers to question 2 on the board and use these to check against after the first listening activity.

2 Answers

- 1 Airbus A380
- 2 Suggested answers: It is the largest passenger plane in the world, it was built in Europe and is planned to be in commercial use from 2006 by Singapore Airlines.

Now label the picture. Use the words in E.

3 Answers

- | | |
|-----------------------|------------|
| 1 luggage compartment | 6 lounge |
| 2 tail fin | 7 galley |
| 3 cabin | 8 cockpit |
| 4 hold | 9 fuselage |
| 5 wing | |

117 2 Listen to an interview and answer the questions.

Go over the questions with the students before you play the recording and have them answer the questions. If you wrote the students' answers to question 2, activity 1 on the board, you could have the students check this at this point.

4 Answers

- 1 550 – 600
- 2 24 metres high / 421 tons (without passengers)
- 3 4
- 4 £8.4 billion or \$12.6 billion

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Now listen again and choose A – D.

Play the recording again and have the students choose the correct answers.

5 Answers

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

3 Complete the notes. Use no more than three words for each answer.

5 Answers

- | | |
|-------------------------|--------------|
| 1 biggest passenger jet | 4 strength |
| 2 14,800 | 5 April 2005 |
| 3 wings | |

Language review: past simple and past continuous

4 Study the examples and explanations.

Go over the examples and explanations with the students. If you wish, play the recording again for students to listen to the examples. Explain that we use the past simple to talk about actions or events that finished in the past, and that some past tense verbs can be irregular. In contrast, we use the past continuous to talk about longer actions that took place over a longer period of time in the past, and we often use the past continuous when we describe the background events to a story or action. If you wish, you could remind the students that some verbs (stative verbs) are not used in continuous forms (see Unit 1 *Language study*).

Now complete the sentences with the correct form of the verb.

5 Answers

- 1 began
- 2 was working / tested
- 3 was he standing / took off
- 4 were building
- 5 did Emirates buy
- 6 cost

Additional activity

If you wish, you could ask the students to describe an event they went to and what they were doing at the time.

Ask the students these questions:

Where did the event take place?

What happened?

How did they feel?

What were they doing during the main activity of the event?

- 5 Work in pairs. Student A, ask for information about Concorde and complete the table. Student B, turn to assignment 3.1 and answer the questions.

Divide the class into Students A and B. Refer Student A to the table and ask them to write information questions for Student B to answer. Refer Student B to assignment 3.1 and ask them to read the information and prepare to answer Student A's questions. Put the students in pairs and have them do the activity.

6 Answers

built by	Britain and France
capacity	100 passengers, 2.5 tonnes cargo
range	6,880 km
speed	2,150 kph
weight	185 tonnes
engines	4
route	Paris – New York / London – New York

- Further practice: *Workbook Unit 3 Listening*

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

- 1 Look at the picture and answer the questions.

2 Answers

- They are at the check-in desk at the airport.
- The passenger is giving her passport and tickets to the check-in assistant.

- 3 Put the words in F in the order that they happen on a plane journey.

You may need to help the students if none of them have travelled by air.

4 Answers

- departure hall
- check-in
- security
- duty-free shop
- gate
- board

- take off
- in-flight movie
- land
- passport control
- customs
- arrival hall

- 1.18 3 Listen to a candidate and complete the task card.

Go over the task card with the students before playing the recording.

5 Answers

- the longest journey you have taken
- Who you went with
- Where you went
- What kind of transport you took
- experiences

Express yourself: correcting yourself

Read the sentences and underline the stressed words.

Go over the phrases and check that the students understand them. Ask the students to underline the stressed words. If you wish, you could play the recording for the students to check their answers before they practise the expressions.

6 Answers

Well, in fact I did go somewhere

I mean my host family

Not Northern Ireland, I meant to say Eire, which is Southern Ireland

That is to say, my host family had a lot of luggage

No, sorry, it was Holyhead

- 1.19 Now listen and practise.

Play the recording again and have the students practise the expressions, paying attention to stress and intonation.

Achieve IELTS: language repair

Tell the students that if they make a mistake or wish to correct themselves they will not lose marks for this, and may even impress the examiner if they are able to do this naturally with the expressions taught in the previous activity.

Pronunciation

4 Match the sentences with the meanings.

Explain that where we place the stress in a sentence, that is which word is stressed, can alter the meaning of a sentence. Contrast *Cong is flying to Taiwan next Tuesday*, with *Cong is sailing to Taiwan next Tuesday*.

Answers

1 e 2 a 3 c 4 d 5 b

1.20 Now listen and practise.

Play the recording again and have the students practise the expressions, paying attention to stress and intonation.

► Further practice: *Workbook Unit 3 Pronunciation*

5 Work in pairs. Student A, read the sentences for Student B to correct. Student B, turn to assignment 3.2.

Refer Student A to the sentences. Refer Student B to assignment 3.2 and ask them to read the information and prepare to correct Student A, paying attention to sentence stress. Ask Student A to read the sentences while Student B corrects them.

Now listen to Student B and correct their sentences. Use these words.

Students reverse roles.

6 Decide which topics may round off the task card in activity 3.

If the students have completed *Achieve IELTS 1*, they will be familiar with the idea of rounding off questions. If they are new to the course, you may like to explain that rounding off questions are asked by the examiner after part 2 to lead the candidate into the open questions in part 3.

Answers

1 yes 3 no 5 no
2 no 4 yes 6 yes

Now choose two rounding off topics and write two questions for each.

7 Work in pairs. Student A, talk about the topic in the task candidate card in activity 3. Student B, you are the examiner – listen to Student A and ask one or two follow-up questions.

Have one student take the role of the examiner.

You could refer them to assignment 5.2 for their script. Put the students into pairs and ask them to do the activity.

When they have finished, you could ask them to swap roles and talk about the topic again.

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

Background reading

The photograph shows Prince William on his gap year. Among other things, the Prince spent 15 weeks studying conservation in Africa, worked on a farm for a few weeks and volunteered with *Raleigh International* (a charity which tries to develop young people by giving them experiences outside the classroom, such as gap years) as a volunteer in Chile. This involved building walkways to link buildings in a village on a mountainside and teaching English there.

1 Read the sentences and tick the ones you agree with.

If the idea of taking a year out of education to travel or work is not familiar to your students, explain that it is increasingly popular with many students in western countries.

Refer the students to the photograph of Prince William and ask them if they know who he is and what he was doing.

Go over the sentences with the students and explain any new words, for example *less privileged people* – people who do not have much money; *good cause* – a charity. Then have them tick the reasons they agree with.

Now work in pairs and discuss your answers.

At the end of the discussion, get the answers from one or two pairs.

2 Read the sentences and put them in order of importance.

Go over the sentences with the students and have them rank them according to which they think is the most important. If you wish, you may like to restrict this to choosing the three most important reasons.

Now work in pairs. Discuss if you would prefer to take a gap year or continue your studies.

At the end of the discussion, get the answers from one or two pairs.

Additional activity: information gathering

You could use the statements as the basis of a walk-round activity where students gather information from the rest of the class.

Ask the students to form questions from the statements, for example, *Would you like a break after your exams?* Go round and check their questions are grammatically correct.

Have the students go around the class and interview the other students, making a note of their answers. You may like to collect their answers on the board in order to compare their answers with the tables in activity 3.

3 Read the question and underline the key words.

★ Suggested answer

The tables show the results of a student survey. The first table shows the reasons why students choose to defer their degrees for a gap year. The second table shows why others choose to continue their studies immediately after high school.

Summarise the information by selecting and reporting the main features and make comparisons where relevant. Write at least 150 words.

Achieve IELTS: comparing data

Explain that where more than one table is given in part 1 of the writing test, the students are expected to compare and contrast the information. There are two ways of structuring this kind of writing task. Firstly, present the information from one table, then compare and contrast it with the information in the other table. Alternatively, compare the information point by point, that is describe point 1 in the first table and compare it with point 1 in the second table, and so on. Remind the students that whichever approach they take they should always begin with an overview of the table and try to limit their answers to the most significant points.

Now read the essay and say which approach the writer takes.

Refer the students to the tables and ask them which information they find surprising or interesting and whether it agrees with their answers in activities 1 and 2.

★ Answer

The writer takes the second approach, comparing the tables reason by reason.

Language study: comparing and contrasting

4 Study the examples and explanation.

Explain that we use phrases for comparing and contrasting when we look at two sets of data or information to make clear to the reader what we are doing. Remind the students that in this kind of report they should also use comparative and superlative structures.

5 Read the question and underline the key words.

★ Suggested answer

The tables show the results of a survey of students who defer their degrees. The first table shows reasons why some students prefer to stay at home in their own country. The second table shows why others choose to travel overseas. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Now write a report using the information in the tables. You should write at least 150 words.

Refer the students to the tables and ask them which information they agree with.

Then ask the students to give a general statement or overview of the information and to say what they think are the most important or interesting points about the information.

Ask the students to write a report using the information. You may want to give the students a time limit to do this (40 minutes is usually suggested for task 1).

► Further practice: Workbook Unit 3 Writing, Vocabulary

Achieve IELTS 2 Unit 3 Writing activity 5

PHOTOCOPIABLE

Suggested answer

Many students choose to defer the start of their degree courses and take a gap year. Some prefer to stay in their home countries. Conversely, some like to travel to other countries. The tables compare the reasons why they choose either to travel abroad or stay at home.

26% of the students who stay in their own countries want to find paid work, and find this easier at home. In the same way, 25% prefer to stay in a country where they can already speak the language. In contrast to this, 25% want to travel to learn about a different culture, nearly the same as the 24% who are looking for adventure and excitement overseas.

The third most popular reason for staying at home is to save money. 18% stated that they did so because it was cheaper to stay with their families. On the other hand, 14% of those who travel do it because they want to get away from their parents. A similar percentage, 15%, would like to help people in poorer countries, compared with 12% who are looking for new friends. The same percentage of deferring students stay at home because they do not have enough money to go overseas. 10% of the travellers and 7% of the other group stated other reasons for their choices.

In general, it would appear that the main reasons for staying at home are related to finance. By contrast, those who travel are more concerned with having fun and gaining experience before starting university.

Student's answer

The table gives us a comparison of a survey, which asked students why they prefer to stay at home or travel overseas in their own country. The first table illustrates the reasons for staying at home while the second one shows why the students like travelling overseas. In this report I will look at each reason in turn.

The largest percentage of students who prefer to stay at home is up to 26%. They think it is easier to find paid work. In contrast, the reason some like travelling overseas is that they can learn about a new culture, 25% of them state this reason. Still, 25% of students who would rather stay at home feel they have already spoken the language. Conversely, 24% of travelling students feel that it become adventurous and excited.

Next reason for staying at home is that students feel cheaper to stay with family. In comparison with this we can see the opposite side group of student hold travelling can help people in poorer countries, which share 15%. Still, 12% of people feel travel is too dangerous while some say travel can get away from parents, which is up to 14%.

The last two reasons for two sides is lacking of money for travelling and making friends if not stay at home. They have the same percentage, 12%. The ratio of other reasons is 7% and 10% for staying at home and travelling separately.

Examiner's comments

This essay is well-organised and gives a complete description of the data, however the overview does not mention deferring the degree. Language control is fairly good, but more complex sentences are less accurate. This would probably score a band 6.0.

Innovation

Themes general knowledge, scientific and technological developments

Passages nanotechnology, copyright and patenting

Language study purpose, describing processes, passive sentences (1), stages and sequences

Express yourself encouraging someone

Achieve IELTS matching headings with paragraphs / topic sentences, describing a process

Vocabulary

areas of study sports science, geography, biology, science and technology, art and literature

ownership copyright, patent, monopoly

Background reading

Quiz nights are very popular in the UK with students and most other people. These are held in pubs – people can go and enter the quiz on the night as an individual or as a team. Usually people enter in teams as it tends to be more fun and these are not serious occasions. The quiz often has several rounds including trivia and music questions at the end of which either the quizmaster will take in the answer papers and mark them, or he or she will read out the answers for each team to mark their own quizzes.

Quiz night

This section introduces the unit and gives practice in listening test parts 1 and 2 and the speaking test.

1 Work in pairs and ask each other the questions.

Ask the students for the meaning of *quiz night* and direct the students to the picture. Ask the students where the people are, what they are doing, who they think the team leader is, whether they have taken part in such a quiz and whether they would like to or not. Go over the questions and have the students answer them.

1.21 2 Listen to a conversation and complete the text. Use no more than three words or a number for each answer.

Direct the students to the text. Play the recording and have the students complete the text.

Answers

1 9 p.m.

4 four

2 Thursday

5 ten pounds

3 one pound

Now choose A – C.

Go over the multiple-choice questions with the students and explain any unknown words, for example *trivia* – unimportant information. Play the recording and have the students circle the correct letter.

Answers

1 B 2 C 3 A 4 B

Express yourself: encouraging someone

1.22 Listen and mark the stressed words.

Go over the phrases with the students. Play the recording and ask them to underline the words they think are stressed.

Answers

Come on, just have a go.

You can do it.

Give it a go.

At least have a try.

1.22 Now listen again and practise.

Play the recording for the students to check their answers and to practise the sentences with the correct sentence stress.

3 Work in pairs. Student A, ask and encourage Student B to join your [a] quiz team, [b] football team or [c] theatre group. Student B, say why you don't want to join and give reasons.

Put the students in pairs and have them do the activity. Direct the students to the phrases for

encouraging someone before they start. If you wish, at the end of the activity, you could ask one or two pairs to show their conversation to the rest of the class.

4 Complete the titles for the questions. Choose from the subjects in A.

Ask the students to read the quiz questions and have them complete the titles for the questions.

Answers

- A art and literature
- B science and technology
- C sports

Now work in teams and do the quiz.

Put the students into groups and have them do the quiz by completing the first column in the chart. Explain that they will listen to another team doing the quiz in the next activity.

1.23 Listen to the quiz and write the team's answers.

Play the recording and ask the students to write the answers given by the team.

Answers

- A 1 b 2 b 3 c
- B 1 c 2 c 3 c
- C 1 c 2 a 3 a

1.24 Now listen to the end of the quiz and check the answers.

Play the recording and ask the students to check the answers.

Answers

- A 1 b 2 c 3 c
- B 1 c 2 b 3 c
- C 1 c 2 b 3 b

Language review: passive sentences (1)

1 Study the examples and explanation.

Go over the examples and explanation with the students. Explain that we often use passive structures when talking about discoveries and inventions because we are more interested in what was discovered or invented than who discovered or invented it. If you wish, you could ask the students to provide you with one or two more examples of present and past passive statements, negatives and questions to check the structure.

Now work in groups. Write three quiz questions for the other groups.

Put the students into groups and have them write three quiz questions. Make sure that they know the answers to their questions. Explain that in the next activity they will have a team quiz in which they will ask the other groups the questions.

7 Hold a team quiz and ask the other groups your questions.

With the students still in their teams, have students ask their questions to other groups. Give each team a point for each correct answer.

► Further practice: Workbook Unit 4 Language study, Study skills

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

Background reading

Nanotechnology could change the way we live completely and is referred to as a *general-purpose technology* because it will impact on all areas of industry and society. The idea was proposed by Richard Feynman in 1959, but only really became a possibility when IBM discovered how to manipulate atoms using special microscopes. Since then, scientists have produced nanostructures which are already used in every day products like sun cream. However, the aim of nanotechnology is to revolutionise the way we build things by making things atom by atom using *nanobots* – extremely small robots that either construct other nanobots or make products from the bottom up.

1 Look at the picture and answer the questions.

Direct students to the picture and go over the questions with the students. If you wish, you could ask the students to discuss the questions in pairs.

2 Suggested answers

- 1 nanobots (very small robots) are working with blood cells inside a vein
- 2 – 4 open answers

2 Work in pairs. Read the title of the passage and decide which topics it will contain.

Go over the topics and title of the passage with the students and have them decide which topics will be included.

Now read the passage and check your answers.

Have the students read the passage and check their answers to activity 2.

Answers

1 3 5 6

3 Read the passage again and choose the most suitable headings for paragraphs A – F from the list of headings.

Go over the headings with the students and have them match the headings with the paragraphs.

Answers

A vi B i C iii D v E vii F iv

Now answer the questions.

Go over the questions with the students and have them answer them.

Answers

- 1 *Bottom up building* means assembling an object or material one atom at a time. (lines 7 – 8)
- 2 They allow atoms to be manipulated in a vacuum, liquid or gas. (line 12)
- 3 Nanostructures. (line 24)
- 4 Learning how to manipulate molecular material and how to produce self-replicating nanobots. (lines 30 – 32)
- 5 Because of their microscopic size. (line 43)
- 6 Nanobots could begin uncontrolled self-replication and destroy the ecosystem. (lines 52 – 53)

Achieve IELTS: matching headings with paragraphs / topic sentences

Matching headings with paragraphs is a frequent IELTS question that tests the student's understanding of the main points in a passage. A similar question is to match the summaries with the paragraphs (see *Achieve IELTS 1*, Unit 5 Reading). Essentially with this kind of question the student needs to locate and paraphrase the main point of a paragraph. Strategies for doing this include predicting the content of the passage and then testing your predictions against the main topics, using topic sentences to get the general meaning of the passage, using the headings in the question to form questions and trying to find the answer in the paragraphs.

Now read the passage quickly and underline the topic sentences.

If you wish, you may like to remind the students to actively use strategies three and four. You may want to go over the headings with the class and make questions using the headings as a demonstration.

4 Find words in the passage for the definitions.

Go over the definitions with the students and ask them to find the words in the passage.

Answers

- | | |
|-------------|-------------------------|
| 1 probe | 4 crystallised |
| 2 etch | 5 manipulate |
| 3 assembled | 6 replicate / reproduce |

5 Read the passage again. Do the statements agree with the information given in the Reading Passage? Write ...

Go over the statements with the students and have them decide if the information in the sentences is true, false or not given.

Answers

- 1 False (nanotechnology is the science of small objects)
- 2 False (it helps people see small things and manipulate them, not take pictures)
- 3 True (lines 27 – 28)
- 4 False (precursors have been made, but not true nanobots, line 38)

- 5 Not given (line 41 says that nanobots will need to communicate with each other, not scientists)
- 6 True (lines 54 – 55)

Language review: describing processes

1 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that if they are asked to describe a process, they will be expected to use present passive structures. When we give a list of processes we do not need to repeat the auxiliary verb. Remind students of transitive and intransitive verbs and explain that intransitive verbs are not used in passive structures.

Now look at the picture and complete the passage with the correct form of the verb in brackets.

Go over the passage with the students and have them complete the passage with the correct form of the verbs. Explain that the passage is about how an STM works, which they have come across in the reading passage.

Answers

- | | |
|-----------------|-----------------|
| 1 see | 6 changes |
| 2 was developed | 7 is registered |
| 3 is supplied | 8 collects |
| 4 moves | 9 makes |
| 5 finds | |

2 Work in groups. Discuss the questions.

Put the students in groups. Direct them to the questions and have them discuss them.

After the discussion, get one or two answers from the class.

► Further practice: *Workbook Unit 4* Reading

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Look at the picture and discuss the questions.

Direct the students to the picture and go over the questions. You may like to ask the students

when the picture was taken and why they think the inventor invented it.

2 Answers

- 1 It is a wind-powered clock invented in the 1920s.
- 2 suggested answer: the wind was caught in the top sails and drove the clock round.
- 3 open answers

Now match the definitions with the words in B.

Direct the students to the words in B and have them match them with the definitions.

3 Answers

- | | |
|-------------|----------------|
| 1 copyright | 3 compensation |
| 2 patent | 4 monopoly |

1.25 2 Listen to a talk and choose A – C.

Go over the multiple-choice questions with the students. Play the recording and have them circle the correct letters.

3 Answers

- 1 C 2 A 3 B 4 B 5 C

3 Read the notes and decide what information is missing.

Ask the students to read the notes and decide what information is missing. Explain that this is to practise predicting the content of recordings and that they will listen again in the next activity.

1.25 Now listen to the talk again and complete the notes. Use no more than three words for each answer.

Play the recording again and have the students complete the notes.

4 Answers

- | | |
|--------------------|-------------------------|
| 1 single ownership | 4 set minimum standards |
| 2 legal protection | 5 public good |
| 3 copying | 6 agreement |

Language study: purpose

4 Study the example and explanation.

Go over the example and explanation with the students. Explain that there are several ways of writing about purpose and that the students should try to vary their writing using these phrases if they need to do this.

Now complete the sentences.

Go over the sentences with the students and have the students complete them.

Answers

- 1 so as to / in order to
- 2 so that
- 3 purpose / aim of / function of
- 4 in order to / so as to

3 Work in groups. Discuss the questions.

Put the students in groups and have them discuss the questions. After the discussion get answers from one or two groups. If you wish, you could set up this activity as a formal debate (see below).

Additional activity: debate

If you wish, you could structure the group discussion as a formal debate.

Put the students into groups of four and split the group into two teams: for and against.

The debate is structured:

Team 1, student 1 (for) introduces their point of view and presents one or two points from their argument.

Team 2, student 1 (against) introduces their point of view and presents one or two points from their argument.

Team 1, student 2 (for) presents one or two points from their argument and concludes.

Team 1, student 2 (against) presents one or two points from their argument and concludes.

The class votes on the motion.

► Further practice: Workbook Unit 4 Listening

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Match the words in C with the pictures.

Direct the students to the words in C and have them match the words with the pictures.

Answers

- | | |
|--------------|------------------------------|
| 1 cat's eye | 3 internal combustion engine |
| 2 penicillin | 4 light bulb |

2 Work in pairs. Decide which is the greatest invention of the last 250 years.

Put the students in pairs and have them discuss the question. If you wish, you could do this as a pyramid discussion (see below).

Additional activity: pyramid discussion

Have the students go through the list individually and rank the items according to the criteria.

Put the students in pairs and ask them to compare their lists. Tell them to discuss their list with their partner and discuss the answers until they can agree on a new ranking for their list.

Put the pairs into groups of four and tell them to discuss their lists with the group and discuss the answers until they can agree on a new ranking for their list. At this point you could put the students into larger groups and repeat the discussion or collect their answers.

Now decide which is the worst invention of the last 250 years.

Put the students in pairs and have them discuss the question.

3 Turn to assignment 4.1 and compare your answers with a UK survey.

Ask the students to compare their answers with the UK survey in assignment 4.1. Ask the students whether or not they agree with the survey. You may wish to point out that during the survey a group of cycling enthusiasts made sure that lots of other cyclists voted for their favourite invention: the bicycle.

1.26 4 Listen to a conversation and tick which inventions in activity 2 they talk about.

Play the recording and have the students tick which inventions are talked about.

Answers

- 1 penicillin 2 bicycle 3 television

Pronunciation

5 Read the phrases and decide which words are linked.

Ask the students to read the phrases and decide which words are linked. Explain that words which end in a consonant and begin with a vowel are often run together or linked, the links form when there is an unstressed syllable or word between stresses, usually an article or preposition. Tell the students that they will hear the phrases in the next activity.

Answers

such a waste of time
he's got a point
all in all
it's certainly an important invention

1.27

Now listen and practise.

Play the recording and have the students practise the phrases.

► Further practice: *Workbook Unit 4 Pronunciation*

6 Read the task card and rounding off questions and make notes.

Ask the students to read the topic and questions and have them make notes. You may like to remind them that in the test they only have one minute to take notes.

Now work in pairs. Student A, you are the examiner – interview Student B. Student B, you are the candidate – answer the questions.

Put the students in pairs and have them do the activity. They can change roles after the activity.

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Do the questionnaire.

Go over the questionnaire with the students and have them answer the questions.

Now work in pairs and compare your answers.

Put the students into pairs and have them compare their answers. You may like to get the answers from one or two pairs.

2 Work in pairs. Describe how the Internet works.

Put the students into pairs and have them discuss how the Internet works. Some students will have a better idea than others, but at this point all they really need to mention is that it is a way of accessing information using a home computer from a server. You may wish to put the students' answers on the board for them to check against in the next activity.

Now read the passage and check your answers.

3 Read the passage again and label the diagram.

Before the students do this you may want to see how much of the diagram they recognize.

Answers

- 1 internet service provider
- 2 modem
- 3 packet
- 4 footer (or possibly head)
- 5 data
- 6 head (or possibly footer)
- 7 router

Now answer the questions.

Ask students to answer the questions. If they cannot do this from memory, you could ask the students to read the passage again and locate the information.

Answers

- 1 backbones
- 2 local area network
- 3 By giving the total number of 1s and 0s in the original binary message for the receiver to check against.
- 4 They make sure the packet is sent to the correct place and they determine the best way for the packet to go.

Achieve IELTS: describing a process

In writing test task 1, the students may be asked to write about a process or a flowchart (see *Achieve IELTS 1*, Unit 1). They will need to be able to structure their answer correctly with phrases for staging and sequencing and using passive structures to describe the process.

4 Work in pairs and answer the questions

Put the students into pairs and have them discuss the questions.

Now read the passage and underline phrases for ...

Explain that a stage is a part of a process, whereas sequencing shows the order of the process.

5 Answers

- 1 In general terms ..., at its simplest ...
- 2 It consists of ..., It is made up of ...
- 3 The information goes through four stages
..., In the first stage ..., Following this ...,
The next step ..., They are subsequently transferred to ...

6 Suggested answer

The diagram shows how an Internet search engine works. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Now complete the passage. Remember to include words and phrases for staging and sequencing.

Go over the introduction to the report and ask the students to complete the passage using words and phrases for staging and sequencing and the diagram and the sentences in activity 5.

► Further practice: *Workbook Unit 4 Writing, Vocabulary*

Language study: stages and sequences

1 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that they should try to use these phrases in their writing when they are describing a process.

Now label the diagram with 1 – 5.

Direct the students to the diagram and ask them what it is about and whether they can describe any of it. Ask the students to label the diagram using the sentences 1 – 5.

2 Answers

- A 1 B 5 C 3 D 4 E 2

3 Read the question and underline the important words.

Achieve IELTS 2 Unit 4 Writing activity 6

Suggested answer

When we do an Internet search, we use a web browser or a search engine. Search engines are programmes that help us find information from hundreds of thousands of web pages. There are five stages in the process of finding information on the Internet.

The first step of the procedure is that the user tells the search engine what to look for. The user does this by typing in the key words of the topic: the more words you type, the narrower your search will be. Subsequently, a programme called a spider starts to search for the information at the most popular websites and most heavily used servers. At the same time, they record the information on these sites and then follow the links to other sites so that the search spreads over the most popular parts of the web.

In the next stage, the search engine builds a list of words, and notes where these words are found. After that, it orders and presents the information in a way we can use, giving links to the pages according to how often the word appears on a webpage. The final part of the procedure is that the search engine saves the data for us to access later, meaning that we can easily find a website we have looked at previously.

Student's answer

When we do an Internet search, we use a web browser or search engine. Search engines are programmes that help us find information from hundreds of thousands of web pages. There are five stages in the process of finding information on the Internet. First of all, we must tell the search engine what to look for. We key in the key words that are related to our topic on the search blank bar and press 'search' or 'go'. Then, to find the information search engines use programmes called spiders. Spiders start their search at the most popular websites and most heavily used servers. They record the information on these sites. They follow the links to other sites so that the search spreads over the most popular parts of the web. After that, the search engine builds a list of words and notes where they found. It orders and presents the information in a way we can use – we are given links to the pages according to how often the word appears on a webpage. Following this, we can scan the indexed word list. If the list is too general, we have to add more key words to tell the search engine to eliminate some irrelevant information. Finally, check the link, read the information, and decide what matches our need. As the same time as we browse the web pages, the search engine will save the data for us to access later.

Examiner's comments

The writing shows good language control and a wide range of vocabulary, with only a few minor errors. It gives a thorough description of the information and uses linking devices effectively, but it would probably be restricted to a band 7.0 because there are no paragraphs.

City life

Themes street directions, finding accommodation, describing cities

Passages finding accommodation, architecture, the development of Shanghai and Canberra

Language study road directions, passive sentences (2), location, describing changes in a city

Express yourself asking for more information

Achieve IELTS listening to lectures

Vocabulary

features in a city statue, junction, square, traffic lights, park, block

accommodation tenant, to give notice, lease, amenities, studio apartment, broker, doorman

Background reading

Very frequently students are asked about where they live as part of the speaking test. In the writing test students may be asked to describe the development of a town or city or part of a town or city.

Manhattan was settled by Europeans in 1626 when the town of New Amsterdam was established on lower Manhattan by the Dutch. Peter Minuit supposedly bought the island from its Native American inhabitants for about \$24 worth of trinkets. While this sounds like a bargain, another version of the story says that the native American Indian who sold it did not actually own it anyway. In 1664 the English seized the colony and renamed it New York. New York was briefly (1789 – 90) the capital of the USA. By 1790 it was the largest US city and in 1898 the five boroughs merged to form New York City. Massive immigration, mainly from Europe, swelled the city's population in the late 19th and early 20th centuries. After World War II, many African Americans from the south of North America, Puerto Ricans, and Latin Americans migrated to the city in search of jobs. Brooklyn was settled in 1636. The largest of New York's five boroughs, it has diverse industries and a waterfront handling foreign and domestic commerce. On the other hand, Queens was largely unsettled except for small farms and rural settlements. Most of the settlement of this area has happened in the 19th and 20th centuries with an influx of immigrants. The Bronx was originally settled by Jonas Bronck in 1636. He claimed the area for his farm. The population explosion that took place in the 19th and 20th centuries was due to an influx of Italian and Irish immigrants. Finally,

Staten Island only grew when a ferry was started to the island in 1905 and the Verrazano-Narrows Bridge was built in 1964. According to the Society for New York City History, New York City became known as *the big apple* in the 19th century because of the number of brothels in the city whose workers were colloquially referred to as *apples*.

New York City

1 Do the quiz.

If you wish, you could put the students in pairs to do the quiz. Tell the students that they will check their answers in the next activity.

You may like to find out if any of the students intend to visit or study in New York or if any have visited the city. If you wish, prior to the class you could ask the students to find out about New York City.

Now read the passage and check your answers.

2 Answers

1 c 2 b 3 c 4 b 5 c

3 Read the passage again and label 1 – 7 on the map.

Explain that they will label A – C in activity 4.

4 Answers

- | | |
|--------------------|--------------------------|
| 1 the Bronx | 5 the Financial district |
| 2 Queens | 6 Central Park |
| 3 Brooklyn | 7 Harlem |
| 4 the Hudson River | |

3 Label the pictures with the words in A.

Go over the words with the students and explain that they are all features in a city.

Have the students label the pictures. You could elicit or teach more features such as *crossroads*, *corner*, *roundabout*, *square* and buildings like *church*, *cinema*, *police station* and so on.

You may wish to ask students which features they would like to know in English.

Answers

- 1 block 3 traffic lights 5 square
2 junction 4 statue 6 park

2.1 1 Listen to a conversation and choose A – C.

Play the recording and have the students choose the answers.

Answers

- 1 B 2 A 3 B 4 B

Now label A – C on the map with the words in B.

Answers

- A lower Manhattan
B midtown
C upper Manhattan

2.1 2 Listen again and mark the route.

Answers: see map right

Language study: road directions

6 Study the examples and explanations.

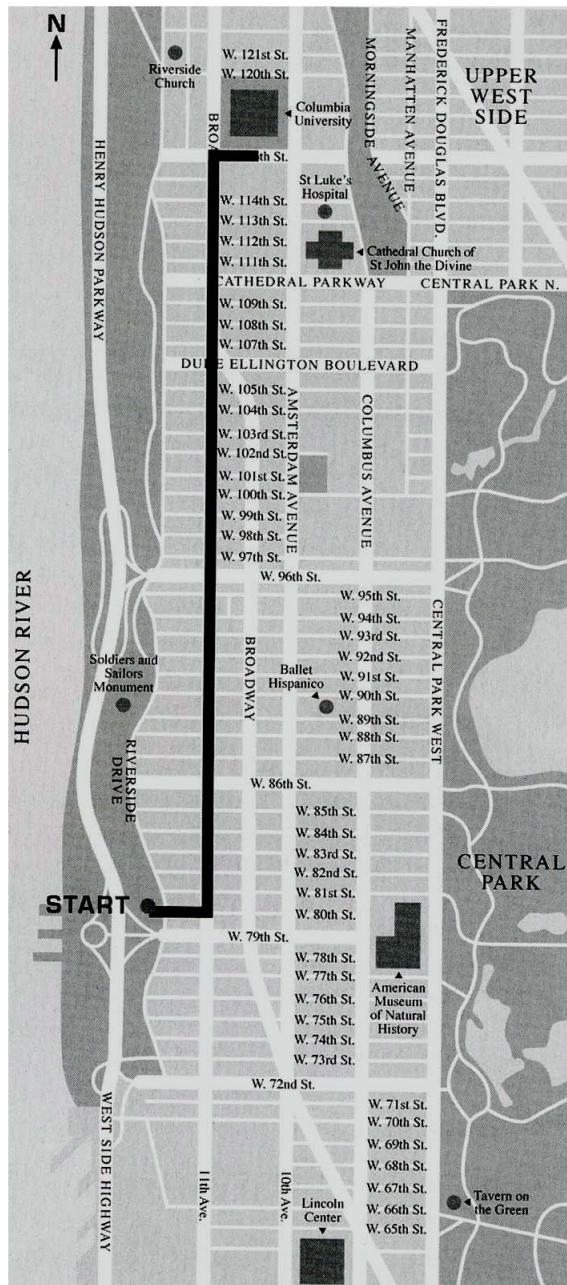
If you wish, play the recording again for students to listen to the examples. Explain that we use the imperative to give instructions and directions. A common way of giving directions is to use *keep* + verb -ing.

When we give directions we often refer to features in a city such as traffic lights, junctions, and so on. We can give distances in terms of distance or the time it takes to go from one place to another.

2.2 Now listen and complete the conversation.

Go over the conversation with the students and ask them to listen and complete it.

If you wish, you could play the recording again and have the students mark the new route on



the map starting at the corner of Central Park North and Central Park West.

Answers

- 1 crossroads 4 straight in front
2 blocks 5 cross
3 Cut through 6 in front

7 Work in pairs. Student A, turn to assignment 5.1 and give directions to Student B. Student B, mark the directions on the map.

If you wish, when the students have finished, ask them to swap roles and have Student B

choose some of the places on the map and give directions to Student A.

► **Further practice:** *Workbook Unit 5*
Study skills

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 **Work in pairs. Discuss the questions.**

Direct the students to the picture and ask them where students usually live, for example, halls of residence, apartments, bedsits, shared houses (see *Achieve IELTS 1*, Unit 2).

At the end of the discussion, get the answers from one or two pairs.

2 **Match the words in C with the meanings.**

Go over the words with the students and explain that they are all to do with renting accommodation. Have the students match the words with the definitions.

Note that the British word for *studio apartment* is *bedsit* (bedroom / sitting room).

3 **Answers**

- | | |
|--------------------|---------------|
| 1 lease | 5 broker |
| 2 doorman | 6 tenant |
| 3 amenities | 7 give notice |
| 4 studio apartment | 8 commission |

2.3 3 **Listen to a conversation and choose the answer.**

Go over the questions before you play the recording.

4 **Answers**

- 1 a 2 a 3 a 4 a 5 b

Express yourself: asking for more information

Underline the stressed words.

Tell the students that they have heard these phrases during the recording and that they can use them for asking for more information.

5 **Answers**

- Can you tell me a bit more about that?
Can you explain that a bit more?

What's the best way of finding a place?

How do I do that?

What's the other option?

2.4 **Now listen and practise.**

2.3 4 **Listen again and complete the notes.**

Go over the notes with the students and ask them to listen and complete them with no more than three words or a number.

5 **Answers**

- | | |
|-------------------|-----------------------------|
| 1 most expensive | 7 commission |
| 2 30 – 40 minutes | 8 classified advertisements |
| 3 not much | 9 an application |
| 4 a bigger flat | 10 steady income |
| 5 amenities | 11 the first month's |
| 6 flexible | 12 deposit |

Now list the ways of saving money on renting an apartment.

If you wish, you could put the students in pairs to do this.

6 **Answers**

To save money students can: live outside Manhattan, rent a smaller flat or one which has street noise or little natural light, rent a bigger flat and share it, rent a flat with fewer amenities, not use a broker.

5 **Work in pairs. Ask each other the questions.**

This activity is the lead-in activity to the next recording: a lecture on the modernist style of architecture. Go over the questions with the students and have them discuss them, then get the answers from one or two pairs.

Background reading

All of the buildings are famous (or infamous) examples of the modernist style of architecture which arose at the beginning of the 20th century when architects in the USA began constructing buildings with a metal superstructure and stone casing. When this method of building was brought to Europe, architects like Le Corbusier (a Swiss-born architect) gave the style an ideological foundation by suggesting that architects could use the style to create model cities for workers who would no longer have to live in slum housing. He coined the phrase *A house is a machine for living in*. Later architects developed modernism into the *brutalist* style

of architecture with geometrical lines showing the material of the building (usually concrete) to best effect – an example of this later style is Trellick Tower, built in London by Erno Goldfinger.

25 6 Listen to a lecture and match the buildings with the dates in D.

Answers

- | | | |
|--------|--------|--------|
| 1 2004 | 3 1902 | 5 1934 |
| 2 1972 | 4 1952 | |

Achieve IELTS: listening to lectures

The questions in the listening test follow the order of the information in the recording, so if the students miss the answer to a question, they need to be prepared for the next one.

The students can do this by reading ahead of the recording (they will have some time to go over the questions at the start of the test and need to use this to go through the questions). If they miss the answer to a question, remind them to go back and if necessary guess the answer, but never leave a question without attempting an answer – they may be lucky.

25 Now listen again and choose A – C.

Answers

- 1 B 2 B 3 B 4 C

7 Complete the summary. Use no more than three words for each answer.

You may wish to put the students in pairs to do this.

Answers

- | | |
|-------------------|----------------------|
| 1 way of life | 4 dominant |
| 2 ordinary people | 5 modernist movement |
| 3 shopping street | |

8 Decide what the words in E mean.

Answers

redefine means to define something again; *re-house* means to put someone in another house; *rebuild* means to build something again

Now decide what a word means when we add *re-*.

Explain to the students that by looking at words with prefixes they can get a clue to their meaning if they do not know the word.

Remind them that they have already seen negative prefixes in Unit 2. Recognising prefixes and suffixes is a good strategy for building vocabulary.

Answers

Words beginning with the prefix *re-* have the sense of repeating something or doing something again.

Additional activity: prefixes

Write the words on the board and ask the students to match them with the meaning of the prefix.

- | | |
|---------------|-----------|
| 1 antisocial | a self |
| 2 bilingual | b one |
| 3 postmodern | c after |
| 4 monotone | d against |
| 5 auto-immune | e two |
| 6 incredible | f half |
| 7 semi-final | g not |

Answers

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

9 Work in groups. Discuss the questions.

At the end of the activity get the answers from one or two groups.

► Further practice: Workbook Unit 5 Listening

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Match the buildings with the cities in F.

Direct the students to the pictures. You may want to ask them what they know about the buildings before they match them.

Answers

- Tate Modern, London
Oriental Pearl Tower, Shanghai
Petronas Twin Towers, Kuala Lumpur
Burj al Arab Hotel, Dubai

Now work in pairs. Discuss what you know about the cities.

You could give each pair a different city to discuss. At the end of the activity, get the answers from one or two pairs.

2 Work in pairs. Read the title of the passage and decide what it is about.

You may like to direct them to the picture and explain that it is a photograph of Shanghai from the 1930s. This activity is intended to practise the students' prediction skills.

Answers

The title refers to the development of Shanghai: the early rapid growth and cosmopolitan atmosphere is happening again after a quiet period.

Background reading

Shanghai is the only city to have its name used as a verb used in English. Unfortunately, due to the colourful past of the city, the definition of *to (be) shanghai(ed)* is not flattering, meaning to trick or force someone into doing something.

Now read the passage and label the map.

If you wish, you may like to refer the students to the way the first paragraph describes the location of the city with phrases like *located on the east coast, Shanghai occupies the southern part of the river, Shanghai is bordered by ...*.

Answers

- 1 old town
- 2 British and American territory
- 3 French territory
- 4 the Bund
- 5 the Maglev

3 Read the passage again and answer the questions.

Answers

- 1 because of its position on the Yangtze delta
- 2 residences
- 3 because of direct foreign investment
- 4 the government took 87% of the city's revenue
- 5 economic reforms in the 1970s
- 6 to take pressure off the city centre

4 Find words in the passage which mean ...

If you wish, you may like to ask the students to find more words for an area in a city (*quarter, area, zone*) and words about areas of water (*coast, river, delta, lake, bank, waterfront, port*).

Answers

- | | |
|--------------|------------------|
| 1 territory | 4 quarter / area |
| 2 bank | 5 skyline |
| 3 waterfront | |

Language study: passive sentences (2)

5 Study the examples and explanation.

Explain that we use the passive to talk about processes that take place over long periods of time, like the development of a city. Go over the different passive tenses with the students and make sure they know how to form them, especially passive negative and question forms.

6 Complete the sentences. Use the words in G.

Answers

- | | |
|--------------------------|------------------|
| 1 has been won / was won | 4 will be built |
| 2 was welcomed | 5 are being made |
| 3 has begun | |

Now write the sentences in the passive.

If you wish, you may want to do the first one with the whole class as an example.

Answers

- 1 The new underground stations have been designed (by a firm of architects).
- 2 The old housing estates (at the edge of the city) were demolished.
- 3 The water management centre was built on the left bank of the river.
- 4 The construction of 10,000 new homes was ordered.
- 5 A new swimming pool (for the international sports competition) will be built.

7 Work in groups. Make a five-year plan for your city. Think about ...

If you wish, you may like to lead in to the activity by asking what the students like about their city or city where they are studying and what they would like to change about it.

At the end of the activity get the answers from one or two groups.

► Further practice: Workbook Unit 5 Reading, Language study

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Discuss the good and bad things about your town or city. Choose from these things.

At the end of the discussion, get the answers from one or two pairs.

If you wish, you could do this as an information gathering activity by asking the students to make questions about the topics, then walk round the class asking the other students for their opinions.

2.6

Now listen to three students and order the pictures.

If you wish, you may like to refer the students to track 2.6 at the back of the Student's Book for a good example of an answer to this kind of question.

Answers

Melbourne 2 Krakow 1 Dubai 3

Language study: location

2 Study the examples and explanations.

If you wish, play the recording again for students to listen to the examples.

Now complete the description.

Inform the students that the description is taken from the previous recording and ask them to complete it using words and phrases for location.

Answers

- | | |
|-------------------------|-------------------|
| 1 is located / situated | 3 on the banks of |
| 2 is located / situated | 4 is comprised of |

Pronunciation

3 Decide which words are linked with /w/ and which are linked with /j/.

Explain to the students that when one word ends with a vowel sound and the other begins with a vowel, we use another sound to link the words.

We use /w/ to link between words where the following word begins with a rounded vowel (i.e. the lips begin in a rounded position).

We use /j/ to link between the sounds where the following word begins with a spread vowel (i.e. the lips begin in a spread position).

Answers

state of the art /j/
developed into a major centre /w/
capital of the UAE /j/
so it has lots of students /w/
the old town /j/
about the city are /j/
recently including a new exhibition centre
/j/; /w/

2.7

Now listen and practise.

► Further practice: *Workbook Unit 5 Pronunciation*

4 Read the task card and underline the key words.

Suggested answer

Describe a city in which you have lived.

You should say ...

where it is.

how it has changed.

how you hope it will change in the future.

and explain what you like or dislike about it.

Now work in pairs. Student A, you are the examiner – turn to assignment 5.2. Student B, you are the candidate.

Explain that the task card is very similar to what the examiner will say to them during the test. Put the students into pairs and ask them to do the activity. If you wish, when the students have finished, ask them to swap roles and talk about the topic again.

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Look at the map and find ...

Direct the students to the map of Australia and ask them to find the places. This activity introduces vocabulary students need to describe their city.

If you wish, you may also like to revise *agricultural / commercial / industrial / tourist centre, suburb, city centre, inner city* from *Achieve IELTS 1*.

Answers

- 1 Canberra
- 2 Sydney
- 3 Darwin, Brisbane, Melbourne, Hobart, Adelaide, Perth
- 4 Brisbane, Sydney
- 5 Darwin, Brisbane, Melbourne, Hobart, Adelaide, Perth

Background reading

Canberra is one of two purpose-built capital cities. The architect who won the competition to design the city plan was Walter Burley Griffin (hence the name of the central lake in Canberra). Burley Griffin was influenced by the Chicago school of architecture which designed buildings that were the precursors of skyscrapers – buildings with steel frames and masonry cladding (see previous notes on *Modernism*). He was also influenced by the Prairie school which was seen as a modern architecture for a democratic America and featured spacious houses with their own gardens.

Read the passage and label the places.

Ask the students to describe the map. You may wish to elicit what the students know about Canberra before they label the map.

Answers

- 1 City Hill
- 2 Parliament
- 3 the National Library
- 4 the Australian National University
- 5 Civic Square and Civic Offices
- 6 Canberra Theatre Centre
- 7 Defence complex
- 8 new Parliament building

Now answer the questions.

Answers

- 1 They could not decide whether to choose Melbourne or Sydney as the capital.
- 2 They dammed the Molonglo River.
- 3 The original building was too small.

Work in pairs. Ask each other the questions.

At the end of the activity get the answers from one or two pairs.

Language study: describing changes in a city

Study the examples and explanation.

Explain that we use these words and phrases to make clear to the reader the order of events and say when and where they took place.

Now look at the map and complete the passage using expressions from 4.

Answers

- 1 later / following this
- 2 Following / After
- 3 the north-east
- 4 east(ern)
- 5 Throughout / During
- 6 west
- 7 and in / and throughout
- 8 between / and
- 9 east
- 10 was not until
- 11 the north

Write 150 words describing the development of your city.

You will probably need to do some research for this to provide the students with some key dates and events.

Additional activity: paragraph writing

Write these dates and events on the board and ask the students to write a short paragraph about the development of Bangkok.

Bangkok

founded 1782	King Rama 1 / Rattanakosin island / Emerald Buddha, Grand palace, defensive wall, grand canal built
1782 – 1851	extending the city / canal system extended to cover the outer city and connected to River Chao Phraya
1868	Dusit area, north of Rattanakosin island / new Royal district, new palace, zoo
1970	south of city / expansion and modernisation of port
2006	25 km east of Bangkok / new international airport

Further practice: Workbook Unit 5 Writing, Language study, Vocabulary

Achieve IELTS 2 Unit 5 Writing activity 5

Suggested answer

The city of Seattle is situated in Washington State, on the coast of Elliott Bay. To begin with, it was inhabited by Indian tribes, then the first European settlers arrived in 1852. Later that year, a sawmill was built to provide timber for building and trade. This sustained the residents throughout the 1860s and 1870s. During the 1880s, following the building of the railroads, the population increased to 40,000 and a downtown area was built. This burned down in 1889 and was reconstructed in stone.

As the city expanded, engineers worked to level the seven hills surrounding it. The biggest was Denny Hill, and it wasn't until 1929 that the final pieces were dumped in the bay to form a new area called the Denny Regrade. Meanwhile, the Smith Tower was built, then one of the tallest buildings in America with 36 storeys. After that, during the Second World War, Seattle went into decline. However, the success of the Boeing company and a World Fair in 1962 meant that it began to prosper again, and it is now a successful modern city with a booming downtown area.

Student's answer

Taiwan's capital city, Taipei, is the political and economic centre of Taiwan. It is located in northern Taiwan which has the biggest population in Taiwan. It is famous for its being cosmopolitan and full of vitality and diversity. There is always something new and interesting going on in Taipei: book fairs, computer exhibitions, car shows, fashion shows and so on. Taipei city has undergone big changes for last 10 years by aggressive mayor – Shui-Bian Chen, now is the president of Taiwan and the current Taipei mayor – In-Jiu Ma.

During the term of being Taipei's mayor, in an attempt to beautify Taipei city to become an international city, mayor Chen overcame many difficulties to demolish many slums in the center of Taipei where many families had illegally stayed for years. The slums in center of city were being replaced by a lovely park. However, many people condemned his ruthless policy for these impoverish people while others complimented his darling and resolution. Moreover, he cooperated with Taipei county magistrate to build the MRT (Mass Rapid Transit). Now many residents enjoy the convenient that taking MRT brings them. What is more, with many people changes to use MRT, the traffic congestion has been improved significantly.

The current mayor – In-Jiu Ma follows previous mayor's step to build up the completely MRT systems. What's the most magnificent achievement of mayor Ma is the highest building in the world which is located in Taipei city called 'Taipei 101'. This building has been finished for only one year. Now, it is the land mark of Taipei. It has become one of the most popular places of interests for tourists.

In conclusion, Taipei is a modern city as well as combine with traditional culture of Taiwan.
I believe that this is a valuable place for people to visit.

Examiner's comment

In terms of content, this is a well-developed essay with good language control. However, errors in word formation and spelling would probably limit it to a band 7.0 overall.

Language

Themes street language, varieties of English (Australian / British English), the globalisation of English

Passages a description of English as a global language, a talk about disappearing languages

Language study future forms (*will / going to / be about to*), modal verbs, phrasal verbs

Express yourself consoling someone

Achieve IELTS buying time

Vocabulary

Language dialect, accent, variety, version, standard, Urdu, French, German, Spanish, Italian, Swahili, accuracy, fluency

Digital forms of communication mobile phone, PC, laptop, cable, satellite

Advantages benefit, positive effect

Background reading

The use of English as a global language is nowadays referred to as English as an International Language or EIL and is spoken by an estimated 1.5 billion people. The emergence of English as an international language has caused a number of linguists to question the use of native speaker pronunciation models for students of English as they are probably more likely to use English with a non-native speaker than they are with a native speaker (nevertheless, in pronunciation sections of *Achieve IELTS* we have kept with the native speaker model). However, in some recordings – particularly in Introduction sections – we have used non-native speakers to reflect this fact and the reality of academic life). At the same time as English is becoming a global language, it is also becoming increasingly fragmented as regional versions of the language like Singlish (Singaporean English) or Spanglish (Spanish English) have developed, as well as the existing variations such as American English (see Unit 5) or Australian English (featured in this unit).

Direct the students to the opening picture and ask them where they think the people are (Sydney, Australia – we can see the Sydney harbour bridge behind them), what the relationship is between them and what they could be speaking about. Go over the languages and words with the students and ask them to complete the matching exercise. Note: this activity is intended to be for interest and fun only. *Jambo* is pronounced /jæmbəʊ/, and *Ciao* is said /tʃau/.

1 Answers

- | | | |
|----------|-----------|-----------|
| 1 French | 3 Spanish | 5 Urdu |
| 2 German | 4 Swahili | 6 Italian |

2 Work in pairs. Discuss which are the most and least useful ways of improving understanding of native speakers.

Put the students in pairs and ask them to discuss the statements. At the end of the discussion, ask some pairs to share their ideas with the class. If you wish, you could do this as a pyramid discussion (see page 41).

3 Work in pairs. Decide what things make it difficult to understand native speakers.

Put the students in pairs and ask them to discuss the difficulties and think of more of their own. At the end of the discussion, ask some pairs to share their ideas with the class.

2.8

Now listen to a conversation. Tick the difficulties you hear.

Direct students to activity 3 again and explain the task. Play the recording and have the students tick the difficulties they hear.

Street language

This section introduces the unit and gives practice in listening test parts 2 and 3 and the speaking test.

1 Match the words with the languages in A.

Answers

1, 3 and 4

Work in pairs. Say what ideas to improve their English the students talk about.

Put the students in pairs and ask them to discuss the ideas they heard. You may wish to play the recording again for the students to check their answers.

Answers

repeat words you hear; watch films in English

2.8 Listen again. Choose A – C.

Go over the questions with the students. Explain that it is important that they select a letter even if they are not sure of the answer. Play the recording again and have the students complete the task.

Answers

1 A 2 B 3 C 4 A 5 C

6 Complete the table.

Direct the students to the table and have them complete it. Remind the students that they have heard the words during the recording. Go over the answers with the class.

Answers

1 chicken	3 Australia	5 thank you
2 vegetables	4 Australian	6 sandwich

Now put the words in B into groups.

Tell the students to put the words in B into the three groups. Explain that the words are all from Australian English. Go over the answers with the class.

Answers

1 bonzer, grouse, ripper
2 mate, sport, cobber
3 ta ta, g'day, hooroo

Express yourself: consoling someone

2.9 Listen and notice how the voice rises and falls.

Go over the sentences and phrases and explain that we use them to comfort and encourage someone who is feeling low. Play the recording and ask the students to notice how the speaker's voice rises and falls.

Answers

Never mind.

Don't worry.

Don't let it get to you.

It's just a matter of time.

You'll be all right.

You'll get used to it.

2.9 Now listen again and practise.

Play the recording again and have the students practise the sentences.

7 Work in pairs. Student A, turn to assignment 6.1 and ask Student B questions to complete the table. Student B, turn to assignment 6.2 and ask Student A questions to complete the table. Use these questions.

Tell the students that they are going to practise asking for the meaning of words.

Go over the phrases in the box with the students. Split the class into two groups – A and B – and ask them to look at their tables. Put students into pairs (A and B) and have them ask questions to each other to complete their tables.

8 Work in groups. Discuss the questions.

Put the students into groups and ask them to discuss the two questions. At the end of the discussion ask one or two groups to share their ideas.

► Further practice: Workbook Unit 6 Study skills

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

Background reading

Current Spanglish cannot be defined simply: it includes *code switching* or moving from one language to another, for example *You've got a nasty mancha* (stain) *on your camiseta* (t-shirt); adaptations of an English word into a Spanish form; translations of English expressions into Spanish using English syntax *Te llamo para atrás* or *I'll call you back*; and straight phonetic

translation – a children’s cold remedy Vick’s VaporRub becomes *bibaporú*. The general characteristics of Singlish are: omission of tense markers and plurals, *What happen yesterday?* very few complex verbs, instead grammatical relationships are shown by positioning, *After leave then mailman come.* (After I had left the house, the mailman came); the verb *to be* is optional *Her dress very pretty ah?*; the use of particles: the three most common are *ah* (usually expects agreement), *lah* (strong assertion) and *what* (usually corrects something) *That’s expensive, ah? No lah! No parking spaces, what.*

1 Look at the picture and discuss what it is about.

Direct students to the picture and ask them to discuss their ideas. Tell the students that the people are speaking *Spanglish* – a cross between Spanish and English.

Answers

The picture illustrates the way that other cultures and languages are developing English for their own purposes and mixing it into their own language.

Now answer the quiz. Choose A – C.

Ask the students to read the quiz and complete it. If you wish, when the students have finished you could put them in pairs and to compare their answers.

2 Read the passage and check your answers.

Ask the students to read the passage quickly to practise reading for specific information and to check their answers to the quiz.

Answers

- | | |
|--------------|---------------|
| 1 A (line 4) | 4 C (line 32) |
| 2 B (line 4) | 5 B (line 33) |
| 3 A (line 6) | |

3 Read the passage again and complete the statements with the words in C.

Ask the students to read the passage again in more detail and complete the sentences using words in C.

Answers

- | |
|-----------------------------|
| 1 the Philippines (line 11) |
| 2 India (line 11) |

- 3 China (line 26)
- 4 China (line 27)
- 5 Malaysia (line 32)
- 6 Mexico (line 38)
- 7 Germany (line 41)

4 Answer the questions.

Ask the students to read the passage again and answer the questions.

Answers

- 1 English, information technology and travel (line 3)
- 2 A world where a local English-based dialect is spoken at home, a national variety spoken at school or work, and international English spoken to foreigners (lines 19 – 21)
- 3 mobile phones and computers (lines 34 – 36)

5 Find words and phrases in the passage that mean ...

Ask the students to find the words in the reading passage. You may wish to point out the *-phone* suffix on *Anglophone* and explain that it means something to do with sound, for example, *homophone* (a word that is pronounced the same as another), *microphone*, *Francophone* (a speaker of French).

Answers

- | | |
|---------------|--------------------|
| 1 passive | 4 working language |
| 2 anglophones | 5 curriculum |
| 3 fluency | |

► Further practice: Workbook Unit 6 Reading

Language study: *will, going to, be (about) to + verb, modal verbs*

6 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that we can use a number of forms to talk about the future and that the forms we use depend on how sure we feel about the event or situation.

Now complete the sentences with the word in brackets.

Go over the sentences with the class and have the students complete them. At the end of the activity, get the answers from the students.

Answers

- 1 will speak
- 2 could study
- 3 am going to do
- 4 might not be able to / may not be able to
- 5 am going to work

► Further practice: Workbook Unit 6 Language study

7 Work in pairs. Ask each other the questions.

Put the students in pairs and have them discuss the questions. At the end of the discussion, get answers from one or two pairs.

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Discuss the questions.

You may like to direct the students to the picture – it is an Aborigine woman in Australia sitting on a stone which has symbols carved into it from an Aboriginal language that has been lost. You could ask the students what they think the woman is thinking / feeling, and what they think any of the symbols mean.

Go over the questions with the class. Put the students in pairs and have them discuss them. At the end of the activity get the answers from one or two pairs. You may like to put them on the board to check against in the next activity.

210

Now listen to Part 1 of an interview and check your answers.

Tell the students that they will listen to an interview and they should check their answers. Play the recording and have the students check their answers.

Answers

- 1 A 2 C 3 B 4 B 5 A 6 A 7 B

2 Match the languages in D with the statements.

Have the students match the languages in D with the statements. You may wish to review where the languages are / were spoken: Breton, north-west France; Kasabe, Africa; Manx, the Isle of Man, UK; Welsh, Wales, UK.

Answers

- | | |
|----------|----------|
| 1 Kasabe | 3 Manx |
| 2 Welsh | 4 Breton |

210 3 Listen again and complete the sentences. Use no more than two words.

Play the recording again and have the students complete the sentences.

Answers

- | | |
|------------|----------|
| 1 linguist | 3 rate |
| 2 unusual | 4 Celtic |

4 Complete the chart. Use no more than two words.

Refer the students to the chart and have them complete it.

Answers

- 1 under pressure
- 2 bilingualism
- 3 relevant

Now work in pairs. Discuss the questions.

Put the students in pairs and have them discuss the questions. Explain that *cultural assimilation* means that cultures are coming closer together (usually the westernisation, particularly Americanisation, of other cultures). At the end of the discussion, get answers from one or two pairs.

211 5 Listen to Part 2 of the interview and answer the questions.

Go over the questions with the students. Play the recording and have the students answer the questions.

Answers

- 1 No
- 2 five thousand
- 3 linguists and teachers
- 4 grammar books and dictionaries
- 5 Australia, North America and Europe
- 6 because language loss reduces diversity of the planet
- 7 practical, intellectual and linguistic

Language study: phrasal verbs (1)

6 Study the examples and explanations.

The students will meet phrasal verbs three times during *Achieve IELTS 2*. At this point the students are introduced to basic forms and meanings of phrasal verbs. Go over the examples and explanations with the students. Explain that some phrasal verbs have literal meanings, for example *go back*, but others are used metaphorically in that they mean something different from their normal use. For example, *give in* can mean to literally give a piece of work to someone *She gave in her essay*; to surrender or stop doing something *Stan gave in when he realised Olive was right*; or to stop fighting something *Margarita was on a diet but as soon as she saw the chocolates, she gave in and had five*.

Now match the phrasal verbs with the meanings.

Have the students match the phrasal verbs with the definitions.

Answers

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

7 Complete the sentences with the correct form of the phrasal verbs from activity 6.

Ask the students to complete the sentences. You may like to ask the students which are being used in a literal sense and which are being used metaphorically.

Answers

1 die out	4 hold on
2 came across	5 wiped out
3 gone down	6 got over

► Further practice: *Workbook Unit 6* Language study

8 Decide which statements you agree with or disagree with.

Ask the students to read the statements and decide which they agree and disagree with.

Now work in pairs. Discuss your answers and give reasons why.

Put the students in pairs and have them discuss their opinions. At the end of the discussion, get some answers from one or two pairs.

► Further practice: *Workbook Unit 6* Listening

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

Background reading

Goethe was born in Germany in 1749 and died in 1832. He produced poetry, scientific writings, essay and literary criticism. He had a great influence over 18th century thinking and is perhaps best known for *Faust* – a play about a man who sells his soul to the devil. Wittgenstein was a philosopher who was born in Austria in 1889 and died in 1951. He made key insights into the philosophy of logic, language and the mind, his most famous works being *Tractatus Logico-Philosophicus* and *Philosophical Investigations*.

1 Work in pairs. Read the quotations, decide what they mean and if you agree.

Put the students into pairs and have them discuss each quotation. At the end of the discussion ask one or two pairs how they interpret the quotations and whether or not they agree with them.

2 Decide which is more important for people learning a language.

You may like to revise the meaning of *accuracy* and *fluency* and ask the class if they have anymore suggestions to add to the list. Have the students discuss which things are more / most important. If you wish, you could do this as a pyramid discussion (see page 41).

2.12 3 Listen to a conversation and put the words in activity 2 in the order you hear them.

Play the recording and have the students put the things the speakers talk about in order.

Answers

1 vocabulary	3 fluency
2 accuracy	4 pronunciation

Achieve IELTS: buying time

It is important for students to know how to indicate that they need thinking time during the speaking test. Tell the students that they will not lose marks for using phrases like these as they make the student seem more fluent and it is better to say something like this rather than leave a long pause or silence.

2.12 Now listen to the conversation in activity 3 again and complete the phrases.

Play track 2.12 again and have the students complete the phrases. If you like, you may want to have the student practise the phrases.

Answers

1 minute 2 see 3 moment 4 point

Pronunciation

4 Read the phrases and underline words linked with /r/.

Go over the phrases with the students and have them underline the words linked with /r/.

Tell them that they will check their answers in the next activity.

2.13 Now listen and check.

Answers

I've never really thought about it.

For example, you need words to do simple things.
I couldn't even order a meal.

Grammatical rules and speaking accurately
are also important.

2.13 5 Listen again and practise.

Play the recording again and have the students practise the phrases. Note that it is important not to overemphasise the linking /r/ as it is a slight sound, not a 'rolling' /r/.

► Further practice: Workbook Unit 6 Pronunciation

6 Work in pairs. Ask each other the questions for Part 1.

Put the students in pairs. Ask them to ask and answer the questions. Encourage them to use the phrases for buying time in activity 3 if they need to.

**Now read the candidate task card,
underline the key words and make notes.**

Go over the task card with the students and ask them to underline the key words and make one or two short notes on the main points.

Refer the students to the rounding off questions and ask them to think about their answers.

6 Suggested answers

Describe a language you would like to learn in future.

You should say:

- which languages interest you
- how easy you think it would be to learn
- where you would like to study it and explain why you would like to learn it.

7 Work in pairs. Student A, you are the examiner – time Student B and stop them at the end of two minutes and ask the rounding off questions. Student B, you are the candidate – answer the questions.

Split the class into Students A and Students B and ask them to role-play part 2 of the interview. You may like to direct the students to the picture of an interpreter in the interpreting booth. At the end of the activity ask the students to change roles in order to give Student A test practice.

Although the examiner may ask the candidate one or two questions during the discussion, the main aim is to have the candidate produce enough language for the examiner to make an accurate assessment of the student's language. If the examiner feels that they are not getting enough language from the candidate, they may ask more questions to prompt them. If the examiner feels that the candidate is wandering away from the topic, they may bring them back to the discussion topic. It is not appropriate for candidates to ask the examiner for their opinion.

Now read the questions and underline the key words.

You may like to direct the students to the picture and ask them what job the woman does (she's an interpreter).

Ask the students to underline the key words in each of the questions.

7 Suggested answer

Let's consider, first of all, learning languages in your country.

- 1 How important is it for young people to have knowledge of other languages nowadays?
- 2 Which jobs require knowledge of other languages?

3 Do you think there is an ‘ideal’ way to learn a language?

8 Work in pairs. Student A, you are the examiner; interview Student B. Student B, you are the candidate; answer the questions.

Split the class into Students A and Students B and ask them to practise asking and answering the questions. Encourage them to use the functions for ‘buying time’ during this activity.

Now change roles.

Writing

Go over the IELTS tasks with the students and make sure they understand what they will learn in this section.

1 Work in pairs. Ask each other the questions.

Direct the students to the picture and ask them what the person is doing (video chatting).

Put the students into pairs and have them discuss the questions. At the end of the discussion you could ask one or two pairs to share their ideas with the class. Alternatively, you may like to do this as a walk-round survey with the students asking all their classmates the questions and making notes on their answers.

2 Read the essay and decide which title it answers.

Ask the students to read the essay and match it with the correct title.

3 Answer

2

4 Decide what the student’s main point is. Choose A – C.

Ask the students to read the essay again and match it with the main point made.

5 Answer

A

6 Match the sentences with paragraphs A – D.

Ask the students to read the essay again and do the matching task.

7 Answers

1 C 2 B 3 D 4 A

Language study: introductions, main points and conclusions

8 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that the students can use the phrases in the table to help them structure their discursive essay. Go over the typical components of an introduction, main body and conclusion. Explain that a conclusion may contain a summary of the main points in the essay, a conclusion (or statement of the student’s opinion) or both.

9 Look at the essay plan for the other title in activity 2 and complete the introduction. Use the phrases in E.

Refer the students to the plan and to the introduction and have them complete it using the phrases in E.

10 Answers

- 1 One of the most significant developments
- 2 I will start by looking briefly at
- 3 then go on to say
- 4 there were two major developments
- 5 Now I would like to look at

11 Complete the conclusion. Use the words and phrases in F.

Direct the students to the conclusion and have them complete it using the phrases in F.

12 Answer

- 1 benefits
- 2 advantages and disadvantages
- 3 positive effect
- 4 in my opinion
- 5 outweigh

Now add your own ideas to the plan and write the essay.

Ask the students to add their ideas to the plan before writing their complete essay.

Ask them to use the phrases in activity 5 when writing their essay. If you wish, you may like to give them a time limit of 40 minutes to do this.

► Further practice: *Workbook Unit 6 Writing, Vocabulary*

Achieve IELTS 2 Unit 6 Writing activity 7

PHOTOCOPIABLE

Suggested answer

Modern technology with its advantages and disadvantages has changed today's world enormously. Communication allows people all over the world to stay in contact with each other. For instance, I can easily exchange e-mails with a good friend of mine who recently had to move back to her mother country, Sri Lanka. Furthermore, if I have to make a really important decision or something is bothering me, I simply have to press the buttons on my mobile phone in order to ask my parents or a good friend for advice.

Additionally, technology remarkably contributes towards making everyday procedures more convenient as well as helping to transmit messages rapidly. For example, an appointment that cannot be met due to an unexpected incident can quickly be cancelled by writing a text message or, in terms of business, employees can send an e-mail cancelling or postponing a meeting which will be received within seconds by their business partners. While improvements in technology are, to a large extent, helpful, they do have a disadvantageous side to them. The most significant disadvantage is the westernisation of traditional cultures, which we can see in the growing number of fast food outlets for example. We can also see this in the way that foreign words are being incorporated into local languages.

On the whole, I agree to a great extent that technology is bringing people closer together and this can only be a good thing, but the disadvantage is that people may take ideas from other cultures and forget their own traditions.

Student's answer

In the recent years most of the countries become more and more alike losing their characteristic values and traditions. In a way, 'one culture' has been created. This becomes especially evident if looking at the teenagers all over the world. No matter where, the youngster have their own mobile phones, watch a lot of TV and thus are confronted with a lot of bad messages, crime, taboo topics and so on as well as have usually their own computers as well as the Internet. Especially via the Internet many SPMS and other obscene messages are transmitted and thus could generate a conflict for those Asians who have been brought up in a more conservative and traditional way. At the same time, languages such as, for instance, the dialect 'Hindi' spoken in most parts of India loose their uniqueness by becoming mixed up with English words so that there is a strange language mix, known as 'Hinglish', created.

Concluding, even though the modern technology has definitely a negative effect on the continuation of traditions in terms of language and culture the advantages outweigh, for, especially in today's world, it is necessary to come closer together and become 'one big community'. Only in this way problems such as terrorism can be tackled more effectively.

Examiner's comment

This essay shows near-native speaker ability to write in English. The topic is thoroughly discussed, using a wide range of vocabulary and complex constructions with a high degree of accuracy. Coherence is skilfully managed. This would probably merit at least a band 8.0.

Crime

Themes personal safety, crime detection, rules and regulations, causes of crime, zero tolerance

Passages DNA profiling, sociological theories of crime

Language study past perfect, third conditional sentences, agreeing and disagreeing, adding information, concession

Express yourself uncertainty

Achieve IELTS true / false / not given, yes / no / not given, problem / solution essays, task 2 titles

Vocabulary

crimes and anti-social behaviour *burglary, dropping litter, mugging, speeding, spitting, shoplifting, verbal abuse, bullying, vandalism, truancy*

crime detection *fingerprint, iris scan, voice recognition, DNA profiling, signature*

punishment *exclusion, community service, tagging, imprisonment, fine, probation*

places at university *exams office, library, parking*

Background reading

One of the things international students worry a lot about is their personal safety abroad. Regarding the UK, according to the British Council: *By international standards, the UK is a safe country, with low levels of violence and street crime. A recent survey by the British Council showed that the vast majority of those students who responded have not been the victims of crime while in the UK.* (Source: http://www.educationuk.org/downloads/safety_1st.pdf) However, wherever the students go on to study there are basic strategies for staying safe they need to think about. Activity 3 is an adapted text issued by the UK police force for international students, but is good advice for the students whether at home or abroad.

2 Match the words in A with pictures

1 – 6.

Before the students do the matching exercise, go over the words and explain that they are all types of crime or anti-social behaviour. If you wish, you could elicit or teach more types of crime or anti-social behaviour.

3 Answers

- | | |
|-------------------|---------------|
| 1 spitting | 4 speeding |
| 2 dropping litter | 5 shoplifting |
| 3 mugging | 6 burglary |

Now work in pairs and discuss the questions.

You could ask the students if they have ever done any of these things. At the end of the activity get the answers from one or two pairs.

Additional activity: ranking

You could ask the students to work in pairs and rank the crimes and anti-social behaviour from the worst to the least bad.

Streetwise

1 Look at the picture and answer the questions.

2 Suggested answers

- 1 A burglary is taking place.
- 2 The man has just walked around the outside of the house looking for a place to break in / he has just broken the lock.
- 3 He may go upstairs to take jewellery, etc, or he may be checking that no one has woken up so that he can take things from downstairs.

3 Read the passage and match the paragraphs with the headings in B.

Go over the title of the reading passage and the list of headings with the students. Note that some of the headings are puns, for example *Close call* could mean a near-miss or literally keeping you mobile close to you as you call someone. Ask the students what they think the passage will contain, then ask the students to read the passage quickly and match the headings with the paragraphs.

Answers

- | | |
|---------------------|---------------------|
| 1 Lock it up | 5 Close call |
| 2 Never walk alone | 6 Be sure – insure! |
| 3 Careful with cash | 7 Mark it up |
| 4 Auto-matic safety | |

Now work in pairs. Say which things in the passage you do or do not do.

At the end of the activity get the answers from one or two pairs.

4 Read the passage again and find words that mean ...

Answers

- | | |
|--------------|--------------|
| 1 precaution | 3 robber |
| 2 steal | 4 pickpocket |

5 Work in pairs. Discuss three more ways you can keep safe.

At the end of the activity get the answers from one or two pairs.

6 Describe the pictures.

You could also ask the students put the pictures in order. You could leave the answers until the next activity when the students can listen to the conversation and check their answers.

2.14 Now listen to a conversation and write ...

Play the recording and have the students answer the questions.

Answers

- 1 a burglary
- 2 bathroom, kitchen, lecture theatre
- 3 to open her door / let her into the room

2.14 7 Listen again and answer the questions.

Answers

- 1 a laptop computer and keys
- 2 chatted with Keith
- 3 had a shower
- 4 they may have the thief on film
- 5 b

Express yourself: (un)certainty

Decide which phrases we use to say we are (a) sure (b) not sure.

Point out that *I suppose so* shows that we are not too sure about something.

Answers

sure: I'm pretty sure I did, I suppose so, I'm almost certain it is
not sure: I can't be sure, I'm not certain, I'm not 100% positive

2.15

Now listen and practise.

Play the recording and have the students practise the expressions paying attention to stress and intonation.

Language study: past perfect

8 Study the examples and explanations.

If you wish, play the recording again for students to listen to the examples. Explain that we use the past perfect for actions and events that took place before the time we referred to. Tell the students that we often use the past perfect in telling stories, and that the place we begin in the story will change the tenses we use; that is, if we begin at the start of the story and tell the listener the events in sequence, we would use the past tense throughout. However, if we start in the middle of the story, then go back to the beginning we would use the past perfect for the events at the start of the story.

Now read the sentences and put the events in order.

This activity is intended to check that the students understand the concept of the past perfect before going on to practise the structure.

Answers

- 1 2 She looked for her keys.
- 1 She left her keys in the hall of residence.
- 2 3 We talked.
- 1 He went to a concert.
- 2 We went to a lecture.
- 3 1 I discovered was locked out.
- 2 I called the porter.

9 Complete the incident report form with the events in C.

Remind the students of the events they heard in activities 6 and 7 then ask the students to complete the form. If you wish, you could play track 2.14 again either prior to the students completing the form or afterwards for them to check their answers.

Answers

- 4.00 p.m. went to the kitchen and spoke to Keith
- 4.15 p.m. had a shower
- 4.30 p.m. looked for keys
- 4.35 p.m. went back to the room and called the porter
- 4.40 p.m. the porter opened the door
- 4.45 p.m. discovered the laptop was missing
- 4.50 p.m. called security

Now complete the summary.

Remind the students that they will need to use the past perfect tense for some answers.

Answers

- 1 she had had
- 2 she had gone to the kitchen
- 3 had been to
- 4 went
- 5 rang
- 6 opened
- 7 discovered
- 8 had stolen

► Further practice: Workbook Unit 7 Language study

Work in pairs. Student A, turn to assignment 7.1, Student B, turn to assignment 7.2. Make notes on the events.

The students' accounts of the events will differ as the students will be giving the events in a different order to each other.

Suggested answers

Student A

Ester called security as soon as she had discovered her laptop had been stolen. She had had a shower and gone back to her room but found the door had been locked so she called the porter. Before this, she had been in the kitchen and spoke to Keith. The porter opened the door and she looked for her keys. Earlier in the afternoon, she had been to a lecture.

Student B

When the porter opened the door, Ester looked for her keys and then discovered that her laptop had been stolen. Then she called security. Earlier she had been to a lecture and later she went to the kitchen and spoke to Keith. She had a shower and went back to her

room but found that the door had been locked, so she called the porter.

Now compare your answers.

Put the students in pairs and have them compare their answers by reading their story to each other.

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Match the words in D with the pictures.

Go over the words with the students and explain that they are all ways of detecting crime, before they match the words with the pictures.

Answers

- | | |
|-----------------|---------------------|
| 1 iris scan | 4 signature |
| 2 DNA profiling | 5 voice recognition |
| 3 fingerprint | |

Now work in pairs. Discuss what you know about the things.

At the end of the activity get the answers from one or two pairs. You may want to write their answers on the board so they can check their ideas with the reading passage in activity 3.

2 Read the passage. Do the statements agree with the information in the passage? Write ...

Go over the true / false / not given statements with the students. Ask them to read the passage again and decide which statements are true, false or not given.

Answers

- 1 False (it measures a person's body and behaviour)
- 2 Not given (the passage gives identification and verification as uses, but the passage does not state directly that it can be used to identify criminal behaviour)
- 3 True (line 10)
- 4 True (line 16)

Achieve IELTS: true / false/ not given; yes / no / not given

Go through the steps for dealing with these kinds of questions. Remind the students that yes / no / not given questions often ask the students about the attitude of the writer towards the subject in the passage. Tell the students that they are going to practise this in activity 4.

3 Look at the diagrams and put them in order.

Direct the students to the diagrams and ask them what they think they are about (the process of DNA profiling). Ask the students to put the pictures in the order they think they occur.

Now read the passage and check your answers.

Answers

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

4 Read the passage again. Do the statements reflect the claims of the writer? Write ...

Go over the yes / no / not given statements with the students. Ask them to read the passage again and decide which statements reflect the claims of the writer, do not reflect the writer's claims or there is no information about this.

Answers

- 1 Yes (line 13)
- 2 Yes (lines 32 – 33)
- 3 No (line 49)
- 4 Not given (there is no reference in the passage to X-rays)
- 5 Yes (lines 72 – 74)

Now complete the summary. Use no more than three words.

Answers

- | | |
|---------------|---------------|
| 1 science | 5 comparing |
| 2 fighting | 6 police |
| 3 originated | 7 investigate |
| 4 differences | 8 right |

5 Work in pairs. Discuss the questions.

At the end of the activity get the answers from one or two pairs.

Additional activity: debate

If you wish, you could structure the pairwork discussion as a formal debate for one of the questions. See page 41 for one idea on how to set up a formal debate.

► Further practice: Workbook Unit 7 Study skills, Reading

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Complete forms A – C with the words in E.

Direct the students to the photograph and ask them what they think has happened, how they think the person feels, if they have the same kind of way of dealing with traffic in their country and if it has ever happened to them or anyone they know. Have the students complete A – C with the words in E.

Answers

A library B exams office C parking

2 Read the forms and match the words in F with the definitions.

Answers

- | | |
|------------------|------------------|
| 1 clamp | 4 word-processed |
| 2 fine | 5 overdue |
| 3 reference book | |

2.16

Now listen to three conversations and complete the forms.

Go over the forms with the students and teach any vocabulary they may not know, for example *periodical* (a magazine usually about an academic subject that is published at regular intervals).

Play the recording and have the students complete the forms.

Answers

- | | |
|------------------------|---------------|
| 1 overnight / next day | 4 cover sheet |
| 2 40p | 5 students |
| 3 on time | 6 reserved |

2.16

3 Listen again and answer the questions.

Go over the questions with the students before they listen and answer the questions.

Answers

- 1 seven days a week, 24 hours a day
- 2 She was in London.
- 3 four days
- 4 There were coffee stains on it and there was no cover sheet.
- 5 It was clamped.
- 6 They parked in the Vice Chancellor's place.

2.17

Language study: third conditional sentences

4 Study the examples and explanations.

If you wish, play the recording again for students to listen to the examples. Explain that we use the third conditional to talk about events that we can imagine as alternatives to what really happened. We often use the structure for regrets and wishes. Point out that the order of the clauses can be changed with no change in meaning, but the students must be careful about their punctuation.

Now write the sentences in full.

You may want to do the first one with the class as an example. If you wish, you could ask the students to compose more sentences based on the situations in activity 2.

Answers

- 1 If Mohammed had handed in his work on time, he wouldn't have lost any marks.
- 2 If Susan had renewed her books, she wouldn't have paid a fine.
- 3 If Sema hadn't been late, she wouldn't have been in a rush and she would have parked her car in a student parking space.
- 4 Mohammed wouldn't have lost any marks if he had included a cover sheet.
- 5 Sema would not have parked in the Vice Chancellor's place if she had seen the sign.

2.17

Pronunciation

2.17 5 Listen to the sentences in activity 4 and notice how the voice rises and falls.

Answers

- 1 If Mohammed had handed in his work on time, he wouldn't have lost any marks.
- 2 If Susan had renewed her books, she wouldn't have paid a fine.
- 3 If Sema hadn't been late, she wouldn't have

been in a rush and she would have parked her car in a student parking space.

- 4 Mohammed wouldn't have lost any marks if he had included a cover sheet.
- 5 Sema would not have parked in the Vice Chancellor's place if she had seen the sign.

Now listen again and practise.

Play the recording again and have the students practise the expressions, paying attention to stress and intonation.

► Further practice: *Workbook Unit 7 Pronunciation*

6 Work in groups. Ask each other the questions.

Make sure that the students produce third conditional sentences correctly.

7 Work in pairs. Ask each other the questions.

At the end of the activity get the answers from one or two pairs.

8 Work in pairs. Discuss which statements you agree with.

Go over the statements with the students and ask them to decide which they agree with.

At the end of the activity get the answers from one or two students. This activity and the next are to prepare the students to listen to a lecture.

Now make notes on why you disagree with the other statements.

2.18 6 Listen to a lecture and tick the statements in activity 8 you hear.

Answers

1 2 4 5 6

2.18 Now listen again and complete the notes. Use no more than three words or a number.

Go over the notes with the students before you play the recording again and have the students complete them.

Answers

- | | |
|------------------------------|----------------------|
| 1 18th century | 5 genes |
| 2 free will | 6 learning |
| 3 consequences | 7 capitalist economy |
| 4 psychological and physical | 8 tie them into |

10 Work in pairs. Discuss the questions.

At the end of the discussion, get the answers from one or two pairs.

► Further practice: *Workbook Unit 7 Listening*

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Label the picture. Choose from the words in G.

Direct the students towards the picture and ask them to label it with one of the words and phrases in G.

Answers

vandalism

Now answer the questions.

Go over the questions with the students and get answers from one or two of the students. You may want to open the discussion out to ask about what kind of things people write on walls: is it simply nonsense or does it have a point? Do students think graffiti can be art and if so what constitutes *street art*?

2 Match the words in H with the definitions.

Go over the words with the students and explain that they are all types of punishment.

Have the students match the words with the definitions. If you wish, you may want to teach *warning*, *counselling*, *re-education* in preparation for the following activity.

Answers

- | | |
|-------------|---------------------|
| 1 probation | 4 community service |
| 2 exclusion | 5 imprisonment |
| 3 tagging | |

3 Work in pairs. Decide which punishment is appropriate for A – C.

At the end of the discussion, get the answers from one or two pairs. If you wish, you could ask students if they are going to fine someone, how much the fine will be and if they are going to give someone community service, for how long and what will it be.

2.19

Now listen to a conversation and say which punishments the speakers decide for the people.

You may want to find out if any of the students agreed with the speakers in their previous discussion. If you wish, you could play the recording again and have the students note the speakers' reasons for giving the punishments.

Answers

- A fine and exclusion
- B 50 hours' community service and a £50 fine for the parents
- C probation

Language study: agreeing and disagreeing

4 Study the examples and explanations.

If you wish, play the recording again for students to listen to the examples. Explain that we use the phrases to agree or disagree with someone, but we can also show how far we agree or disagree. If you wish, you could ask the students to practise the phrases using correct stress and intonation, especially the pronunciation of *partially*.

Now work in pairs. Decide which punishments are appropriate for D and E.

Make sure the students use appropriate phrases for agreeing and disagreeing. At the end of the activity get the answers from one or two pairs.

Additional activity: crime and punishment

If you have a stronger group that you know well and circumstances permit this, you could give them these two additional situations:

- 1 An eighteen-year-old man was caught selling drugs outside a school. He has just come out of prison for the same crime.
- 2 A thirty-year-old man tried to set fire to his girlfriend's house because she wanted to leave him.

From this you could open the subject out to a more general discussion (or formal debate) regarding sentencing in the students' own country / countries and even their ideas on the death penalty.

⑤ **Read the task card and rounding off questions and underline the important words.**

⑥ **Answers**

Describe something you have which is important to you.

You should say:

- when and where you got it
- how long you have had it
- how you would feel if you lost it or it was stolen

and explain why it is important.

Rounding off questions

Have you ever found anything valuable?

What did you do with it?

Now make notes on the task card.

Have the students make notes about the topics.

⑥ **Work in pairs. Student A, you are the examiner – interview Student B. Student B, you are the candidate – answer the questions.**

Have one student take the role of the examiner. If you wish, you could refer them back to assignment 5.1 for their script. Put the students into pairs and ask them to do the activity.

Now change roles.

When the students have finished, ask them to swap roles and talk about the topic again.

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

① **Read the passage and match paragraphs A – G with the summaries.**

Explain any unknown words, for example *to discipline* (to control someone's behaviour), *short cut* (an easy way to do something).

Remind the students that there are more headings than paragraphs. Ask the students to read the passage quickly and match the headings with the paragraphs.

② **Answers**

i F ii E iv G v C vii B viii A ix D

Achieve IELTS: problem / solution essays

Explain to the students that if they are asked for a solution to a problem in part 2 of the writing test, they should structure their essay by giving some background to the problem and why it is important or relevant, then give some solutions backed up with examples. Finally, they should evaluate what would happen if their solutions are adopted.

Now read the passage again and find the different parts of the problem / solution essay.

③ **Answer**

background: paragraph A

solutions: paragraphs B, C, D, E, F

evaluation: paragraph G (last sentence)

Language study: adding information

④ **Study the example and explanation.**

Explain that we use these phrases to make clear to the reader that we will add information to our argument or supporting points.

Now complete the table with words and phrases from the passage in activity 1.

⑤ **Answers**

- | | |
|---------------|----------------|
| 1 furthermore | 3 as well as |
| 2 moreover | 4 additionally |

⑥ **Work in pairs. Discuss the three most important reasons for youth crime in Western countries and suggest some solutions.**

At the end of the activity get the answers from one or two pairs. You may want to write some of these on the board for students to check their answers against the passage.

⑦ **Suggested answers**

boredom, poverty, pressure to buy things, no respect for society

Now read the passage and see if your solutions are included.

Language study: concession

4 Study the examples and explanations.

Explain that we use these phrases to make clear to the reader that we will add surprising or unexpected information to our argument or supporting points. Tell the students that we can give an opposing general point of view with phrases like *Some people think ... ; The majority believe that ...* then following it with our own point of view.

Now read the passage in activity 1 again and ...

Have the students read the passage again and complete the table, then find more examples of giving opposing opinions.

5 Answers

- 1 1 although, 2 nonetheless, 3 despite
- 2 they say that, some people believe that

6 Match the two parts of the sentences.

Answers

- 1 A 2 C 3 B

Now write the sentences in full. Use words and phrases for contrasting information.

Suggested answers

- 1 Capital punishment is not used in most countries. However, it is still used in the United States of America.
- 2 Some people say humans should not kill each other, yet others say if a person kills another person, they should be killed too.
- 3 Supporters say capital punishment stops crime. Nonetheless, the US has one of the highest rates of crime in the world.

7 Work in pairs. Discuss the essay title.

Go over the title with the students and ask them to underline the key words then put them in pairs and ask them to discuss whether they agree with this or not. At the end of the discussion, get the answers from one or two pairs. You may want to write the answers on the board so that the other students have more information to include in their essay.

Achieve IELTS: task 2 titles

Discursive essay titles for writing test task 2 are usually comprised of three parts: background to the problem, statement (sometimes known as *thesis*) and questions. By recognising these the student will be able to get to the real issue more quickly and plan their answer appropriately.

Now read the writing task title and underline the three parts.

8 Answers

It is often said that crime is one of the main things that makes their quality of life poorer. [background]

Crime in developed countries is one of the biggest problems in society. [statement]

What are the causes of the problem and what measures can be taken to reduce it? [question]

9 Make notes about the causes of crime and measures that can be taken to reduce it.

You may wish to do this with the whole class and write their answers on the board, or put the students in groups to do this.

Now present a written argument or case to an educated reader with no specialist knowledge of the topic.

You should write at least 250 words.

Have the students write an essay for the title in activity 6. Make sure they use the problem / solution essay structure and phrases for agreeing / disagreeing, addition and concession. You may want to put a time limit of 40 minutes on the class to do this.

► Further practice: Workbook Unit 7 Writing, Vocabulary

Achieve IELTS 2 Unit 7 Writing activity 7

Suggested answer

In this essay, I will outline the main reasons why crime is still a problem even in developed countries, and suggest some measures which might be taken to control it.

In my opinion, most people commit crimes because they want something they cannot have. If everyone in society had an equal amount of money, there would be no need for people with lower incomes to be envious of those who drive fast cars and live in big houses. Advertising intensifies the desire for luxury goods and celebrity lifestyles, and although it is necessary to promote sales and improve the economy, it can encourage feelings of greed and jealousy. In addition to this, young people especially are vulnerable to peer pressure. They may be influenced by their friends to start taking drugs or stealing cars for fun. Nevertheless, some rebellious behaviour in young people is normal and perhaps even healthy. It needs to be channelled into other types of activity.

I feel that there are three ways that crime can be reduced. Firstly, most developed countries have a large and well-paid police force. However, they spend most of the time in cars. They need to be more visible on the street. Secondly, young people need to be educated about how they can contribute to society. Finally, parents should be more responsible. They have children, yet they do not control their behaviour. Consequently the children grow up without learning the rules of society.

On the whole, I do not believe that we can ever rid our society of all crime, but if the measures I have suggested here were taken, I am convinced that we would see an improvement. What is more, none of these suggestions would be expensive to apply.

Student's answer

Crime: one of the biggest problems in the society of developed countries. This problem is affecting good people every day, and simply makes our quality of life poorer: that much can hardly be argued against. Something less obvious, though, are answers to the questions: What causes crime? and how can it be reduced?

Otherwise-good people are sometimes unlucky and put in situations where they feel crime is the only option. I think that the most common cases are wanting/needling money. This could be to fuel drug habits, support a family or nothing except pure greed.

Bad upbringing is often argued as a cause. For example, if a child sees parents or other adults using violence, they may be more likely to think it is acceptable to use violence as an answer to problems. Of course, not all crimes are violent. Tax-evasion, fraud, money-laundering or stealing are most likely due to the society we live in. Where so much emphasis is put on being rich and having the newest and greatest products, people will go to any lengths to achieve these things.

Government and the police force are working to reduce crime, and often produce 'statistics' to prove their methods are working. Over-crowded prisons, early releases and light-sentencing, however, suggest it is easier for crime to flourish now as it ever could. Newspapers constantly suggest tougher sentences and more police on the beat, as opposed to doing paperwork and being held back from cracking down on law-breakers for fear of not being 'politically correct'.

I have to agree with the journalists, simply. As do most law-abiding citizens whom I've had the pleasure to meet. Hopefully we will see changes in the future that reflect our opinions on this subject.

Examiner's comment

This essay is written with native-speaker ability. Although there are a few slips and unusual constructions, this is likely to be an example of a band 9.0 for question 2.

Trade

Themes shopping, ethical buying, international trade, globalisation

Passages international trade and development, ethical buying

Language study information clauses, formal definitions, reasons and results

Express yourself talking about shopping, talking about objects

Achieve IELTS signposting in lectures

Vocabulary

places to shop *shopping mall, supermarket, retail park, market*

types of shop *charity shop, chain store, chemist, second-hand shop, milk bar, outdoor shop, delicatessen, newsagent, army store*

household objects *rug, statue, houseplant, painting, good luck charm*

money *prosperity, materialistic, consumer, bargain, discount, shareholder, purchasing power, deposit*

poverty *to be worse off, exploitation, the poverty line, disadvantaged*

memory *to remind, to remember, to bring to mind*

information *survey, questionnaire, data, findings, sample, research*

Background reading

Fair Trade was created in the Netherlands in the late 1980s when Max Havelaar launched fair trade coffee from Mexico. Since then, sales across 18 countries that retail fair trade products have been growing at around 20% every year. In the majority of these countries, fair trade products are now available in supermarkets, for example, in Switzerland fair trade bananas account for one in every five bananas sold. For a product to meet fair trade standards, the company must agree to four basic demands: pay a price to producers that covers the costs of sustainable production and living; pay a 'premium' that producers can invest in development; make partial advance payments when requested by producers; enable long-term planning and sustainable production practices.

and whether there are the same shops where they live. You may like to extend the discussion to where the students usually shop and why.

① Answer

shopping mall (the picture is of the *Pacific Fair Shopping Mall* in Queensland, Australia)

Now answer the questions.

Go over the questions with the students and have them answer them.

② Answers

- 1 shopping mall, retail park
- 2 supermarket, market
- 3 retail park
- 4 shopping mall
- 5 shopping mall, market

2.20 ② Listen to a conversation. Tick the words in B you hear.

Direct students to B and go over the words with them. Make sure the students understand them, especially *milk bar* – a small shop in Australia (usually called a *corner shop* in the UK) that sells basic items, *army store* – a shop that sells ex-army clothes and equipment and *outdoor shop* – a shop that sells camping and walking clothes and equipment. Play the recording and have the students tick the words they hear.

③ Answers

- | | | |
|--------------|-------------|------------------|
| charity shop | chain store | second-hand shop |
| outdoor shop | newsagent | army store |

Shopping

This section introduces the unit and gives practice in listening test parts 2 and 3 and the speaking test.

① Label the picture. Choose from the words in A.

Direct students to the picture and ask the students to label the picture with one of the words in A. If you wish, you could ask the students if they can identify any of the shops

- 2.20** Now listen again and write numbers and / or no more than three words for each answer.

Go over the questions with the students and ask them to listen again and answer the questions.

Answers

- 1 charity shop
- 2 op shop / opportunity shop
- 3 \$500 / five hundred dollars
- 4 reduced (price)
- 5 four

Express yourself: talking about shopping

Match the phrases with the meanings.

Go over the phrases with the students and have them match the phrases with the meanings.

Answers

- 1 C 2 A 3 E 4 B 5 D

- 2.21** Now listen and practise.

Play the recording and have the students listen and practise the phrases, paying attention to stress and intonation.

3 Work in pairs. Decide if the sentences are true or false.

Tell the students they are going to read about shopping in Australia. Go over the sentences and ask the students to guess the answers – they will be able to check their guesses in the next activity. Put the students in pairs and have them decide if the sentences are true or false.

Now read the passage and check your answers.

Answers

- 1 False (you will not receive a large discount)
- 2 False (you have to go to the shop assistant usually, they will not usually approach the shopper)
- 3 True
- 4 True

- 2.22** Listen to three conversations and match them with the situations.

Tell the students they are going to listen to three conversations. Direct the students to the picture and ask them what kind of shop it is and what the person is buying. (It is a

university bookshop and the person is buying a binder with a university crest on it.) Play the recording and have them match the conversations with the shops.

Answers

- 1 C 2 A 3 B

- 2.22** Listen again and complete conversation 2. Use no more than four words.

Go over the conversation with the students. Play the recording and have them complete it.

Answers

- 1 Can I help you?
- 2 I'm just browsing
- 3 for anything in particular
- 4 I'm looking for
- 5 the business section
- 6 give me a shout

Now work in pairs. Write a similar conversation and practise it.

Put the students into pairs. Ask them to write a similar conversation and practise it. You may wish to give the students a time limit to do this, at the end of which you could ask one or two pairs to demonstrate their conversation to the rest of the class.

► Further practice: *Workbook Unit 8*
Study skills

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Read the quote and discuss what it means.

Direct the students to the picture and ask them to describe it and what it means (a computer is being assembled using different parts from all over the world; it demonstrates that many things are no longer the product of a single country). Put the students into pairs and have them discuss the quote. You may wish to open the topic out to a class discussion to see whether the students agree or otherwise.

Answer

The writer wants to show that when countries are in a global commercial relationship, they prefer trade to conflict.

2 Work in pairs. Ask each other the questions.

These questions lead in to the reading passage, so you may like to gather the students' answers and write them on the board for the students to check against later.

Now read the title of the passage and decide if it is for or against globalisation.

Ask the students to read the title and predict the content of the reading passage.

Answer

For globalisation

3 Match the words in C with the definitions.

Refer the students to the words in C. Go over the definitions with them and have them match the words with the definitions.

Answers

- | | |
|-------------|---------------------|
| 1 capital | 4 per capita income |
| 2 inflation | 5 prosperity |
| 3 commodity | |

4 Read the passage and choose A – C.

Go over the questions with the students. Ask the students to read the passage and choose the correct letter.

Answers

- | | |
|---------------------|---------------------|
| 1 B (lines 5 – 6) | 4 C (lines 73 – 75) |
| 2 C (lines 31 – 32) | 5 A (lines 89 – 90) |
| 3 B (lines 36 – 37) | |

5 Read the passage again and answer the questions.

Ask the students to read the passage again and answer the questions.

Answers

- 1 trade, movement of people, shared knowledge
- 2 provides access to more capital, technology, cheaper imports and larger export markets
- 3 provides opportunities for worldwide development
- 4 outward-looking policies: low taxes, low trade tariffs
inward-looking policies: protectionism, state-owned companies
- 5 trade, movement of people and shared knowledge
- 6 strengthen the international financial system, through aid and through trade

Language study: information clauses

6 Study the examples and explanations.

Defining and non-defining relative clauses are covered in *Achieve IELTS 1*, Unit 10 and this is revision of the structures. Go over the examples and explanations with the students. You may wish to pay particular attention to when relative pronouns refer to the object of the sentence, in which case we do not have to include the relative pronoun.

Now join the pairs of sentences using information clauses.

Go over the example with the students, then ask them to join the sentences with relative pronouns. Remind them of the circumstances in which we can leave out the relative pronoun and tell them that they will encounter one example here and one example using the structure ... *of which*.

Answers

- 2 The concert, which took place in 2005, was given in order to reduce poverty in developing countries.
- 3 The lecture was given by the Professor who wrote *Small World*.
- 4 Global policies is a subject in Business studies I don't really like.
- 5 Japan, China, Germany and the US are countries, all of which are in the G8.

► Further practice: Workbook Unit 8 Language study

7 Work in pairs. Ask each other the questions.

Go over the questions with the students. Put them in pairs and have them discuss the questions. If you wish, you could open the questions out to a class discussion.

► Further practice: Workbook Unit 8 Reading

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Match the words in D with the definitions.

Direct the students to the words in D. Go over the definitions and have them match the words with the definitions.

Answers

- | | |
|------------|-----------------|
| 1 findings | 4 sample |
| 2 research | 5 questionnaire |
| 3 survey | 6 data |

Now work in pairs. Ask each other the questions.

Put the students in pairs and have them discuss the questions. At the end of the activity, get the answers from one or two pairs.

2.23 2 Listen to a conversation and complete the form.

Tell the students they are going to listen to a conversation and have them complete the form.

Answers

- 1 A 2 B 3 A 4 B

2.23 Now listen again and choose A – C.

Go over the questions with the students. Play the recording and ask students to circle the correct letters. You may like to explain *e-numbers* to the students: artificial ingredients put into food usually labelled with a number preceded by *e-*.

Answers

- 1 B 2 A 3 C 3 B 4 A

3 Work in pairs. Ask each other the questions in activity 2.

Put the students into pairs and have them ask each other the questions and make notes of their answers for them to check against later.

Now turn to assignment 8.1 and check your scores.

Have the students turn to assignment 8.1 and read the result of their scores.

4 Work in pairs. Look at the pictures and discuss the connection between them.

Direct the students to the three pictures and ask them what the connection is between the pictures. If you wish, at the end of the activity, you could open the discussion out to ask the students if they have ever seen or bought Fair Trade products and if they have them in their country.

5 Suggested answer

The first picture shows the outside of a charity shop run by Oxfam – Oxford Committee for Famine Relief – which sells a variety of things including second-hand clothes and books and Fair Trade products; the second picture is the logo which can be displayed on products which are Fair Trade products (i.e. they are sold directly from a (usually developing world) producer to the consumer, with most of the profit given back directly to the producer); the third picture is an example of a Fair Trade product – coffee; in the fourth picture is a coffee farmer. The connection is that they are all part of the Fair Trade movement.

6 Match the words in E with the definitions.

Direct the students to the words in E. Go over the definitions and have them match them with the words.

Answers

- | | |
|----------------|---------------|
| 1 exploitation | 4 shareholder |
| 2 sustainable | 5 tariff |
| 3 subsidy | |

7 Read the sentences and choose A – C.

This activity is a lead-in to the recording. Go over the sentences with the students and have them choose the letters. If you wish, you could put them in pairs to discuss their answers or at the end of the activity put them in pairs to check and discuss their answers with each other.

2.24

Now listen to a lecture and check your answers.

Tell the students they are going to listen to a lecture. Play the recording and have them check their answers.

Answers

- 1 A 2 B 3 A 4 B 5 B

2.24

7 Listen again and complete the notes with no more than three words.

Ask the students to read the notes. Play the recording again and have them complete the notes.

Answers

- 1 international trade
- 2 direct
- 3 consumers
- 4 alternative (approach)
- 5 improving market access
- 6 development opportunities
- 7 awareness among
- 8 rules and practice
- 9 human rights
- 10 the heart of
- 11 importing organisations
- 12 educational and campaigning

Now work in pairs. Answer the questions.

Put the students in pairs and have them discuss the questions.

Achieve IELTS: signposting in lectures

Due to the amount of information in a talk, lecturers use signposting to guide the students through the lecture. By listening for these during a recording the students will be able to follow the talk or lecture better and be ready for the answer to a question when they hear it.

Now work in pairs. Think of more phrases for introducing and concluding a lecture.

Put students into pairs and have them think of more phrases for introducing and concluding a lecture. At the end of the activity, you might want to put the phrases on the board.

Suggested answers

Introducing: I'd like to start by ..., I'll begin by ..., First off ...

Concluding: To conclude ..., So, to recap ..., By way of summary ..., In conclusion ...

Use the information to write a short report.

Ask the students to read the information and write a short report. Refer them to the phrases for signposting. If your class is not such a strong class, you may want to go through it with them and suggest ways of completing it.

Now work in groups. Give your talk to the group.

Put students in groups and each student give their talk to the rest of the group. If you have

the equipment, you may wish to record the students.

Further practice: Workbook Unit 8 Listening

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

Match the words in F with the pictures.

Direct students to the words in F and have them match the words with the pictures.

Answers

- | | |
|--------------|-------------------|
| 1 rug | 4 painting |
| 2 statue | 5 good luck charm |
| 3 houseplant | |

Now listen to three speakers and tick the things they talk about.

Answers

rug, houseplant, statue

Express yourself: talking about objects

Read the expressions and put them into groups.

Go over the expressions with the students and have them put them in groups.

Answers

- 1 I bought it from a carpet dealer
I got it as a prize
- 2 whenever I look at it, it reminds me of our trip
she gave me this for helping her
I remember all the hard work and fun
it always brings to mind the day we nearly won a football competition

Now listen and practise.

Play the recording and have the students practise the expressions paying attention to stress and intonation.

Pronunciation

2.27 ② Listen and say which are defining relative clauses and which are non-defining relative clauses.

Play the recording and have the students identify the defining and non-defining relative clauses. Have the students pay attention to the way the intonation of the speaker drops when they use a non-defining clause.

Answers

- | | |
|------------|----------------|
| 1 defining | 3 non-defining |
| 2 defining | 4 non-defining |

2.27 Now listen again and practise.

Play the recording and have the students practise the expressions, paying attention to stress and intonation.

► Further practice: *Workbook Unit 8 Pronunciation*

3 Read the candidate task card and rounding off questions and make notes.

Ask students to read the role card and make notes.

If you wish, you can have them underline the key words before they make notes.

◆ Suggested answers

Describe an object that is special to you. You should say ...

- 1 when you got it
 - 2 where you got it
 - 3 why you got it
- and explain why it is important to you.

Rounding off questions

Do you like shopping? Is there anything you dislike about shopping?

Where do you usually go shopping?

Now work in pairs. Student A, use your notes to talk about the topic. Student B, time Student A and ask them the rounding off questions.

Divide the class into Students A and Students B. Tell Students A they are the candidates. Ask Students A to make notes and then talk about their topic. Tell Students B they are the examiner. Ask them to time Student A and ask the rounding off questions. Put the students in pairs and have them do the activity. They can then swap roles. Students A can take the role of examiner and Students B can take the role of candidate.

4 Work in pairs. Discuss the topics in part 3.

Go over the topics in part 3 with the students. Put the students into pairs and have them do the activity. If you wish, you could put the students into three groups and have each group discuss a different topic or choose one topic and have a formal debate on it (see page 41).

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Student A, find the paragraphs in favour of international trade. Student B, find the paragraphs against.

Put the students into pairs and have them do the activity.

If you wish, you could ask the students about which things are connected with international trade (e.g. multinational companies, the World Trade Organisation, increased movement of labour and so on) and then have the class brainstorm things in favour of international trade and things against it. Then have the students read the paragraphs and see if their ideas are included.

◆ Answers

In favour of international trade: B, C, F, H
Against international trade: A, D, E, G

Now write more points for or against international trade.

2 Work in pairs. Tell your partner about your points.

Put students into pairs and have them discuss their points. After the discussion, get some points from one or two pairs.

Language study: formal definitions

3 Study the example and explanation.

Go through the example and explanation with the students. Explain that we often use formal definitions in academic writing.

Now read the definitions and underline the defined word, classification and definition.

4 Answers

- 1 A charity is an organisation which helps people in need.
- 2 An economist is a person who studies economic conditions.
- 3 Aid is food or money which is sent to a region to help it.

5 Complete the formal definitions.

6 Answers

- 1 is an organisation which
- 2 is a process which
- 3 are people who

Now work in pairs. Student A, turn to assignment 8.2. Student B, try to guess the word.

Split the class into Students A and Students B. Explain that they are going to practise defining and guessing words. Ask Students A to turn to assignment 8.2 and ask Students B to try to guess the words.

Language study: reasons and results

7 Study the examples and explanation.

Go over the examples and explanation with the students.

Now complete the table with words and phrases in bold from activity 1.

Go over the table with the students and refer them back to activity 1. Have them complete the table with the phrases in bold in the paragraphs.

8 Answers

- | | |
|------------------------------|--------------------|
| 1 create | 6 As a consequence |
| 2 produce | 7 The reason is |
| 3 lead to | 8 due to |
| 4 The result of this is that | 9 because of |
| 5 This results in | 10 on account of |

6 Complete the passage.

Ask the students to read the passage and complete it using words and phrases of reasons and results. Tell the students that more than one answer may be acceptable.

7 Answers

- 1 is created by / is the result of
- 2 leads to / produces
- 3 results in / leads to
- 4 a consequence / a result
- 5 Because of / As a result of
- 6 as a consequence / thus

8 Read the essay title and underline the key words.

9 Answers

Giving aid to poorer countries does not work.
The richer nations have given billions of dollars to poorer nations, but while some nations have benefited, many more are still poor. What are the causes of the problem and what measures can be taken to reduce it?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

10 Work in pairs. Write a list of ideas to include in the essay.

Put students into pairs and have them discuss a list of ideas to include in the essay.

Now order your ideas from most to least important.

11 Think of examples and evidence to support your points.

Ask them to add examples and evidence to support their points.

Now write about the topic in activity 7. You should write at least 250 words.

Tell students to write the essay using the notes they have made.

► Further practice: Workbook Unit 8 Writing, Vocabulary

Achieve IELTS 2 Unit 8 Writing activity 9

PHOTOCOPIABLE

Suggested answer

It is true that money given to developing nations rarely seems to have any effect in the long term. In this essay, I will give some reasons why this happens, and suggest ways the situation can be improved. As I see it, the main reason aid money is ineffective is corruption. In developing countries, civil servants, teachers and policemen are paid so little that they are unable to live on their salaries. For this reason, they are forced to take money for favours, and as a result, those who cannot afford to pay bribes will not receive fair treatment, justice or a good education. Because of this corrupt administration system, money goes missing before it can reach the people it is intended for. Consequently, the gap between rich and poor becomes wider, and so we see tyrants and dictators living in palaces while their people starve. It seems to me that poorer nations would benefit more from education and training than financial aid. Professionals from all fields can donate some of their time to teaching local people new skills, and as a consequence, they will be able to teach others in turn. As poverty is caused by ignorance, so education is the key to prosperity. When financial donations are made, foreign governments need to ensure that there is a system which can account for their distribution so that the money does not disappear. Thus, it is more likely to be used for the development of the country's infrastructure, and in helping the poor and needy. All in all, the problem of world poverty cannot be solved by money alone. Nations need to work together on long-term projects, sharing their knowledge and skills so that each person has something valuable to offer their community.

Student's answer

The richer nations have made much effort on giving money to poorer nations to help them: however, many poorer nations are still poor. This may be because of the way of giving aid by the richer countries, the attitude of poorer nations, and the complicated situations of poorer nations.

Firstly, money is not the only way of helping poorer nations, even though it is helpful sometimes. The main reason why those countries are poor may be their economical competence as weak and they lack enough professional people in many areas. Therefore, it might be better that the richer nations not only give money, but also help to train professional workers for poorer countries. In the mean time, poorer nations should make more effort in establishing good relationship with richer ones and enhance communication with them too.

Furthermore, poorer countries' attitude of accepting money from richer ones may be passive, that is to say, they are not using that money to develop their own economics, which is more likely to help them escape from the poor situations, but just spending it for daily use. Furthermore, some poor countries rely too much on the help from richer nations, say, money, but do not work hard enough themselves to improve their own economical competence. Thus poor countries should use the money from the richer ones to not only buy food, clothes and so on, but also develop their own economies.

To sum up, the richer nations have hepped a lot by providing money for poor countries, and poorer countries need to not only spend the money for daily use, but also put more money on economical developments, human resource improvements and education developments, in order to change their poored situations.

Examiner's comments

The argument is well-developed and the writing is cohesive, demonstrating a wide range of vocabulary and good language control. However, there is some repetition and it is evident that the writer has not left enough time for proof-reading. This may prevent it from getting a band 8.0, and restrict it to a 7.0 or 7.5.

Opportunity

Themes student elections, working women, childcare

Passages male nannies, women managers

Language study reporting speech, *would* and *used to*, exemplification

Express yourself talking about other people

Achieve IELTS mind maps in task 2, time limits, referring to gender

Vocabulary

positions in a Students' Union *Treasurer, Equal Opportunities Officer, Academic Affairs Officer, Sports and Societies Officer, Communications Officer*

characteristics *caring, aggressive, bad tempered, loyal, quiet, intelligent, gentle, blunt, good humoured, mean, selfish, (dis)organised, generous, bossy, lively, hard working, patient*

work *public relations, double standards, deep-rooted prejudice, middle management, human resources, interpersonal skills, spouse, attendant, home-maker*

Background reading

As soon as a student is admitted to the University, they automatically become a member of the Students' Union. This is for all students, including international students. The Students' Union is an important part of a University, and has a variety of roles. It represents the students on University committees and helps shape University policies and academic standards. It provides the students with advice on finance, accommodation and careers, and it provides services such as the Students' Union shop where the students can get some things at cheaper prices. It provides entertainment through concerts and bars. The Students' Union is comprised of student societies (see *Achieve IELTS 1*) which cater for students who are interested in sports and other activities, departmental societies (management society) and country-specific societies (Saudi society). It is run by elected officials; these posts are sabbatical posts in which the student takes a paid break from their course for a year to run an aspect of the Union. The students stand for election and run a campaign to be elected for the post. The introduction section is intended to make the students aware of this and to introduce a situation they may find included in the test.

Election

1 Work in pairs. Ask each other the questions.

Go over the questions with the students and have them discuss them. At the end of the discussion, get the answers from one or two pairs.

2 Complete the passage with the job titles in A.

Explain that each year the Students' Union has elections for these posts and all the students take part in voting for who they want. Have the students complete the passage with the job titles.

Answers

- 1 Academic Affairs Officer
- 2 Communications Officer
- 3 Sports and Societies Officer
- 4 Treasurer
- 5 Equal Opportunities Officer

3 Decide which responsibilities A – G are part of an Equal Opportunities Officer's job.

At the end of the discussion, get the answers from one or two students.

3.1 Now listen to a conversation and check your answers.

Answers

- C D E F

3.1 4 Listen again and choose A – D.

Go over the multiple-choice questions with the students. Play the recording again and have the students choose the correct answers.

Answers

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

Express yourself: talking about responsibilities

Read the sentences and underline the words for talking about responsibility.

Go over the sentences with the students and explain that the expressions are all from the recording. Have the students underline the words for responsibilities.

Point out the difference between *responsible for something* (to manage and take care of someone or something) and *responsible to someone* (to report to someone).

Answers

they are responsible for
they are responsible to
supervise the running of
in charge of
represents

3.2

Now listen and practise.

Play the recording and have the students practise the expressions, paying attention to stress and intonation.

5 Read the manifestoes and decide which candidate you would vote for.

If you wish, you could put the students in pairs to discuss their answers.

6 Work in pairs. Ask each other the questions.

At the end of the discussion, get the answers from one or two pairs.

► Further practice: *Workbook Unit 9* Study skills

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Put the words into groups.

If you wish, you may want to practise the pronunciation of the words, especially *patient* /'peɪʃnt/.

Answers

positive: caring, loyal, intelligent, gentle, good humoured, organised, generous, lively, hard working, patient

negative: aggressive, bad tempered, selfish, disorganised, bossy

neutral: quiet

Now work in pairs. Decide what characteristics these jobs require.

Put the students in pairs and have them discuss their answers.

You may wish to revise the structures *must be*, *should be*, *has to be* (see *Achieve IELTS 1*).

At the end of the activity get the answers from one or two pairs.

Suggested answers

- 1 a doctor: caring, intelligent, gentle, good humoured, organised, hard working, patient
- 2 a civil engineer: intelligent, organised, hard working, bossy
- 3 a teacher: caring, intelligent, good humoured, organised, lively, bossy, patient

Pronunciation

2 Put the words in activity 1 into groups.

Ask the students to group the words according to their stress patterns.

Answers

- 1 selfish, loyal, quiet, gentle, bossy, lively, patient
- 2 hard-working
- 3 organised, generous
- 4 aggressive, bad tempered, good humoured,
- 5 intelligent, disorganised

3.3

Now listen and practise.

Play the recording again and have the students practise the adjectives, paying attention to stress and pronunciation.

► Further practice: *Workbook Unit 9* Pronunciation

3.4 3 Listen to a description and answer the questions.

Go over the questions with the students and ask them to listen and answer the questions.

Play the recording and have the students answer the questions.

Answers

- 1 She is a biology teacher.
- 2 three years ago
- 3 caring, lively, loyal, bossy

Express yourself: talking about other people

Read the expressions and decide which are positive, neutral or negative.

Go over the expressions with the students and ask them to group them.

Answers

positive: more good than bad points, there's never a dull moment, will do anything for you
negative: get on your nerves, always up to something
neutral: on the whole, the most ... person I've ever come across

3.5

Now listen and practise.

Play the recording again and have the students practise the expressions, paying attention to stress and intonation.

4 Match the people with the jobs in B.

Direct the students to the pictures and ask them what they know about them.

Ask the students to match the people with the jobs.

Answers

Indira Gandhi – prime minister
Hilary Clinton – senator
Agatha Christie – writer
Marie Curie – scientist

5 Complete the mind map with the phrases in C.

Go over the mind map with the students and ask them what else they know about Hilary Clinton. Explain that *first lady* is American English and refers to the wife of the President. Direct the students to the mind map and have them complete it with the words in C.

Answers

- 1 grew up in Illinois
- 2 Yale Law School
- 3 wrote several books
- 4 Senator, New York City 2000 – present

Now use the mind map to talk about the person for two minutes.

Put the students in pairs and have them talk about Hilary Clinton for two minutes.

Additional activity: mind maps

If you wish, you could ask the students what they know about the other people.

Write what the students say on the board and then ask the students to make a mind map with the information. Put the students in pairs and ask them to talk about the person for two minutes.

Achieve IELTS: mind maps in task 2

When the students are taking the speaking test, in part 2 they will be given one minute to make notes of the subject on the task card. They can do this any way they like and making a mind map is a good way of relating information visually that the student can draw up quickly.

6 Read the task card, underline the key words and make notes. You have one minute to do this.

You may like to encourage the students to try drawing a mind map for this.

Achieve IELTS: time limits

Students can find part 2 a little uncomfortable as the examiner hands the floor over to them and will not verbally interact with them during the individual long turn. The candidate should not try to engage the examiner in conversation by asking them questions and so on and should try to continue speaking about the topic for two minutes.

7 Work in pairs. Take turns to talk about the topic.

Put the students into pairs and ask them to talk about the topic. If you wish, when the students have finished, ask them to swap roles and talk about the topic again. You may want to ask the students to write one or two rounding off questions for the topic.

8 **Work in pairs. Student A, turn to assignment 9.1. Student B, turn to assignment 9.2. Choose a question from the list to discuss with your partner.**

Have one student turn to assignment 9.1 and read their list of topics and the other student to turn to assignment 9.2. Put the students into pairs and ask them to discuss the topics with their partner.

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in groups. Discuss whether it is better to have a male or female manager and why.

Put the students into groups and have them do the activity.

Now answer the questions.

Go over the questions with the students and ask them to go around their group and note the answers.

2 Match the words in D with the definitions.

Go over the words with the students and explain that they are all related to work and that they will need these for the reading passage. Have the students match the words with the definitions.

Answers

- 1 human resources
- 2 public relations
- 3 interpersonal skills
- 4 double standards
- 5 deep-rooted prejudice
- 6 middle management

3 Read the passage and choose A – D.

Go over the multiple-choice questions with the students and have them read the passage and choose the correct answers.

Answers

- 1 B (lines 7 – 9) 3 A (lines 52 – 55)
- 2 D (lines 29 – 32) 4 D (lines 68 – 69)

Now read the passage again. Write ...

Go over the true / false / not given statements with the students. Ask them to read the passage again and decide which statements are true, false or not given.

Answers

- 1 True (line 11 – they ease tension and gender conflict)
- 2 True (lines 30 – 31)
- 3 Not given (lines 44 – 45 say women leave to start their own companies, but it does not say whether these businesses are successful or not)
- 4 False (lines 49 – 50)
- 5 Not given (the passage says 70% of men would work for a female boss, but it does not say whether this is actually the case)
- 6 True (lines 77 – 79)

Language study: *would* and *used to*

4 Study the examples and explanation.

Go over the examples and explanation with the students. Explain that we use *would* and *used to* for repeated actions and habits in the past, but the distinction is that only *used to* can refer to past states. Note that the negative of *used to* is *didn't use to* not *didn't used to*.

Now complete the sentences, using *would* where possible.

Answers

- | | |
|-------------|-----------------|
| 1 used to | 5 used to |
| 2 would | 6 used to |
| 3 would not | 7 didn't use to |
| 4 used to | |

**► Further practice: Workbook Unit 9
Language study**

5 Work in pairs. Talk about how women's lives have changed since the 1950s.

You may want to begin this activity by putting one or two examples on the board or eliciting them from the students. Put the students in pairs and ask them to talk about how women's lives have changed, in which ways they are better and in which ways they have not improved.

**► Further practice: Workbook Unit 9
Reading**

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

Background reading

Traditionally nannies used to work in large houses looking after children and were female. However, more men are becoming involved in childcare and becoming nannies. In the UK, nannies have to go through a two-year training course.

1 Circle what is true for your country and underline what you think is true in New York City.

Go over the sentences with the students and ask them to circle what is true in their country and underline what they think is true in New York. Make sure they give reasons for their answers. At the end of the activity you may want to put the students in pairs to discuss their answers.

2 Match the jobs in E with the descriptions.

Go over the words with the students and explain that they are all to do with people who help in domestic work. Have the students match the words with the definitions. You may also like to teach *au pair* and *childminder* as other jobs to do with looking after children. Make sure the students are clear about the difference between *cook* and *cooker*.

Answers

- | | |
|---------------|-----------|
| 1 cook | 3 nanny |
| 2 baby-sitter | 4 cleaner |

Now work in pairs. Say which people help in your home.

Put the students in pairs and have them discuss their answers. If none of these people do work in their home, ask them which other people may do work in their home, for example *gardener*, *window cleaner*, *caretaker*, *odd-job person*. At the end of the activity get the answers from one or two pairs.

3 Tick the things you think a male nanny does.

Have the students tick the jobs they think a male nanny does. At the end of the activity, put the students in pairs and have them discuss their answers then get the answers from one or two pairs.

3.6 Now listen to an interview and check.

① Answers

making beds, taking the children to school, helping with homework

3.6 ④ Listen again and complete the notes. Use no more than three words or a number.

Go over the notes with the students and ask them to listen and complete them with no more than three words or a number. Play the recording again and have the students complete the notes.

② Answers

- | | |
|--------------------|------------------------|
| 1 masters degree | 5 child development |
| 2 rough and tumble | 6 2% |
| 3 male figure | 7 the children develop |
| 4 the TV | |

5 Work in pairs. Ask each other the questions.

At the end of the activity get the answers from one or two pairs.

Language study: reporting speech

6 Study the examples and explanations.

Go over the examples and explanations with the students. If you wish, play the recording again for students to listen to the examples. Explain that when we use reported speech we need to make changes to tense, place, time and personal pronoun. Question forms have the same word order as statements. You may wish to extend this to other structures with a strong class, for example future continuous or future perfect. Point out that we use the past tense to report something said in the past, but when it refers to a situation further back in the past, we use the past perfect tense.

You may want to point out that for negatives, when the person did not say anything we make the reporting verb negative: *He smiled and didn't say anything*. Compare this with *He said he didn't say anything*. When the reported speech is negative we make the verb in the

reported speech negative, except with verbs like *believe, feel, think* and *want*. In this case we make the reporting verb negative. Compare: *Ministers said that the industry could not afford to exclude men* with *He didn't think that he would be replaced by anyone else*.

Now put the sentences into direct or reported speech.

Answers

- 1 Jake's dad said that Bill had made their lives better.
- 2 Bill said, 'I played football with the children yesterday.'
- 3 'What was the worst part of the course?' I asked him.
- 4 The agency said 'We don't believe that male nannies are worse than female nannies.'
- 5 Lauren said that because female nannies had never been little boys they couldn't understand little boys as well as male nannies.

► **Further practice:** *Workbook Unit 9 Language study*

7 Work with a different partner. Tell them about your discussion in activity 5.

Put the students with a different partner to the one they did activity 5 with and have them report their discussion in activity 5, making sure that the students attempt to use reported speech.

8 Work in pairs. Look at the picture and discuss what it means.

This activity leads in to the next recording. Put the students in pairs, direct them to the picture and have them discuss what it means. At the end of the activity get the answers from one or two pairs.

Suggested answer

The picture shows a male executive at the top of the firm whereas the businesswomen are unable to reach the same position because of a *glass ceiling* – an invisible but real barrier that stops them reaching the same position as the male executive.

Now discuss which topics you may hear in a talk about women in work.

3 7 9 Listen to parts 1 and 2 of a seminar and check your answers.

Play parts 1 and 2 of the recording and have the students check their answers to activity 8.

Answers

2 3 8

3 7 10 Listen to part 1 again and complete the information. Write no more than three words or a number.

Go over the table with the students and ask them to listen for detail and complete it.

Play part 1 of the recording again and have the students complete the table.

Answers

1	57.9	5	79%
2	64	6	education
3	18.4	7	females
4	67	8	men

3 7 11 Listen to part 2 again, and choose A – D.

Go over the multiple-choice questions with the students. Play part 1 of the recording again and have the students choose the correct answers.

Answers

1 a 2 d 3 c 4 c

12 Work in pairs. Make notes on the points for and against the statements.

If you wish, you could get the answers from the students and write them on the board.

Now work in groups. Discuss the statements.

Put the students into groups and have them discuss the statements. Alternatively, you could set up this activity as a formal debate (see page 41), although you may want to make sure that the debating teams are mixed gender.

► **Further practice:** *Workbook Unit 9 Listening*

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Use the words in F to complete the table.

If you wish, at the end of the activity you could elicit more examples of neutral language such as *mankind – humankind, policewoman / man – police officer*.

Answers

- | | |
|---------------|--------------------|
| 1 firefighter | 4 flight attendant |
| 2 spouse | 5 chairperson |
| 3 homemaker | |

Achieve IELTS: referring to gender

When writing essays and reports it is normal to avoid referring to people in general as *he or she*, we more often use *they*.

Now rewrite the paragraph without referring to gender.

Answers

A **firefighter** has a dangerous occupation. **They** must enter burning buildings and rescue frightened **people** from the flames and smoke. **Their spouse** will be worried about **them** while **they** are at work. Officer Holmes, **chairperson** of the **Firefighters' Union**, said, 'My **people** are well-trained, but there is always a chance that **they** may be injured or even killed while doing **their** job.'

2 Read the essay title and underline the key words.

Answers

Since the 1970s many more women have taken management positions, although few women have reached top positions in companies. Is this a positive or negative development?

Now read a summary of the essay and underline the main points.

Answers

In many societies women have become a major part of the workforce and today many women hold management positions. However, few women have reached the very top, even in careers traditionally seen as female. Women

seem to reach middle management positions and go no further. The culture of working long hours makes it difficult for women to reach senior positions. Women bring the right skills to develop companies in the modern global economy. It is not good for companies to keep women in junior positions and will hurt the economy in the long run.

3 Work in pairs. Think of examples and sub-points to support the main points.

Put the students in pairs and have them think of examples and sub-points to support the main points in the plan. At the end of the activity get the answers from one or two pairs.

Now read the essay and check if you have similar examples and supporting points.

Language study: exemplification

4 Study the examples and explanation.

Go over the examples and explanation with the students. Explain that we use these words and phrases to show the reader that we are introducing examples to support the main points in an essay.

Now complete the table with words and phrases from the passage.

Answers

- | | |
|----------------|----------------|
| 1 for instance | 4 illustration |
| 2 shown by | 5 demonstrated |
| 3 such as | |

5 Work in pairs. Read the essay title and make a list of points and supporting examples.

Go over the essay title with the students then put them in pairs and have them make a list of points and supporting examples. At the end of the activity get the answers from one or two pairs. You may like to write their answers on the board so that the other students can incorporate them into their essays later.

Ask the students to write the essay. You may like to remind the students of the 250 word limit (this is the minimum amount of words) and also give them a time limit (40 minutes is recommended in the test).

► Further practice: Workbook Unit 9 Writing, Vocabulary

Achieve IELTS 2 Unit 9 Writing activity 5

Suggested answer

Statistics show that women still earn less than men, although they have a legal right to equal pay in many countries. In this essay I will suggest some reasons why this is the case.

First of all, it must be recognised that women are more likely to take caring jobs such as nursing or childminding than men. This can be demonstrated by both statistics and the evidence of daily life. These jobs tend to be less well paid than management or engineering, for example. The fact that many women prefer care-work may be because the woman's role is even now seen as mother and home-maker, whereas the male is traditionally the provider of the family, and the one who makes the important decisions. One illustration of this is the disproportionate number of male politicians in government.

Women are also more likely to take part-time work, because they have other commitments. Those who try to raise a family and work full-time often find that they can do neither satisfactorily, and if one is sacrificed for the other it will usually be the career. For instance, if there is a family crisis and both parents are working, it will generally be the woman who is expected to leave her desk rather than the man. This means that company bosses, who are most often male, may be reluctant to employ females who might be absent from work for these reasons. They may also require time off for other things such as maternity leave, or sickness in the family.

In conclusion, it is clear that although numbers of women in the workforce have increased, they are still disadvantaged because they generally put the welfare of others, particularly the family, above financial ambition or promotion.

Student's answer

Even if the pay gap between women and men is getting smaller and smaller each year it is still an existing. There are several reason behind this:

First of all women in general hold fewer or lower qualifications than men. This is because women often start families at early age which can hold them back from going to universities.

This can also be demonstrated by that women take breaks from their jobs when they go on maternity leave which means that they cannot build up the same level of experience like men with the same age.

Another reason for the pay gap is that when women return to work after maternity leave they often look for flexible jobs. As there are usually fewer flexible jobs at highly paid jobs, women often take pay cuts to be able to juggle family life and work.

The pay gap can be illustrated by that full-time jobs are often better paid than part-time and women are more often work part-time in order to look after their children after school hours while men usually work full-time.

Another example is that women usually travel less to work than men as they often have to take their children to nursery and school which are situated near their home. This means that they can only apply for a limited number of jobs in their neighbourhood.

These are only a few examples of the reasons behind the pay gap between men and women however they represent well this problem.

Examiner's comment

At 251 words, this essay barely escapes a penalty for being under length. The ideas are good, and language is generally well-controlled. The writer appears to be a risk-taker, using less common vocabulary and grammatical structures. This essay may achieve a mark of 7.0.

Themes dining out, dining etiquette, genetically modified food

Passages genetically modified food, dining etiquette

Language study rephrasing and giving alternatives, reporting verbs

Express yourself suggesting, offering to pay

Achieve IELTS understanding views and attitudes

Vocabulary

menu items *salad niçoise, vegetable lasagne, burger and fries, curry and rice, profiteroles, cheese sandwich, mushroom paté, sponge pudding, soup of the day, starter, main course, side dishes, dessert*

categories of food *pulses, meat, dairy, poultry, fish*

food items *broccoli, potatoes, bread, cheese, milk, fish, cheese, rice, garlic, mushroom, noodles, beans*

ways of cooking *grilled, boiled, roast, baked*

places to eat *restaurant, fast food outlet, café, refectory*

adjectives to describe food *spicy, savoury, filling, sweet, light, healthy, nutritious, tasty, delicious, flavourless, vegetarian, wholesome, expensive*

ways of communicating ideas *to argue, to assert, to claim, to concede, to explain, to maintain, to point out, to recommend, to suggest, to summarise, to urge, to propose, to claim*

constituents of food *nutrients, protein, vitamin, fibre, amino acid, mineral, carbohydrate*

attitude *to believe, to agree, to oppose*

other *diet, to put on weight, to control your weight, to invite someone for a meal*

Background reading

Universities usually have a variety of places to eat or get refreshments; these include coffee bars, buffets, a student refectory and sometimes a staff refectory. The food is often cheaper than eating off-campus. Students may find that they are invited to formal and informal occasions for dinner such as department lunches and end of term parties.

short for *French fries* (US English). People in the UK also use *fries* for thinly cut fried potatoes, and for more thickly cut fried potatoes say *chips*.

Answers

- | | | | |
|---|-----------------------|---|---------------|
| a | curry and rice | e | noodles |
| b | burger and fries | f | salad niçoise |
| c | lasagne | g | profiteroles |
| d | cheese salad sandwich | | |

Now describe the pictures with the words in B.

Direct the students to the words in B and go over the words with them. Make sure the students understand the words. You may like to practise the pronunciation of *savoury*, *delicious* and *nutritious*. Ask the students to describe the pictures using the words in B.

Suggested answers

- a spicy, savoury, filling, tasty
- b savoury, filling
- c savoury, filling, tasty, delicious
- d savoury, healthy
- e savoury, healthy, tasty
- f savoury, healthy, nutritious, tasty
- g sweet, delicious

Invitation

This section introduces the unit and gives practice in listening test parts 1 and 2.

Match the words in A with the pictures.

Direct students to the main picture and ask the class what the person is doing, what time of day it is, what kind of food is on offer, what the person is eating and where they are (are they eating in a restaurant, café, refectory ...). (The picture is actually of the dining hall of Google's headquarters.) Have the students match the words in A with the pictures. Explain that they will need these for the next activity. You may like to mention that *fries* is

2 Work in pairs. Ask each other the questions.

Put the students into pairs and have them discuss the questions. At the end of the activity, get answers from one or two pairs.

3.8 3 Listen to a conversation and choose A – C.

Tell the students they are going to listen to a conversation. Go over the questions with the class and have them circle the letters when they listen to the recording.

Answers

1 B 2 A 3 B 4 A

Express yourself: suggesting

Read the expressions and find two ways of saying *go for a meal*.

Remind the students of the conversation in activity 3 and go over the phrases. Ask the students to find two ways of inviting someone for a meal.

Answers

Why don't we grab lunch?
What about going ... for a bite to eat?

3.9 Now listen and practise.

Play the recording and have the students listen and practise the phrases, paying attention to stress and intonation.

4 Work in pairs. Student A, your partner will invite you to lunch – decide whether or not to accept. Student B, turn to assignment 10.1.

Tell the students that they are going to practise making suggestions and rejecting and offering alternative suggestions. Put the students into pairs and ask Student B to turn to assignment 10.1. Have them practise making suggestions. If you wish, you could ask one or two pairs to show their conversation to the class.

5 Complete the menu with the words in C.

Direct the students to the words in C and have them complete the menu.

Answers

- 1 mushroom paté
- 2 vegetable lasagne
- 3 roast beef

- 4 grilled fish
- 5 broccoli
- 6 boiled potatoes
- 7 garlic bread
- 8 sponge pudding

3.10

Now listen to a conversation and tick what the students order.

Tell the students they are going to listen to a conversation and have them tick what the students order.

Answers

- vegetable lasagne
broccoli
boiled potatoes
salad niçoise
garlic bread
profiteroles

3.10

6 Listen again and complete part of the conversation.

Refer the students to the conversation and ask them to read it before playing the recording. Play the recording and have the students complete the conversation.

Answers

- 1 What can I get you today?
- 2 I'll take
- 3 I'll have
- 4 Any side dishes with that?
- 5 Enjoy your meal.

Express yourself: offering to pay

Complete part of the conversation with the phrases.

Go over the conversation with the students and have them complete the conversation with the phrases for offering to pay for someone else's meal. Point out that *I insist* is quite strong.

Answers

- | | |
|-----------------|------------|
| 1 I'll get this | 3 I insist |
| 2 It's on me | 4 I'll buy |

Now listen and practise the phrases.

Play the recording again and have the students practise the phrases, paying attention to stress and intonation.

7 Work in pairs. Practise the conversations above.

Put the students into pairs and have them practise the conversations. At the end of the activity, you could ask one or two pairs to show their conversations to the class.

► **Further practice: Workbook Unit 10 Study skills**

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Ask each other the questions.

Put the students into pairs and have them discuss the questions. If you wish, you could do this as a walk-round activity and put the answers on the board at the end of the activity.

2 Read the sentences and decide if they are true or false.

This activity is a lead in to the recording. As the topic is very culturally specific, the students should try to guess or discuss the answers. Ask the students to read the sentences and decide if they are true or false.

3.12

Now listen to a talk and check your answers.

Tell the students they are going to listen to a talk. Play the recording and have the students check their answers.

Answers

- | | |
|---------|---------|
| 1 True | 6 False |
| 2 False | 7 False |
| 3 False | 8 False |
| 4 False | 9 False |
| 5 True | 10 True |

3.12 3 Listen again and complete the notes.

You may like to direct the students to the picture which is of a table laid for a formal occasion. Tell the students that we can *set* or *lay* a table (that is, put out crockery and cutlery). You may also like to point out that during a formal meal, we generally use the outside knives and forks for the first course and the inner knives and forks for the next course. Refer students to the notes and have them read them. Play the recording and have them complete the notes.

Answers

- 1 informal
- 2 one or two
- 3 each person pays
- 4 appropriate gift / present
- 5 wait for other
- 6 rude / impolite
- 7 a delicious meal
- 8 side by side (diagonally) on

4 Work in pairs. Discuss any similarities and differences in dining etiquette between your country and the UK.

Put the students into pairs and have them discuss any similarities and differences. Point out that the 'rules' are for fairly formal and formal meals only.

Now write five pieces of advice for a foreigner dining in your country.

Direct students to the writing task and have them write advice. You may like to put the students in pairs to do this.

Additional activity: misleading advice

If you wish, you could ask the students to write some misleading advice for foreigners going to a meal in their country, for example; *In Britain, you should always bring your own food when you go to a dinner party.*

5 Put the words in A into groups.

Direct the students to the photograph and ask them about what food items they can see in the picture. You might like to ask one or two more questions about the picture, for example, which foods they prefer to eat, which foods they think are healthy and unhealthy.

Direct the students to the words in A and have them put the words into groups. You may like to practise the pronunciation of some of the words.

Answers

- 1 lentils, beans, rice
- 2 cheese, milk, cream
- 3 lamb, chicken, beef
- 4 mushrooms, strawberry, cabbage

Now work in pairs. Discuss which kinds of food contain ...

Put the students into pairs and have them discuss what the foods contain. As this is a lead

in to the next recording, students should discuss or guess the answers rather than try to get the correct answer.

Answers

- 1 cheese, chicken, milk, cream, lamb, beef
- 2 lentils, beans, rice, strawberry, mushroom, cabbage
- 3 lentils, beans, rice, cheese, milk, cream
- 4 lentils, beans, rice, cheese, milk, cream, lamb, chicken, beef, mushrooms, strawberry, cabbage
- 5 lentils, beans, rice, cheese, milk, cream, lamb, chicken, beef, mushrooms, strawberry, cabbage

3 3 Listen to a talk and match the approach with the aims.

Tell the students they are going to listen to a talk. Play the recording and have them do the matching task.

Answers

- 1 C 2 A 3 B

3 3 Now listen again and complete the table. Use no more than three words or a number.

Go over the table with the students and explain any words they may not know such as *intake* (food or drink we eat) and *raw* (uncooked). Play the recording and have the students complete the table.

Answers

- | | |
|--------------|-------------------|
| 1 5 | 9 fried |
| 2 organic | 10 refrigerated |
| 3 processed | 11 chew (food) |
| 4 alcohol | 12 calm and quiet |
| 5 2 | 13 activities |
| 6 vegetables | 14 as little as |
| 7 root | 15 raw potato |
| 8 cooling | |

7 Work in pairs. Ask each other the questions.

Put the students into pairs and have them discuss the questions. At the end of the discussion, get answers from one or two pairs.

► Further practice: Workbook Unit 10 Listening

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Discuss the questions.

Direct the students to the picture and go over the questions with them. Put the students into pairs and ask them to discuss the questions. Question 1 is open for discussion. Questions 2 and 3 practise prediction skills. At the end of the discussion, get the answers from one or two pairs.

Answers

- 1 suggested answer: someone is ripping up crops as a protest against GM food
- 2 plants that have had genetic material artificially introduced into them to improve them
- 3 open answers

Now read the passage and check your answers to 2 and 3.

Ask the students to read the passage and check their answers.

Answers

- 2 GM food is food that has been altered genetically for a specific reason.
- 3 Advantages: fight hunger, farmers need to use less pesticide, cheaper, safer, healthier
Disadvantages: negative health effects on humans, may become superweeds, may pollute the environment by breeding with other plants, multinational companies control the use of these crops

2 Match the words in E with the definitions.

Direct students to the words in E and have them match the words with the definitions.

Answers

- | | |
|----------------|----------------------|
| 1 biodiversity | 4 selective breeding |
| 2 resistance | 5 herbicide |
| 3 pesticide | |

3 Read the passage again. Do the statements agree with the views of the writer? Write ...

Go over the yes, no and not given statements with the students before they read the passage again and choose their answers.

⑤ Answers

- 1 Yes (line 6)
- 2 Yes (line 20)
- 3 Yes (22)
- 4 Not given (the writer says that crops are resistant to pests, diseases and herbicides, not pollution)
- 5 Yes (line 39)
- 6 No (lines 44 – 47)

Achieve IELTS: understanding views and attitudes

Students need to know how to recognize views and attitudes when reading. They need to read the questions very carefully and underline key words which indicate attitude and opinion. They also need to be careful about statements introduced by *some*, *most*, *a few people* as this may be followed by the writer's real and opposite opinion.

Now read the passage again and follow steps 1 – 4.

Ask the students to read the passage again and follow the steps.

④ Read the passage again and complete the table. Use no more than three words.

Ask the students to read the passage again and have them complete the table.

⑤ Answers

- | | |
|----------------------|------------------|
| 1 fight | 5 health effects |
| 2 disease resistance | 6 superweeds |
| 3 use of | 7 pollute |
| 4 poor diets | 8 control use of |

Language study: reporting verbs

⑥ Study the examples and explanation.

Go over the examples and explanation with the students. Explain that we use reporting verbs to show how something was said (for example, *insist* – to say something strongly) or the speaker's attitude (for example, *concede* – to admit something is correct).

Now find words in the passage that mean ...

Ask the students to find the words in the passage.

⑥ Answers

- | | |
|------------------|------------|
| 1 oppose, object | 4 state |
| 2 fear | 5 question |
| 3 stress | |

⑦ Rewrite the sentences using the verbs in brackets.

⑧ Answers

- 2 The government claimed (that) they were trying to have an independent assessment of food safety.
- 3 The National Consumer Council believes the government was not releasing important information.
- 4 Dr Suman suggested they could learn more about the effect of GM food with a longer medical trial.
- 5 The government conceded that Dr Suman was right.

► Further practice: Workbook Unit 10 Language study

⑨ Work in pairs. Ask each other the questions.

Put the students in pairs and have them discuss the questions. At the end of the discussion, get answers from one or two pairs. If you wish, you could have the students do this as a survey, asking each other questions and making a note of the answers.

⑩ Work in groups. Two students prepare arguments and examples for growing GM crops and food in developing countries. Two students prepare arguments and examples against growing GM crops and food in developing countries.

Put students in groups and have them develop arguments and examples for or against GM food. When the students are ready, put the students into groups of four, with two students for GM food and two against.

Now discuss the advantages and disadvantages of GM crops and food.

Have the students discuss the advantages and disadvantages of GM crops and food. If you wish, you may have the students do this as a formal debate (see page 41).

► Further practice: Workbook Unit 10 Reading

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Tick the things we talk about when we describe a place to eat.

Direct students to the task and have them tick the boxes.

Now read the reviews and decide which place ...

Ask students to read the passage and have them answer the questions. You may like to spend some time with the students looking over the map of York and explain *Minster* (a large or important church) and that Monkgate and Bootham bar are both Roman gates into the walled city of York.

Answers

- | | |
|---------------|----------------------|
| 1 Bella Pasta | 3 Amici Espresso bar |
| 2 Pizza Hut | 4 open answers |

3 14 2 Listen to three conversations and decide which places are recommended.

Tell students they are going to listen to three conversations and have them listen to which places are recommended.

Answers

- Brill Food Bella Pasta Cross Keys

Pronunciation

3 15 3 Listen and decide where the final sound is missing.

Play the recording and have the students mark the sound that is missing. Explain that when /t/ or /d/ are the final sound in a word that is followed by a word beginning with a consonant, the /t/ or /d/ sound is dropped.

Answers

- just past the gate
most things are under a pound
You don't need to go hungry
Just around the corner
Friday and Saturday

3 15 Now listen again and practise.

Play the recording and have the students practise the expressions, paying attention to stress and intonation. You might also like to

put students into pairs and have them write a short conversation using some the phrases.

► Further practice: Workbook Unit 10 Pronunciation

4 Read the speaking test and underline the key words.

Ask students to read the speaking test and have them underline the key words. At this stage in the course the students will leave practising individual parts of the test and go on to practise full speaking tests. You may like to record the students as they do the activity.

Read the candidate task card. You have one minute to think about what you are going to say. You can make some notes to help you.

Now work in pairs. Student A, you are the examiner; interview Student B with parts 1, 2 and 3. Student B, you are the candidate; answer the questions.

5 Change roles. Student B, you are the examiner; interview Student A. Student A, you are the candidate; answer the questions.

Ask the students to change roles. Tell Student B that they are now the examiner and ask them to ask Student A the questions. Put the students into pairs and have them do the activity.

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Ask each other the questions.

Put the students in pairs and have them discuss the questions. At the end of the discussion get answers from one or two pairs.

2 Put the sentences into groups.

Go over the sentences with the students and make sure they understand them.

Have them group the sentences under A and B.

Answers

- A 1, 2, 3, 5, 8, 11, 12
B 4, 6, 7, 9, 10

Now read the essay and tick the points it includes.

Ask students to read the passage and tick the points included in the essay.

④ **Answers**

2, 3, 4 and 5

⑤ **Choose the title of the essay.**

Ask students to read the three essay titles and choose the correct title.

⑥ **Answers**

3

Language study: rephrasing and giving alternatives

⑦ **Study the examples and explanations.**

Go over the examples and explanations with the students. Explain to the students that we use these phrases when we wish to repeat an idea in a different form. Point out that they will come across these phrases in both reading and listening test passages.

Now read the passage again and find one more way of repeating an idea and two more ways of giving an alternative idea.

⑧ **Answers**

rephrasing: To put it simply

giving alternatives: conversely, instead of

➤ **Further practice: Workbook Unit 10
Language study**

⑨ **Work in pairs. Ask each other the questions.**

Put the students into pairs and have them discuss the questions. At the end of the discussion, get the answers from one or two pairs.

Now choose a title from activity 3 and present a written argument or case to an educated reader with no specialist knowledge of the topic (minimum 250 words).

Go over the essay titles and ask the students to choose one title to write about. You may like to give the students a time limit of 40 minutes to do this.

➤ **Further practice: Workbook Unit 10
Writing, Vocabulary**

Achieve IELTS 2 Unit 10 Writing activity 5

PHOTOCOPIABLE

Suggested answer

In many developing countries, people consider themselves lucky if they have enough food to keep themselves and their children from starvation. At the same time, people in the west worry about putting on weight, and spend extra money to ensure that their food is organically grown.

In developed countries, farmers are able to use chemical fertilisers, pesticides and machinery to maximise their crop yields. In other words, they can farm intensively with the minimum of labour.

In many parts of Asia and Africa, farming is labour-intensive. That is to say, people and animals do the hard work rather than machines, and they may lose much of their produce to insects or diseases.

Ordinary people in developing countries work hard and eat whatever is available. As a result, they do not suffer from obesity or the illnesses associated with it. Again, they are more likely to die prematurely from other causes than Westerners, who have access to medicines and good hospitals.

To avoid becoming overweight, people in the West go on diets. Alternatively, they might try to burn off calories by going to the gym, when a lifestyle closer to the less privileged would have the same effect and be better for the environment.

To sum up, I entirely agree that people in developing countries have no time to think about their diet and the way they use their land. To put it another way, they are too busy trying to survive to worry about things like physical fitness or alternative farming methods.

Student's answer

I would like to argue the above statement that developing nations have different but equally important priorities to rich nations. In my opinion developing countries' priorities are much more important.

The first priority of human beings is survival. Therefore if developing countries main priority is to provide their residents with enough food to survive then there can't be any more important aim.

However this priority or aim is on all nations' agenda but some countries can achieve this without much effort and they also have enough resources to have other priorities. For example people in poor countries cannot think about whether they should have a low fat and no carbohydrate diet when they do not have enough food for their families. They can only try to put food on the table.

The difference in priorities can be demonstrated by example of genetically modified food. Rich nations can have arguments about whether GM food is harmful or not for human consumption when people in developing countries would eat any food GM or not.

The developing countries usually do not have a choice about whether the food they eat was farmed organically or following extensive farming as often they can't farm at all as they do not have seeds to sow and even if they have they probably don't have enough rain to grow anything. Poor countries don't have the opportunity to consider how much their farming methods are destroying or preserving their environment for future generations, they can only think about maintaining the wellbeing of existing generations.

In conclusion, I believe that the developing nations' priorities are more important as they follow basic survival instinct.

Examiner's comment

This essay shows good language control and the ability to use a wide range of vocabulary with very few minor errors. These errors do not affect communication of the message in any way. The arguments are well-developed and supported with examples. Paragraphing could be improved, but ideas are logically linked in an unobtrusive way. This essay may well score a band 8.0.

Our earth

Themes weather, natural resources

Passages environmental damage

Language study phrasal verbs, future continuous and future perfect, adverbs of certainty and attitude, cohesion

Express yourself talking about the weather, interrupting and continuing

Achieve IELTS timed writing, interrupting

Vocabulary

climate volcanic, solar, heat, greenhouse, earthquake, climate, atmospheric

Background reading

Climate change caused by global warming is a phenomenon that has been widely accepted by the political and scientific world. It has been recognised that burning fossil fuels is one of the major causes of global warming, leading to the greenhouse effect by which heat from the sun is trapped within the atmosphere, causing temperatures to rise. There are however, alternative explanations for climate change which the students may wish to consider and which are presented in the Introduction section. These arguments are presented for balance, rather than as a reflection of the writers' beliefs.

Direct the students to the pictures and ask the students to discuss the relationship between them. You may like to point out that picture B shows an intergovernmental meeting and C shows India's Gangotri glacier which is receding at an average rate of 23 metres per year.

① Suggested answer

The pictures show the relationship between the effects of human activity on the climate and political decision making.

3.16 ② Listen to the news reports and match them with the pictures.

Have the students listen to the news reports and match them with the pictures. If you wish, you may like to play the recordings again and ask the students to note down any other information they hear.

③ Answers

1 b 2 a 3 c

3.17 ③ Listen to a conversation and choose A – C.

Play the recording and have the students circle the letter.

④ Answers

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

Express yourself: talking about the weather

Changing climate

① Work in pairs. Describe the picture and discuss how it happened.

Direct the students to picture A. Put the students into pairs and ask them to describe it: where they think it is, when they think it was taken and what they can see and have them discuss how they think it happened. If you wish you could ask the students more questions such as, *Who do they think the person is?, How do you think he feels?, Who is he showing the ship to?, Who are the other people next to the ship and what are they looking at?*

② Answer

The picture is taken in Kazakhstan in the Aral Sea. Due to the use of water for agriculture (growing cotton) the volume of the sea has decreased by 75%.

Now look at pictures A – C and discuss the relationship between them.

3.18 Listen and mark the stress in the sentences.

Go over the sentences with the students and ask them to listen and underline the stressed words.

Answers

This heat is really getting to me.

It's almost too much.

Just look at the weather!

It's absolutely boiling!

I can't stand it.

It's a real scorcher.

3.18

Now listen again and practise.

Play the recording again and have the students listen and practise.

3.17

Now listen again. Match the words in A with the statements. You may use each word more than once.

Go over the sentences with the students and ask them to listen and match them with the words in A, remind them that they can use any of the words in A more than once.

Play the recording again and have the students match the words with the sentences.

Answers

1 France 4 India

2 France 5 China, Switzerland and Italy

3 Italy 6 China

4 Complete the summary. Choose from the words in B.

Ask the students to complete the summary using the words in B. If you wish, you may like to put the students into pairs to do this. You may like to tell the students that this gives an alternative reason for climate change, which they may like to refer to in activity 7.

Answers

1 atmosphere 3 volcanic 5 greenhouse

2 solar 4 climate

Language study: phrasal verbs (2)

5 Study the examples and the explanation.

The explanation of phrasal verbs continues from Unit 6, where the meaning of phrasal verbs was covered. The students now go on to look at the grammar of phrasal verbs particularly transitivity (covered in Unit 1). Explain that we can put an object between the two parts of a phrasal verb, if it is transitive.

Now put the phrasal verbs in C into groups.

Have the students put the phrasal verbs into

groups according to whether they are transitive or intransitive.

Answers

transitive: bring down, cut down, dry up, use up, turn out

intransitive: go up, come down

6 Correct the incorrect sentences.

Ask the students to find the incorrect sentences then correct them.

Answers

- | | |
|---------------------|---------------------------------|
| 1 cutting down on | 5 uses less water up |
| 2 turning out to be | 7 came it down again |
| 3 will go up during | |

7 Work in pairs. Discuss the questions.

Put the students in pairs and have them discuss the questions. At the end of the activity get the answers from one or two pairs.

Additional activity: pyramid discussion

You may like to do this activity as a pyramid discussion by asking the students to answer the questions individually first, then discussing it in pairs. See page 41.

► Further practice: Workbook Unit 11 Study skills

Reading

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Work in pairs. Look at the cartoon and discuss what it means.

Direct the students to the cartoon and ask them what point they think the cartoonist is making.

2 Suggested answer

The cartoon suggests that politicians will still be talking and negotiating when climate change is raising sea levels and having dramatic effects on island communities.

3 Label the pictures with the words in D.

Go over the words in D with the students and ask them to match the words with the pictures. You may want the students to practise the pronunciation of *savannah* and *estuary*.

② Answers

- 1 wetlands 3 coral reef
- 2 savannah 4 estuary

Now match the expressions in E with the meanings.

Go over the expressions with the students and explain that they are all from the reading passage. Have the students match the expressions with the definitions.

③ Answers

- 1 living beyond their means
- 2 living on borrowed time
- 3 take something for granted

④ Read the title of the passage and the expressions in activity 2 and think of three points the passage may contain.

This prediction activity prepares the student to read the passage. Ask the students to use the cartoon, the title of the passage and the expressions to make a list of topics the passage may contain. If you wish, you could compile the answers and write these on the board for the students to check against later.

Now read the passage and check your answers.

⑤ Read the passage again and answer the questions.

Go over the questions with the students then ask them to read the passage and answer the questions.

⑥ Answers

- 1 wetlands, forests, savannah, estuaries, coral reefs
- 2 malaria, cholera
- 3 free pollination, air conditioning, recycling
- 4 the Yellow River, the Nile, the Colorado
- 5 the American comb jellyfish
- 6 include environmental indicators in a country's national accounts, treat ecosystems as infrastructures

Now complete the summary. Use no more than three words from the passage for each answer.

Go over the summary with the students and ask them to complete it with no more than three words or a number from the passage.

⑦ Answers

- 1 recycle
- 2 agriculture
- 3 biologists and economists
- 4 extinction
- 5 education or health

⑧ Find words in the passage which mean ...

Have the students look through the passage and find the words for the definitions.

⑨ Answers

- 1 hazard 4 unprecedented
- 2 ecosystem 5 adapt
- 3 deforestation 6 ignore

Language study: phrasal verbs (3) – multi-word verbs

⑩ Study the examples and explanations.

Remind the students of the previous *Language study* sections about phrasal verbs – that we can use them literally or metaphorically and that some are intransitive and cannot take an object between the verb and its particle. Explain that some phrasal verbs are made up of three words. Although they take an object, we cannot put the object between the parts of the verb. We can however, modify the verb with an adverb between the adverb and preposition.

Now choose one of the verbs in brackets. Complete the sentences using the correct form of the verb.

Ask the students to choose the phrasal verbs in brackets to complete the sentences.

⑪ Answers

- 1 came up with 3 keep up with
- 2 drawing down on 4 make up for

► Further practice: Workbook Unit 11 Language study

⑫ Work in pairs. Discuss the questions.

Go over the questions with the students and have them discuss them. At the end of the discussion, get the answers from one or two pairs.

► Further practice: Workbook Unit 11 Reading

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Answer the quiz.

Direct the students to the picture and ask them if they know where it is (the Himalaya mountains), where they are and any other facts they know about them. Go over the quiz with the students and explain any unknown words, e.g. *glacier* – a large area of ice. Have the students answer the quiz. If you wish, you could have the students do the quiz in pairs as a discussion activity.

Now turn to assignment 11.1 and check your answers.

Answers

1 b 2 a 3 c 4 a 5 b

309 2 Listen to a talk and match 1 – 7 with A – G.

Go over 1 – 7 and A – G with the students and ask them to listen to the recording and match them.

Answers

1 D 2 F 3 A 4 E 5 B 6 G 7 C

309 Now listen again and complete the notes.

Go over the notes with the students and ask them to listen and complete them with no more than three words or a number.

Answers

1 rivers	9 receding
2 flooding	10 seals
3 drought	11 walruses
4 plains	12 technologies
5 water	13 international agreements
6 flow	14 recycling rubbish
7 lakes	15 chemicals
8 wetlands	

Pronunciation

320 3 Listen and notice how we say the symbol and numbers.

Play the recording and have the students listen and notice the pronunciation of the numbers and the symbol CO₂.

320 Now listen again and practise.

► Further practice: *Workbook Unit 11 Pronunciation*

Language study: future continuous and future perfect

4 Study the examples and explanations.

Go over the examples and explanations. Explain that we use the future continuous to talk about a period of time in the future, often following on from the result of an earlier event, and that we use the future perfect to predict events up to a time in the future. We often find the future perfect used with *by* or *before*.

Now complete the sentences. Use the correct form of the words in brackets.

Ask the students to complete the sentences with the verbs in either the future continuous or perfect.

Answers

1 will have died out	4 will have invented
2 will be living	5 will be seeing
3 will have risen	6 won't have done

► Further practice: *Workbook Unit 11 Language study*

5 Work in pairs. Ask each other the questions.

Go over the questions with the students and have them discuss them. At the end of the discussion, get the answers from one or two pairs.

► Further practice: *Workbook Unit 11 Listening*

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Read the essay titles and underline the key words.

Go over the titles with the students and ask them to underline the key words. If you wish, you could use one of the titles as a basis for discussion in pairs or groups.

2 Suggested answers

- 1 Climate change is entirely caused by human activity. It is therefore the responsibility of all individuals to take action to save the planet from complete destruction. To what extent do you agree or disagree with this statement?
- 2 Climate change has damaged the planet beyond repair. It is too late to save it from complete destruction. To what extent do you agree or disagree with this statement?

Now read the essay and decide which title it answers.

3 Answer

title 1

4 Match the paragraphs with the sentences.

Go over the sentences with the students and explain that they show what the writer is doing in the essay. Have the students match the paragraphs with the sentences.

5 Answers

1 B 2 C 3 D 4 A

Language study: adverbs of certainty and attitude

1 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that we use adverbs of certainty to show how likely we think something is to happen and adverbs of attitude to introduce our own opinion about a topic. Have the students note that these adverbs are usually followed by a phrase for giving an opinion and often need a comma after them.

Now write the sentences again using an adverb of certainty.

2 Suggested answers

- 1 Increasing world temperatures are probably linked to pollution from CO₂.
- 2 Less developed countries will undoubtedly feel the effects of climate change more than developed countries.
- 3 There will certainly be more extreme weather as the world gets warmer.
- 4 Volcanoes are possibly responsible in part for climate change.

3 Write the sentences in activity 3 again with a personal opinion and an adverb of attitude.

Have the students rewrite the sentences with an adverb of attitude. You may like to do this with the class to give them an example sentence.

4 Suggested answers

- 1 In truth, increasing world temperatures are probably linked to pollution from CO₂.
- 2 I personally believe that less developed countries will undoubtedly feel the effects of climate change more than developed countries.
- 3 Frankly, I think that there will certainly be more extreme weather as the world gets warmer.
- 4 I honestly believe that volcanoes are possibly responsible in part for climate change.

Language study: cohesion

5 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that cohesion is essential in making an essay hold together and avoid repeating the subject of the sentence. We use pronouns for people and things, *then* for time and *there* for places. We can also use auxiliary verbs to refer back to verbs. Note that we use *such* to refer back to examples.

Now match the words in bold in activity 2 with 1 – 11.

Refer the students back to the essay in activity 2 and ask them to match the words in bold in the essay with 1 – 11.

Answers

- | | |
|---------|-----------|
| 1 them | 7 those |
| 2 its | 8 it |
| 3 them | 9 their |
| 4 such | 10 then |
| 5 these | 11 do not |
| 6 they | |

Delete the underlined information or replace it. Use these words.

Answers

CO₂ → these
rays which are → delete
cosmic rays → they
clouds → they
Clouds reflecting the sun's energy → These
at this time → delete
the sun's magnetic field → it
the earth → us
on the earth → delete

Achieve IELTS: timed writing

As the students may be near to taking the test they should try to do several essays under test conditions, timing themselves at 40 minutes for a discursive essay (task 2) and 20 minutes for task 1.

Write about the topic for the other essay title in activity 1. You have 40 minutes.

► Further practice: *Workbook Unit 11 Writing, Vocabulary*

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

Match 1 – 5 with pictures A – E.

Direct the students to the pictures and have them match the phrases with the pictures. If you wish, you may want to ask the students to describe the pictures and say what they think the items are before they do the task.

Background reading

Picture a shows someone putting a bag into a toilet cistern – the bag fills with water so that each time the toilet is used, less water goes down and water is saved. Picture b shows a typical British event called a *car boot sale* where people take unwanted things to a temporary market and sell them from the boot of their car – a good place for students to pick up bargains. Picture e shows a reflective panel behind a radiator being used to reflect heat back into the room.

Answers

- a 5 b 1 c 2 d 4 e 3

Now answer the questions for yourself.

Go over the questions with the students and have them complete the first column of the table.

3.21 Listen to the conversation and complete the table for Monica and Karl.

Play the recording again and have the students complete the table.

Answers

Monica 1 cycles or walks to work, 2 reuse bags, use a water hippo
Joachim 1 reuses bags, cycles or walks to work, 2 use a water hippo

Express yourself: interrupting and continuing

Read the expressions and put them into groups.

Go over the expressions with the students and explain that they are ways of interrupting someone or continuing. You may like to tell the students that *Can I butt in?* is a more informal way of interrupting someone than the other expressions.

Have the students put the expressions in groups.

Answers

- 1 Can I just stop you there for a second?, Can I butt in here?, Could I interrupt you there?
- 2 Anyway, as I was saying ..., I was just about to explain what that is ..., I was just about to talk about that ..., Now, where was I?

Now listen and practise.

Play the recording and have the students practise with correct stress and intonation.

Additional activity: interruptions

If you wish, you could extend the practice of interrupting and continuing.

Tell the students that you will tell them a short story, perhaps what you did on your way to class and that you will finish it in three minutes. The students should try to stop you from finishing it within the three minutes by interrupting you. Once you have done this as an example, put the students into groups and ask them to do the same.

Achieve IELTS: interrupting

Tell the students that the examiner may interrupt them at the end of part 2 of the speaking test, but this does not mean that they have done badly, just that the examiner needs to carry on with the rest of the test.

3 Work in pairs. Ask each other the questions in 2 and complete the table for your partner.

Put the students in pairs and have them discuss their answers. At the end of the activity get the answers from one or two pairs. If you wish, you could do this as a walk-round activity with the students making a note of the answers so that you can compile the class's answers on the board later.

4 Read parts 1, 2 and 3. Decide what the topic is about.

Ask the students to read the speaking test quickly and say what the topic is about.

5 Answer

the environment

Now make notes on part 2.

Have the students make notes about the task card.

6 Work in pairs. Student A, you are the examiner; interview Student B. Student B, you are the candidate; answer the questions.

Have one student take the role of the examiner. If you wish, you could refer them back to assignment 5.1 for their script. Put the students into pairs and ask them to do the activity.

If you wish, when the students have finished, ask them to swap roles and talk about the topic again.

Now change roles. Student B, you are the examiner; interview Student A. Student A, you are the candidate; answer the questions.

Have the students change roles and do the test again.

Achieve IELTS 2 Unit 11 Writing activity 7

PHOTOCOPIABLE

Suggested answer

Climate change, or global warming, is a topic which is much discussed in the media these days. Some feel it will lead to total disaster, while others dispute that it is actually happening. In my opinion, it is probably true that the earth has become slightly warmer, but I do not agree that the planet is likely to be destroyed.

Records of temperatures in the northern hemisphere over the past 1,000 years show that there is a natural variation over time. Historical events such as the ice age show that the earth was once much colder than it is now, yet our planet has survived. I believe that the earth is a complex organism which is capable of self-regulation, and that human beings have less influence than they like to think. However, the long-term effects of global warming are simply speculation.

Conservationists advise that nations should cut their carbon dioxide emissions to control climate change, and many consider that human activity is responsible for the damage. I would argue that this has not been proved, and that in any case it will not be possible to stop progress. Even if the USA were to drastically cut its CO₂ emissions, statistics show that industrial China is burning increasing amounts of coal, and this is a trend which is likely to continue. If the statement is true, we should concentrate on making use of the time we have left.

In conclusion, I would add that I feel we should be looking for alternative forms of energy, but this is because our reserves of fossil fuels are finite, not because global warming is thought to be happening.

Student's answer

It seems almost impossible to deny the negative effect of climate change on the conditions of our environment. One of the most outstanding effect of climate change is the destruction of the balance of eco-system. We have had shorter winter gradually which results in the risings of new diseases, the rise of sea level. For example, some species can not survive in the new circumstance by failing adapting to it. This affects our human being life to the end, for example, the deficiency of some specific food or nutritions.

The responses to these phenomena varies from pessimistically to quite optimistically. I am in the favour of more optimistic responses. This means I don't agree strongly to the quotation, 'It is too late to save it from complete destruction.' The main cause of climate change is the side-effect (product) of the development of technology and industry. Taking into account of their contribution to the convenient life style in the modern societies, more active reactions should be considered rather than passive responses such as stopping industrialisation.

High technology would be able to lessen the damage and slower the speed of harmful effects of climate change. For example, harmless praeon gas products, the equipments with well-purified devices, friendly environmental goods or food production could contribute to better living environment.

In conclusion, cultivation of the nature brings both positive and negative results. It is the time to use the positive effects to solve the negative ones. Besides, more awareness of the potential damage should be added. I still believe in the truth of 'Better late than never' in terms of the preservation of our nature.

Examiner's comment

The argument is well-developed and organised into logical paragraphs, and the position of the writer in response to the task is clear. There are several errors of word formation, agreement, use of articles and prepositions, but these do not impede comprehension. Language control is generally good, with a few minor slips. The writing shows an ability to use some idiomatic language. This would seem to be a clear example of a band 7.0 essay.

Graduate

Themes celebrations, exam revision, graduation, interview techniques, old and new work styles, future plans, feelings

Passages interviews and interview techniques, changes in styles of work

Language study inversion, adjectives for people and things

Express yourself talking about plans, talking about studying

Achieve IELTS reformulation and checking, listening and note-taking

Vocabulary

types of celebration *a get together, a fancy dress / costume party, a dinner party, a ball, a cocktail party, a garden party, end of term party, graduation ceremony, procession*

studying *to cram, to revise, to know something inside out, to stay on top of things, to keep up with your studies, not to lift a finger, to memorise*

feelings *relaxed, excited, interested, delighted, relieved, frustrated, panicky, wound up, petrified, attitude, nervous, frightened, exhausted*

phrases to describe feelings *to smile from ear to ear, to be such a relief, to have butterflies in your stomach, to be shaking like a leaf, to have mixed feelings*

skills *entrepreneurial, technical, social, creative, co-ordinating, problem solving*

change *to trigger change, to create, to make change, to restructure, to redefine*

personal qualities *confidence, enthusiasm, initiative, motivation, independence, experience, intelligence*

Background reading

Graduation ceremonies are the height of the University year. There is a great sense of excitement and ritual at these and they often take place in July over three or four days. On the day of the ceremony new graduates (or *graduands*) have to go to the robing room to put on their formal graduation dress: a gown, mortarboard hat and hood. At the University of Bradford (which is typical of most universities) the graduands then go to where the ceremony is to take place. Many ceremonies begin with an assembly of new graduates outside the hall, followed by a procession through the hall to take their seats. This is followed by an address by the Chancellor of the University. The graduands are then called up to the stage and are presented with their degree. Following this, the graduands leave the hall in procession and go to have their photographs taken and have lunch or dinner. After this graduates are referred to as *alumni* of a university.

Graduation balls, sometimes referred to as Summer balls, can be very formal or informal according to the university – more formal balls will require students to dress in dinner jackets or ball gowns. Some universities hold May balls, although these are more often

associated with Oxford and Cambridge Universities – the introduction section picture is taken from a May ball at Clare College, Cambridge.

End of term

This section introduces the unit and gives practise in listening test parts 1 and 2.

1 Label the picture. Choose from the words in A.

Direct the students to the opening picture and ask them what the relationship is between the unit title and the picture. You may like to ask one or two more questions about the picture, for example, what the people in the picture could be celebrating, how they feel and how formal the occasion is.

2 Answer

a ball

Now work in pairs. Ask each other the questions.

Put the students in pairs. Go through the words in A with the students then have them discuss the questions. At the end of the discussion, ask some pairs to share their ideas with the class.

Answers

- 1 (a) ball, garden party
- (b) get-together
- (c) fancy dress / costume party, dinner party, cocktail party
- 2, 3, 4 open answers

2 Read the invitation and match the words and abbreviations with the meanings.

Direct students to the invitation card. Have the students match the words and abbreviations with the meanings.

Answers

- | | |
|------------|-------------|
| 1 RSVP | 4 till late |
| 2 BYOB | 5 snacks |
| 3 kick off | |

3.23 3 Listen to a conversation and tick the topics the students talk about.

Tell the students they will listen to a conversation. Play the recording and have students tick the things the students talk about.

Answers

- 1
- 2
- 4

Now match the words in B with the meanings.

Go over the words in B with the students and have the students match the words with the meanings.

Answers

- | | |
|---------------|------------|
| 1 exception | 4 panic |
| 2 distinction | 5 attitude |
| 3 cram | |

Express yourself: talking about studying

Match the phrases with the meanings.

Students will encounter these phrases in a number of situations: in the classroom (they may talk to colleagues about their experience of studying); if they go to an English-medium university or college. Go over the phrases with the students and have them match the phrases with the definitions.

Answers

- 1 I really knew it inside out
- 2 it really cleared my mind
- 3 I didn't lift a finger
- 4 if you don't know it by now, you never will

- 5 stay on top of things

3.24

Now listen and practise.

Play the recording and have the students listen and practise, paying attention to pronunciation and intonation.

4 Match the people with the exam techniques.

Direct the students to the task and have them match the speakers with the exam techniques.

Answers

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

3.23

Now listen again and write true or false.

Go over the statements with the students and have them listen and write their answers.

Answers

- | | |
|---------|---------|
| 1 False | 4 False |
| 2 True | 5 True |
| 3 True | |

5 Work in pairs. Decide which test preparation activities are most and least helpful.

Go over the statements with the students and have them discuss the most and least helpful test preparation activities. If you wish, you could ask the students to give you the three most helpful activities and the three least helpful activities.

Now ask each other the questions.

Go over the questions with the class and have the students discuss them. At the end of the discussion, get the answers from one or two pairs.

► Further practice: Workbook Unit 12 Study skills

Reading

Go over the IELTS tasks with the students and make sure they know what they will practise in this section.

1 Put the words and phrases in C into groups.

Go over the words and phrases in C with the class and make sure they understand them.

Tell the students that as this activity is a lead in to the reading passage, they do not need to worry about getting the 'correct' answer, but should try to discuss their ideas.

● Suggested answers

- 1 loyalty to the company, smart dress, separate hours for home and office, experience is important
- 2 independence, free-agent, creative, opportunity is better than money

Now work in pairs. Say which work style suits you.

Put the students into pairs and have them discuss their preferred work styles. At the end of the activity, get one or two answers from the students.

2 Read the passage. Do the statements reflect the claims of the writer? Write...

Go over the questions with the students and ask them to read the passage and answer the questions.

● Answers

- 1 No (line 7)
- 2 Not given (the writer calls it the first industrial revolution to be led by young people, not the most important development since the industrial revolution)
- 3 Yes (line 20 – *based on merit*)
- 4 Yes (lines 27 – 29)
- 5 No (lines 35 – 36)
- 6 Yes (lines 40 – 41)
- 7 Yes (lines 43 – 44)

Now read the passage again and complete the summary. Use no more than three words or a number.

Direct the students to the summary task and have them complete it. Explain to the students the importance of spelling words correctly in this activity.

● Answers

- 1 personal time
- 2 corporate restructuring
- 3 young people / fresh-faced youths
- 4 hierarchies
- 5 merit
- 6 money and security
- 7 20 and 30
- 8 clear obstacles
- 9 solutions

3 Read the passage again and match the words in D with the meanings.

Ask the students to read the passage again and match the words with the definitions.

● Answers

- | | |
|-----------------|--------------|
| 1 hierarchy | 4 initiative |
| 2 boardroom | 5 seniority |
| 3 restructuring | |

Language study: inversion

4 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that we use inversion all the time in questions and conditionals, so it is not a new language point to them. Inversion is often found in formal academic writing and in formal speech to emphasise points we are making and follows certain phrases which often have negative meanings.

Now write the sentences again beginning with the sentence with the word(s) in brackets.

Ask the students to rewrite the sentences. If you wish, you may want to put the students into pairs to do this.

● Answers

- 1 Rarely do businessmen in Britain wear shorts and T-shirts at work.
- 2 Seldom do I see my manager.
- 3 Had William remained at university, he wouldn't have founded his software company.
- 4 At no time are employees allowed to use the Internet at work.
- 5 Hardly had Miki joined the company when she asked for a pay rise.

► Further practice: Workbook Unit 12 Language study

5 Work in pairs. Discuss the questions.

Put the students in pairs and have them discuss the questions. After the discussion, get one or two pairs to give their answers.

► Further practice: Workbook Unit 12 Reading

Listening

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Match the words in E with the picture.

Direct the students to the picture. You might like to ask one or two questions about the picture before they do the matching task.

Where are the people?, How do they feel?, What is the occasion? (they are at a graduation ceremony, after graduating).

Answers

- | | |
|--------|----------|
| 1 cap | 3 gown |
| 2 hood | 4 degree |

2 Complete the form with the words in F.

Go over the words in F with the students and have them complete the form.

Answers

- | | |
|-----------------|--------------|
| 1 assembly | 3 address |
| 2 announcements | 4 procession |

3.25 3 Listen to a conversation and complete the table.

Tell the students they are going to listen to a conversation. Go over the table with the students. Play the recording and have the students complete the table.

Answers

- Marta: was nervous before the ceremony, imagined falling over
Michie: kept looking at the person in front, was relieved when it finished
Tomas: thought graduation was enjoyable, saw his parents during the procession

4 Put the words in G in groups.

Go over the words in G with the students and have them group the words.

Answers

- | |
|--|
| 1 relaxed, excited, interested, delighted |
| 2 frustrated, panicky, wound up, petrified |

3.25 Now listen again and tick the words you hear.

Play the recording again and have the students tick the words they hear.

Answers

- relaxed, excited, delighted

3.25 5 Listen again and choose A – C.

Go over the questions with the students and have them circle the answers. Go over the answers with the class.

Answers

- 1 B 2 C 3 C 4 A

Express yourself: talking about feelings

Read the expressions and decide which are positive, negative or neutral.

Go over the expressions with the students and ask them to group them under positive, negative or neutral.

Answers

- positive: they were smiling from ear to ear, it was such a relief, I had butterflies in my stomach
negative: I was so wound up, I was shaking like a leaf, I couldn't speak
neutral: I had mixed feelings

3.26

Now listen and practise.

Play the recording and have the students listen and practise, paying attention to pronunciation and intonation.

Language study: adjectives for people and things

6 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that adjectives ending *-ed* are used to describe people's feelings, while adjectives ending in *-ing*, *-able* and *-ful* are used for things. Compare, *I'm boring.* with *I'm bored.* Note the construction *so + adjective + that + effect.*

Now correct the sentences.

Direct the students to the correction task and have them correct the sentences. If you wish, you could ask the students to give you two or three more examples sentences.

Answers

- | |
|--|
| 1 pleasing pleased, uninterested uninteresting |
| 2 exhausting exhausted |
| 3 excited exciting, interested interesting |

- 4 Jonathon was so angry he was late that he nearly kicked the taxi.
 5 delighted delightful

► **Further practice:** *Workbook Unit 12 Language study*

7 Work in pairs. Talk about an important occasion you went to, when it took place, what happened and how you felt.

Put the students into pairs and have them discuss the questions. At the end of the discussion, get the answers from one or two pairs.

8 Work in pairs. Decide which things are good job interview techniques and which are bad.

This activity leads in to the next recording. Put the students into pairs and have them discuss good and bad job interview techniques.

Suggested answers

- | | |
|--------|--------|
| 1 good | 5 bad |
| 2 good | 6 good |
| 3 bad | 7 bad |
| 4 good | |

Now work in pairs. Describe the last interview you had, when it was, what you discussed and if you were successful.

Put the students into pairs and have them discuss the questions. After the discussion get one or two answers from the class.

3.27 9 Listen to a talk and match 1 – 6 with A – H.

Tell the students they are going to listen to a talk and have the students match 1 – 6 with A – H.

Answers

- 1 C 2 E 3 H 4 G 5 A 6 F

Achieve IELTS: listening and note-taking

Students will listen to a lecture and take notes during part 4 of the listening test. It is important to listen to the introduction to this part of the test as it gives the student information about the content of the lecture. Additionally, the student should be clear about what is allowed and not allowed in the test.

3.27

Now listen again and complete the notes. Use no more than three words for each answer.

Play the recording again and have the students complete the notes.

Answers

- | | |
|--------------------------|------------------------|
| 1 fits the | 11 short pauses |
| 2 concrete examples | 12 examples |
| 3 Task | 13 colloquial language |
| 4 problem | 14 positive way |
| 5 lasting impression | 15 comment negatively |
| 6 skills and interest | 16 thank the employer |
| 7 persuade the employer | 17 the first |
| 8 subjective | |
| 9 confidence, enthusiasm | |
| 10 how to respond | |

10 Work in pairs. Discuss the questions.

Put the students into pairs and have them discuss the questions. After the discussion, get answers from one or two pairs. As the students are coming to the end of the course, you may want to ask them to include any suggestions for question 4 in their study timetable.

► **Further practice:** *Workbook Unit 12 Listening*

Writing

Go over the IELTS tasks with the students and make sure they understand what they will practise in the section.

I Put the stages of writing an essay in order.

Go over the task with the students and have them put the stages in order. You may like to point out that D and G may be done either before or after transferring the answer to the answer sheet.

Answers

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

Now say how much time you should spend on each stage.

Remind the students that they have one hour in total for the task, but can divide the time between the two tasks how they like. However, it is recommended to spend 40 minutes on this task, so suggest they give A – G time from 40 minutes only.

2 Read the title and underline the key words.

Suggested answer

Technology today is transforming the way people work and the way companies do business. Workers and graduates in particular, in all areas of life need to be able to use this technology. To what extent do you agree or disagree with this statement?

Now follow stages 2 – 7 in activity 1.

Ask the student to do planning stages 2 – 7 for the essay title. You may like to put students into groups for this purpose.

3 Read an essay and mark it (out of 9) for ...

We suggest marking the essay out of nine as this is the scale used by IELTS examiners. Have the students mark the essay out of nine for each of the criteria. At the end of the activity you may like to have the students discuss their answers.

Suggested answers

- 1 5 The candidate has fulfilled the task in part.
- 2 5 The candidate does use some language to link ideas together, e.g., *However, It could be said that ..., for example.*
- 3 4 The candidate repeats many words such as *technology* and *Internet* and could use more synonyms and language to express opinion.
- 4 5 The candidate uses a limited range of grammar and is not always accurate.

4 Read the essay again and find ...

Ask the students to read the essay and find the errors. Note there are many ways of classifying errors, this activity is to help the students proofread their own work and find correct errors.

Answers

- 1 the Internet (line 8), in their office. They may say (line 16)
- 2 tense error: Improvements in technology **have** changed our life (line 1)
grammar errors: this **does is** not the same (line 10), we can choose **to use** (line 21)
missing words: **For** example ... (line 2), to use **it** because (line 15)
extra words: e-mail reaches **to** receivers (line 7), do not have **the** Internet facilities

- 3 spelling: buisnesses (line 8), communications (line 4)
- 4 formality: wanna (line 11)

Now correct the mistakes.

Have the students correct the errors.

5 Use the notes you made in activity 2 and write an essay for the title. You have 40 minutes.

Ask the students to write their own essays. Make sure they stay within the time limit and are over the minimum word limit of 250 words.

► Further practice: Workbook Unit 12 Writing, Vocabulary

Speaking

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

1 Look at the picture and say what is happening.

Direct the students to the picture and ask the class for one or two ideas of what is happening. You may like to ask one or two more questions about the picture, for example, *Where are the people?, What is the woman holding?, What are they talking about?, Have you ever been in a situation like this?*

2 Answer

The picture is from a careers fair or *milk round*. The woman on the stand is a representative of *Microsoft* and the other woman is taking notes of her answers.

Now read the passage and answer the questions.

Refer the students to the reading passage and have them answer the questions.

3 Answers

- 1 A recruitment programme when employers visit universities to give presentations and interview finalists.
- 2 Advantages: it provides a good opportunity to meet an employer, it can help you make up your mind about whether a job or organisation is right for you, it takes place at the university, it is easier to get an interview as a result.

Disadvantages: it uses up a lot of time, it requires a lot of organisation as there are many different presentations to attend, some work areas are not generally given coverage, for example arts and publishing.

3 Work in pairs. Ask each other the questions.

Put the students in pairs and have them answer the questions. At the end of the discussion, get the answers from one or two pairs.

3 Listen to a conversation and complete the table.

Tell the students they are going to listen to a conversation. Go over the table with the students and have them complete it.

Answers

- 1 seasonal
- 2 to become fluent in French
- 3 buyer
- 4 can use languages
- 5 can test / prove his theories and follow his ideas

Express yourself: talking about plans

Complete the expressions with the words in H.

It is usual for people to talk about plans for the future. Remind the students of the conversation in activity 3 and have them complete the sentences using the words in H.

Answers

- | | |
|------------|------------|
| 1 planning | 4 hoping |
| 2 plans | 5 get into |
| 3 mind | 6 planning |

Now listen and practise.

Play the recording and have the students listen and practise, paying attention to pronunciation and intonation.

Achieve IELTS: reformulation and checking

It is very important for students to be able to check information and ask for clarification during the speaking test. They may also hear these phrases during the listening test. Students therefore need to recognise them and practise them at every opportunity.

Pronunciation

3 Listen and practise the phrases for reformulation and checking in *Achieve IELTS*.

Play the recording and have the students listen and practise the phrases, paying attention to pronunciation and intonation.

► Further practice: *Workbook Unit 12 Pronunciation*

5 Work in pairs. Student A, you are the examiner – interview Student B. Student B, you are the candidate – answer the questions.

Put the students into pairs and have them ask and answer the questions.

Now change roles.

Make sure that the students have the opportunity to take the role of both examiner and candidate in this activity. At the end of the activity, get the answers from some of the pairs.

Achieve IELTS 2 Test skills revision

This photocopiable section brings together many of the test skills practised in *Achieve IELTS* and gives advice on what to do before the test. You may like to do this as the final part of the course, perhaps as part of your course evaluation. For each of the activities, have the students do the activity individually then discuss their answers in pairs before you give the students the correct answers.

Answers

- 1 Students should do: 1, 2, 3, 5, 6, 8, 9
It is advisable for them to do 4 and 7
Students should not do 10
- 2 Should do: 1, 2, 3, 4
Shouldn't do: 5, 6
- 3 1 headings 3 time 5 attitude
2 main point 4 similar 6 spelling
- 4 Task 1: 1, 3, 5
Task 2: 4, 6
Both: 2, 7, 8, 9
- 5 True: 1, 2, 6, 7
False: 3, 4, 5, 8
- 6 open answers

Achieve IELTS 2 Unit 12 Writing activity 5

PHOTOCOPIABLE

Suggested answer

It is true that, in modern life, we all need to be able to use technology for work and also for study. In fact, without the ability to use a computer, graduates will find it very difficult to get a good job.

Most universities now insist that course work is word-processed. For students the first few assignments can be a challenge to complete. It is possible to take a course to learn how to write on the computer, but this is time-consuming and it is better to learn before starting a degree. Computers are now common in schools, at least in developed countries, so most school-leavers already know how to do this. Many will also have a personal computer at home, and they probably know how to use it better than their parents do.

In almost every type of career, being able to use a computer is an asset, if not essential. Engineers now work in a virtual world of 3-D programming, and it is only in the final stages that the image on the screen becomes reality. Businessmen and women will need to use Powerpoint or a similar program to make presentations, which they will also be required to construct on the computer. Older employees may find it hard to adjust to new ways of working, but graduates will certainly need to be computer-literate to find a job.

To sum up, it is vital for students to develop their computing skills before they enter the job market. Modern technology is moving so fast that it can be difficult to keep up with all the new developments. Nevertheless, this may be a deciding factor when the employer decides on the right person for the job.

Student's answer

Since a few decades, technology has been seen as a significant element for business. Especially information technology has been developed remarkably and most of all companies have introduced computers and used them as necessities. Considering these circumstances, I will agree with the importance of technology in business.

First of all, technology, especially a computer, is an efficient tool for any kind of job. Using the Internet or typing a keyboard can save time and money, because people do not need to look for some information by reading through books, for example. Also a computer can save nearly unlimited amount of information, so it leads to space-saving as well. If a company does not have any computer, for example, the company would not do business successfully and other companies who would like to do business with the company might feel inconvenient and even untrustfulness of the company. Therefore, technology seems to play a very important role in the business world.

However, there might be the counter-arguments. For instance, computers do not always work properly. Technology is based on human's invented tools, so it is impossible that machines never make errors – it might not be a good idea to rely on computer's accuracy too much. If a document is very important, it should be printed out and kept as a paper-form. Information in a computer is untouchable, so sometimes people cannot trust the saving system of personal computers too much.

In my conclusion, using technology and computers could be very efficient and useful in business as well as social life. Although some disadvantages can be predicted for relying on computers too much, we have a responsibility and ability of thinking, so will be able to use them effectively.

Examiner's comment

This essay is slightly off-topic, and does not mention graduates' need to use technology. Cohesion is good, but there are problems with word formation and grammatical control. These are not serious enough to interfere with meaning, but are likely to restrict the band to 6.5.

Achieve IELTS Test skills revision

Preparation

1 Tick the things you plan to do before the test.

- 1 Go over old activities and worksheets and try to remember vocabulary from the course.
- 2 Practise speaking with friends.
- 3 Practise listening to a radio or podcasts.
- 4 Do grammar activities on the Internet.
- 5 Write essays within time limits.
- 6 Read articles.
- 7 Relax.
- 8 Plan the journey to the test centre.
- 9 Practise answering questions using an answer sheet.
- 10 Learn essays by heart at home to use in the writing test.

Now work in pairs and discuss your answers.

Listening

2 Read the sentences and decide which you *should* or *shouldn't* do.

- 1 Look at the title of the notes, headings, diagrams and maps to predict what the listening passage is about. _____
- 2 Listen to the instructions before the listening passage, they will tell you about the speakers and the situation. _____
- 3 Remember that the questions are in the same order as the listening passage, if you miss an answer move to the next. _____
- 4 Keep the next question in mind so you are ready when it comes. _____
- 5 Write more words than the word limit given. _____
- 6 Check your spelling and grammar at the end of the test. _____

Now say which things you are good at and which you need to practise further.

Reading

3 Complete the sentences with the words and phrases in A.

A similar headings attitude
main point spelling time

- 1 Look at the title and _____, pictures and diagrams to predict what the passage is about.
- 2 Read the passage quickly and try to find the _____ in each paragraph.
- 3 Divide your time equally between reading passages, do not spend too much _____ on one passage.
- 4 Look for _____ and opposite words in the passage and the questions.
- 5 Look for words that show the writer's _____ to a subject.
- 6 Check your _____ and grammar at the end of the test.

Now work in pairs. Discuss which advice is the most useful.

Writing

4 Read the sentences and decide if they are for task 1, task 2 or for both tasks in the writing test.

- 1 Look at the information and decide if you can put it into groups. _____
- 2 Underline the key words in the title. _____
- 3 Write a short overview sentence describing the information, but do not copy the question. _____
- 4 Plan the essay, making your own ideas about the subject clear and making sure all your points are relevant. _____
- 5 Only write about the information in the question, do not introduce other information. _____
- 6 Write the essay in paragraphs with a main point and examples in each paragraph, do not use bullet points or lists. _____

- 7 Do not copy from another student and do not try to write something you have learnt at home. _____
- 8 Check the essay for mistakes. _____
- 9 Keep to the time limit and the word limit. _____

Now choose the three most important pieces of advice.

Speaking

5 Read the sentences and decide if they are true or false.

- 1 Try not to be nervous, the examiner is there to get the best out of you.
- 2 Listen to the questions carefully.
- 3 Never ask the examiner to repeat a question if you did not understand it.
- 4 You can talk about any topic you want to in the individual long turn.
- 5 Learn your answers before the test and repeat them to the examiner.

- 6 Use phrases for buying time in order to give yourself time to think.
- 7 Use words and phrases from *Express yourself* boxes to help you to sound more natural and fluent.
- 8 If you cannot think of a word, use an electronic dictionary.

Now work in pairs and correct the false sentences.

After the test

6 Work in pairs. Ask each other the questions.

- 1 Which part of the test are you least looking forward to?
- 2 Which part of the test are you most looking forward to?
- 3 What are your plans immediately after the test?
- 4 What are your plans some time after the test?



Achieve IELTS 2 End of course review

1 Which area of the test do you think you have improved at most?

- Reading
Listening
Speaking
Writing

2 Which other areas have helped you most?

- Language study
Expressions
Exam help (*Achieve IELTS 2* boxes)
Pronunciation
Study skills (*Achieve IELTS 2* Workbook)

3 Which unit did you find most interesting/remember best?

4 Which area would you like to review/practise more?

- Reading
Listening
Speaking
Writing
Language study
Expressions
Exam help (*Achieve IELTS 2* boxes)
Pronunciation
Language study
Study skills (*Achieve IELTS 2* Workbook)

5 Other comments

Achieve IELTS is designed for students preparing to take the *International English Language Testing System* test.

Achieve IELTS 2 takes students from band 5.5 to 7.5 and was developed and tested at UK and international universities and language schools by experienced IELTS teachers and examiners.

Achieve IELTS recognises students' real aims and ambitions by preparing them for examination success and student life in international education.

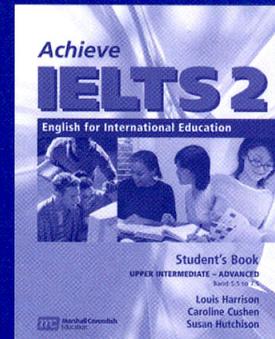
The course provides:

- ▶ a student-centred communicative approach to learning
- ▶ clear, useful advice on approaching the test from an experienced examiner
- ▶ motivating and contemporary topic-based units that cover the core skills of reading, writing, listening and speaking
- ▶ carefully graded development of test skills, building to full test practice activities, texts and instructions that closely follow the test format
- ▶ a strong grammar syllabus which revises key structures needed by students at this level
- ▶ graded writing practice with model answers and example students' answers (with examiner's comments), including the latest changes to the IELTS writing test
- ▶ an integrated Workbook with further practice in test questions, with a study skills syllabus and practice in the IELTS general English module
- ▶ preparation for study after IELTS to help students deal with social life in an academic environment

Achieve IELTS Teacher's Book includes an overview of IELTS with advice on how to use the Student's Book activities and suggestions for additional activities. Also included are model answers and students' answers with examiner's comments and full answer key.

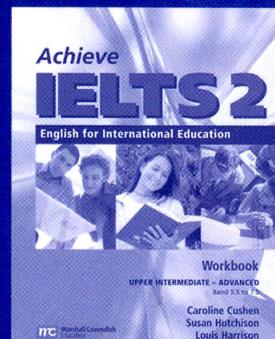
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