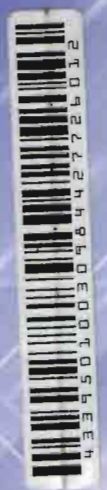




CAMBRIDGE

STEP UP TO IELTS

VANESSA JAKEMAN and CLARE McDOWELL
Teacher's Book



Cambridge Books for Cambridge Exams ●●●

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011-4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

© Cambridge University Press 2004

This book is in copyright, which normally means that no reproduction of any part may take place without the written permission of Cambridge University Press.

The copying of certain parts of it by individuals for use in the classroom, however, is permitted without such formality. Pages which are copiable without further permission are identified by a separate copyright notice:

STEP UP TO IELTS – THIS PAGE MAY BE PHOTOCOPIED © Cambridge University Press, 2004

First published 2004

Printed in the United Kingdom at the University Press, Cambridge

Text typeface New Caledonia11/13pt

A catalogue record for this book is available from the British Library

Library of Congress Cataloguing in Publication data

ISBN 0 521 53297 3 Student's Book
ISBN 0 521 53298 1 Student's Book with Answers
ISBN 0 521 53301 5 Teacher's Book
ISBN 0 521 53299 X Personal Study Book
ISBN 0 521 53300 7 Personal Study Book with Answers
ISBN 0 521 53303 1 Set of 2 audio cassettes
ISBN 0 521 54470 X Set of 2 audio CDs
ISBN 0 521 53302 3 Self-study pack

Cover design by Tim Elcock

Produced by Kamae Design, Oxford

Contents

	<i>page</i>
<i>Introduction</i>	4
<i>Map of the Student's Book</i>	6
<i>Lesson notes:</i>	
UNIT 1 <i>Take a break</i>	8
UNIT 2 <i>What's on the menu?</i>	12
UNIT 3 <i>On the road</i>	15
UNIT 4 <i>All at sea</i>	19
UNIT 5 <i>Come rain or shine</i>	22
UNIT 6 <i>Value for money</i>	26
UNIT 7 <i>Ignorance is bliss</i>	30
UNIT 8 <i>Fit as a fiddle</i>	33
UNIT 9 <i>The driving force</i>	37
UNIT 10 <i>The silver screen</i>	41
UNIT 11 <i>The written word</i>	44
UNIT 12 <i>Down to Earth</i>	48
UNIT 13 <i>Safe as houses</i>	52
UNIT 14 <i>On the face of it</i>	56
UNIT 15 <i>As far as I can see</i>	59
UNIT 16 <i>Mother tongue</i>	63
<i>Progress Test 1</i>	66
<i>Progress Test 2</i>	69
<i>Progress Test 3</i>	71
<i>Progress Test 4</i>	74
<i>Progress Tests: Recording scripts</i>	77
<i>Progress Tests: Answer key</i>	79

Introduction

Who is this course for?

Step Up to IELTS has been written as an IELTS preparation course with the lower-level IELTS class in mind (intermediate to upper-intermediate students requiring a Band 5 to Band 6 in the Test). It would also be suitable for more advanced students requiring fast familiarisation with the IELTS Test, as it covers all parts of the Test and presents authentic Test-level tasks. It is equally appropriate, however, for the independent learner seeking to increase his or her language competence and IELTS test-taking strategies. The Student's Book is complemented by a *Personal Study Book*, which offers supplementary practice ideal for individual study or homework.

What are the components of the course?

The Student's Book (*With* and *Without answers* editions) consists of sixteen thematically organised units, designed to lead the student from a pre-IELTS level up to the realistic level of the test. While the units are stand-alone components, they build on each other, providing tiered IELTS material to reflect the graded nature of the test. The key features of the book are:

- The book covers the essential exam skills and language required to familiarise students with the IELTS subtests (Listening, Reading, Writing, Speaking).
- *Step Up to IELTS Reading / Writing / Listening / Speaking* activities – a unique feature which offers a step-by-step approach in one skill to many IELTS question-types and tasks. These build exam skills gradually with shorter, lower level achievable exam-type tasks for practice, leading to more challenging tasks at the authentic test level.
- General Training Reading and Writing modules are covered in addition to the Academic modules.
- Test Tips offer essential information and advice to students about the exam which will help them to maximise their band score.

- Boxes with *Useful words and expressions* and *Grammar* boxes are a useful reference and revision resource.
- The individual IELTS Test practice sections at the end of each unit together constitute a complete sample test, reflecting the graded levels of difficulty.
- The *With answers* edition includes a full key to all questions, including the IELTS Test practice at the end of each unit, and there is a recording script for the listening sections, annotated to show where the answers are to be found. Sample Band 9 answers are provided for the Writing Tasks, as models of how these questions can be addressed, but we would emphasise that these are only samples, and many other answers would be possible.

The Personal Study Book focuses on vocabulary, grammar and writing and reinforces the language and topics underpinning each unit. This is particularly suitable for homework and supplementary language work and comes with its own key.

The Teacher's Book provides guidance and ideas on how to exploit each unit, and gives useful information about the IELTS Test. It contains a fully integrated answer key, plus a series of Progress Tests designed to revise skills, vocabulary and language covered at certain stages of the Student's Book.

How should the course be used?

A systematic approach is recommended to capitalise on the progressive structure of the book as strategies, language and vocabulary are systematically recycled throughout the units. However, for teachers who wish to dip into the material selectively, the Map of the Book enables them to see at a glance the contents of each unit.

NB

Students opt, when they enrol, to sit either the Academic or the General Training version of the test. They cannot sit both at the same time. The two versions do not carry the same weight. Check the *IELTS Handbook* for details.

Overview of IELTS Test

Paper	Breakdown	Skills Tested
Listening		
30 minutes + 10 minutes transfer time	4 sections and 40 questions (10 questions in each section)	Listening for: topic / situation / detail / specific information / opinion / main ideas
Academic Reading		
One hour	3 sections, each comprising a text of about 900 words 40 questions	Understanding: topic / situation / detail / specific information / opinion / main and supporting ideas / global ideas / gist
General Training Reading		
One hour	Section 1 – small extracts Section 2 – two texts Section 3 – one long text 40 questions	Understanding: topic / situation / detail / specific information / opinion / main and supporting ideas / global ideas / gist
Academic Writing		
One hour	Task 1: Describing graphic data / a diagram Task 2: Writing an essay	Describing trends Making comparisons Describing a process / diagram Paragraphing and organisation Language accuracy and range Lexical accuracy and range Presenting an argument Supporting a point of view Coherence and cohesion Paragraphing and organisation Language accuracy and range Lexical accuracy and range
General Training Writing		
One hour	Task 1: Writing a letter Task 2: Writing an essay	Responding appropriately to a stimulus / register / style Paragraphing and organisation Language accuracy and range Lexical accuracy and range As for Academic Writing Task 2
Speaking		
11–14 minutes	Part 1: Interview 4–5 minutes Part 2: Long turn 3–4 minutes Part 3: Discussion 4–5 minutes	Responding to questions / talking about oneself Giving a short talk / describing / explaining / reporting Expressing and supporting an opinion / agreeing / disagreeing / speculating Grammar / Vocabulary / Pronunciation

The IELTS Band scale

Band 9 – Expert User

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8 – Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7 – Good User

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6 – Competent User

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5 – Modest User

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

Band 4 – Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3 – Extremely Limited User

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2 – Intermittent User

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

Band 1 – Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

Band 0 – Did not attempt the test

No assessable information provided.

	Topic	Listening	Reading	Writing
UNIT 1	Take a break	Working out the topic Short-answer questions	Introduction to skimming and scanning	Introduction and tone of letters Salutations and endings of letters Opening and closing letters
UNIT 2	What's on the menu?	Working out the situation Short-answer questions	Skimming and scanning short extracts Step up to IELTS Short-answer questions and multiple matching	
UNIT 3	On the road	Understanding description Step up to IELTS Section 1 Form filling	Getting the gist Step up to IELTS Summary completion	Describing a process or diagram Organising the information into paragraphs
UNIT 4	All at sea		Skimming for main ideas Step up to IELTS Sentence completion	Analysing charts Describing diagrams and pictures Writing a paragraph
UNIT 5	Come rain or shine	Understanding opinions and reasons Note completion		Describing tables Using comparatives to describe trends and highlight details Step up to IELTS General Training Task 1
UNIT 6	Value for money	Identifying trends Multiple-choice graphs	Following a sequence of events Step up to IELTS Flow chart / note completion	Trends and verb tenses Describing a bar chart using the correct tense / verb form Step up to IELTS Academic Task 1 Describing a bar chart
UNIT 7	Ignorance is bliss		Step up to IELTS Paragraph headings	Forming ideas Brainstorming opposing ideas Writing paragraphs
UNIT 8	Fit as a fiddle	Listening for specific information Step up to IELTS Section 2		Describing the data using noun phrases
UNIT 9	The driving force		Recognising the structure of a passage Step up to IELTS True / False / Not Given Summary with box	Comparing data Describing bar charts Highlighting significant features
UNIT 10	The silver screen	Reading ahead Listening and note taking	Dealing with longer passages Step up to IELTS Picking from a list True / False / Not Given Global multiple choice	
UNIT 11	The written word		Identifying main and supporting ideas in paragraphs Multiple-choice questions	Paragraph building
UNIT 12	Down to Earth	Step up to IELTS Section 3 Short-answer questions Selecting words from a list Matching		Balancing your views
UNIT 13	Safe as houses	Step up to IELTS Section 4 Note completion Picture multiple-choice questions		Analysing the question Step up to IELTS Academic and General Training Writing Task 2
UNIT 14	On the face of it	Recognising feelings and identifying views	Dealing with research-based texts Summary Step up to IELTS Matching people to statements	
UNIT 15	As far as I can see		Following the writer's argument Step up to IELTS Locating information in paragraphs	Referring back Checking an answer
UNIT 16	Mother tongue		Understanding the writer's views Step up to IELTS Yes / No / Not Given	Task 2: For and against Organising your answer Writing a complete answer

Speaking	Language / Grammar	IELTS Test practice
Introducing yourself Talking about your hobbies and interests Step up to IELTS Speaking Part 1	<i>go and play</i> Adverbs and expressions of frequency <i>-ing and -ed</i> adjectives <i>really, so, very</i>	READING General Training Section 1 Short-answer questions Matching information to paragraphs
Expressing likes and dislikes Using facial expression, intonation and word stress Giving a full answer	<i>too + for / to</i> <i>so / such ... that</i> Past continuous for change of plans	READING Academic Section 1 Sentence completion Multiple-choice questions Short-answer questions
	Use of the passive	LISTENING Section 1 Table and note completion
Expressing preferences	Comparative and superlative adjectives <i>while, whereas, on the other hand</i>	WRITING Academic Task 1 Describing a diagram
Expressing feeling – word and syllable stress Agreeing and disagreeing	Joining different ideas	WRITING General Training Task 1
	Tenses for Writing Task 1	WRITING Academic Task 1 Describing a graph and pie chart
Pronunciation check: <i>-ed</i> endings Talking for one minute	Narration and past tenses <i>used to + infinitive</i>	READING General Training Section 2 Sentence completion Paragraph headings
Step up to IELTS Speaking Part 2	<i>will / would</i> (conditionals 1 and 2) <i>can / could</i> Noun phrases	READING Academic Section 2 Paragraph headings Summary Short-answer questions
Expanding your answer – giving reasons Part 1 review	Linkers <i>so, because, because of, as, since</i> Superlative forms Linkers <i>also, as well, too, however, similarly</i>	LISTENING Section 2 Note and table completion
Expressing and justifying views Part 2 review	Tense revision Simple past, present perfect and present perfect continuous <i>as long as / provided that</i>	WRITING General Training Task 2 (<i>This is also a suitable practice for Academic Writing.</i>)
Step up to IELTS Speaking Part 3	Adverb formation and use	SPEAKING Test
Discussing abstract topics Pronunciation check: / pr / and / v /	<i>stop + -ing</i> <i>stop / prevent from + -ing</i>	LISTENING Section 3 Listing Table completion Short-answer questions
Comparing and contrasting Supporting a view Pronunciation check: contractions		WRITING Academic Task 2 (<i>This is also a suitable practice for General Training Writing.</i>)
Expressing feelings and opinions	<i>should / ought to</i>	SPEAKING Test
Talking about the future Predicting and speculating Pronunciation check: word stress	<i>this / these + noun</i> <i>such (a/an) + noun</i>	LISTENING Section 4 Labelling a diagram Note and diagram completion
Language quiz Expressing certainty or doubt Indirect statements	Indirect statements with <i>if and whether</i>	READING Academic Section 3 Yes / No / Not Given Classification Multiple-choice

1 Take a break

Unit topic Hobbies and leisure

EXAM SKILLS

SPEAKING

Introductions
Talking about your hobbies and interests

LISTENING

Working out the topic

WRITING

Introduction and tone
Salutations and endings of letters
Opening and closing letters

READING

Introduction to skimming and scanning

STEP UP ACTIVITY

Speaking

LANGUAGE/GRAMMAR

go and *play*
adverbs and expressions of frequency
-ing and *-ed* adjectives
really, so, very
do and *don't*

EXAM TASKS

Part 1 Topic and question types

Short-answer questions

General Training letter

Writing an introductory paragraph

Part 1

IELTS TEST PRACTICE

General Training Reading Section 1

Short-answer questions

Matching information to paragraphs

SPEAKING

Part 1: Introductions SB page 6

Aim: To allow students to get to know one another within a framework which reflects Part 1 of the interview, where they will be asked to talk about themselves and their interests.

Talking about your hobbies and interests

2–3 This is intended to get the students involved in talking about hobbies and sports that they enjoy and focus on the most common verbs, *go* and *play*.

Remind students that *play* is used for games that involve team players or opponents; *go* is used for more individual activities that often take place away from home, i.e. you need to 'go' somewhere to do them.

ANSWERS

- | | |
|--------------------------|------------------------|
| a (go) skiing | e (go) swimming |
| b (go) shopping | f (play) cards |
| c (go) hiking | g (go) (rock) climbing |
| d (play) football/soccer | h (go) (horse) riding |

4

ANSWERS

Often there are no players and sometimes no movement is required. The emphasis is on the craft or skill. The activities are:

- i cooking j singing k reading l sewing
m using the computer n drawing

5 This exercise also revises the use of common adverbs and expressions of frequency used with the present simple. Explain the word order rule, i.e. that the adverb comes between the subject and the verb, and after the negative with *don't*, e.g. *I usually play football on Saturday / I don't usually play ...*, whereas time phrases must come at the end or beginning of the sentence, depending on the emphasis required. The unmarked form would have the phrase at the end, e.g. *I visit my aunt once a month / from time to time.*

POSSIBLE ANSWERS

I never go hiking, but I sometimes play football.
I really enjoy playing football.
I like playing cards. In fact, I usually play with friends every Friday evening.

LANGUAGE CHECK

-ing and *-ed* adjectives SB page 7

Aim: To help students sort out the common confusion between *-ed* and *-ing* adjectives. If they are asked about their interests, they should be able to answer correctly *I am interested in ...*

1-2

ANSWERS

- 1 a amazed b tiring
 2 exhausting / exhausted boring / bored
 relaxing / relaxed satisfying / satisfied
 interesting / interested irritating / irritated
 fascinating / fascinated revolting / revolted
- a Professor Johnson is an interesting lecturer.
 b This food is revolting.
 c I'm fascinated by dinosaurs.
 d I need a break. I'm exhausted.
 e I'm afraid I'm not satisfied with this new phone.
 f It's satisfying when you manage to find all the answers.
 g Right now I'm watching TV. It's relaxing.

LISTENING

Working out the topic SB page 8

Aim: To help students to orientate themselves to the topic or context of any test recording as quickly as possible, so that they are able to make sense of a dialogue or monologue. This is most effectively achieved by homing in on key vocabulary items and by using any visual clues to try to predict what they may hear.

- 1-3 This is an opportunity to revise some vocabulary and get orientated for the listening activity.

ANSWERS

- 1 a photography b American football
 c running d painting e surfing f chess
 g table tennis h gardening

- 4-5 The skill being practised here is listening for the words which relate to the activity, but you can remind students that on the recording they will never hear an actual word from the list a-j. The listening activity has been divided into three parts so that you can fully exploit the dialogues. However, with a higher-level class, or if time is limited, you may like to do exercises 4 and 5 together.
- 6 Exercise 6 is on feelings, and follows on from the Language check on SB page 7, to reinforce the work done on *-ed* and *-ing*.

ANSWERS

4-6

		conversation	clues	adjectives
a	Stamp collecting			
b	Running	6	marathon, distance, 26 miles	tired
c	Chess	2	the moves, keep his mind active	never bored
d	Tennis	1	court, opponent, match, sets	exhausted
e	Football			
f	Water polo	3	good swimmer, goal keeper	tough, exhausting
g	Gardening	5	grow, pots and window boxes, green fingers	satisfying
h	Fishing	4	river, catch anything	relaxing
i	Surfing			
j	Reading	7	novel, book	exciting

RECORDING SCRIPT CD 1 track 2

Conversation 1

Man: You look exhausted.

Woman: Yes, I've just come off the court.

Man: Did you win?

Woman: Yes ... finally ... but my opponent was very strong. The match went to three sets.

Man: Well done!

Conversation 2

Woman: When did you learn to play?

Man: When I was a child. My grandfather taught me the moves when I was only six years old. I never get bored – every game's a new challenge.

Woman: Really?

Man: Yes, we used to play every Sunday afternoon. He loved it.

Woman: It must have helped to keep his mind active.

Conversation 3

Woman 1: It looks like a really tough sport. I don't know how you do it.

Woman 2: Oh, I love it. But you've got to be a good swimmer.

Woman 1: I wouldn't want to be the goal keeper!

Woman 2: Yes, that's hard. We usually put our very best player in goal.

Woman 1: It looks exhausting!

Conversation 4

Woman: Don't you ever get bored?

Man: No, never. I just love sitting here by the river, doing nothing. It's so relaxing.

Woman: Do you ever catch anything?

Man: No, not often. But that doesn't matter.

Woman: It's not for me, I'm afraid. I need something a bit more interesting!

Conversation 5

Woman: People often think it's a hobby for old people. But I love it. It's very satisfying seeing things grow.

Man: Yes, but we live in an apartment.

Woman: You can grow things in pots and window boxes, you know. You don't need a lot of space.

Man: Perhaps I should give it a try.

Woman: Yes, you might find you have green fingers after all!

Conversation 6

Woman: Would you like to join us for dinner on Saturday?

Man: Thanks, but I can't. I need to be ready for the marathon on Sunday.

Woman: Oh, OK. What distance do you have to cover?

Man: 26 miles, so I'll need to be in bed early.

Woman: 26 miles! That makes me feel tired just thinking about it!

Conversation 7

Woman: Are you enjoying the latest Harry Potter novel?

Man: Oh, it's great! It's really exciting. I can't put it down.

Woman: I thought the film was better, myself.

Man: I haven't seen the film yet.

Woman: Actually, I usually find I prefer the book to the film, but not this time.

- 7 If time allows, get the students to work out what kind of word they should listen for before they listen to the man talking about his hobby, e.g. **a** a noun, **b** a noun, **c** an age, etc.

Questions a–e in exercise 7 are short-answer questions. This is an IELTS question type, and, unlike the previous exercise, where students are presented with a list of possibilities, here they have to write the *exact* words they hear. Remind them that they should not write more than *three* words for any answer.

ANSWERS

- a collecting model cars OR painting OR drawing
b (microlight) flying / flying small/light (aero)planes
c 14 d (the) excitement e a bird



Correct spelling is important in short-answer questions, but candidates will not be tested on very difficult words. American spelling is acceptable in IELTS, e.g. color. Contracted forms, e.g. doesn't, are considered as two words. Numbers can be written numerically or in full; both are correct.

RECORDING SCRIPT CD 1 track 3

Interviewer: Good morning! Today on *Hobby Horse* we'll be hearing about some unusual hobbies. Maybe you had a hobby when you were a child, such as collecting model cars, or painting or drawing. But not many of us continue with these hobbies into our adult life. John Shipley is an exception, however. He's on the line to tell us about his rather unusual hobby that has taken him to high places.

John Shipley: Hello.

Interviewer: Tell us, when did you first become interested in planes?

John Shipley: When I was about seven years old. I've always loved the idea of flying.

Interviewer: And what kind of planes do you fly?

John Shipley: Very light planes, called microlights.

Interviewer: What age must you be before you can take up flying a microlight?

John Shipley: You must be at least 14 to have lessons. You do this with an instructor but you can't 'go solo' – that's flying on your own, until you are 15.

Interviewer: What is it that you like so much about this leisure activity? It sounds like it could be quite *dangerous*.

John Shipley: Oh ... lots of things. The sense of freedom – being able to get away from everything, but I think, most of all, it's the excitement.

Interviewer: Yes, it must be fantastic being up in the air like that.

John Shipley: It's like being a bird. There's nothing else like it!

Step up to IELTS SPEAKING

Part 1 SB page 9

Aim: To take students through the different stages of Part 1 of the Speaking test through practice in answering simple questions about themselves.

It may be useful to teach students to respond in the same tense as the question, but remind them that it is the auxiliary verb that will determine the tense, e.g. *do you ... / did you ... / have you ... / are you ...*? And encourage them to give an additional piece of information from their own experience.

Step 1

This introduces students to the technique of recycling the language in the question when answering simple questions. This is the first time in this course that students are asked to give feedback to each other about their mistakes. Helpful criticism can sometimes be a useful device.

Step 2

Remind students that examiners may ask questions in the negative, e.g. *What don't you enjoy about your job?*

Step 3

Encourage students to be prepared for quite sudden switches of topic in Part 1 of the test. Point out that this can be helpful if they have little to say on a topic. Also, it enables them to demonstrate the range of vocabulary and structures that they know.

During the pair work, students should use the six prompts covering the two topics. Make sure they include an expression introducing a 'topic change' during their pair work, e.g. *Let's talk about ... / Let's move on to ...*

Step 4

- Finally, let students listen to the Speaking test model, Part 1 (CD 1 track 4). This is recorded by one of the authors and a native speaker to illustrate the format and content of Part 1. For the recording script please go to www.cambridge.org/elt/stepup

READING

Introduction to skimming and scanning SB page 10

Aim: To introduce the students to the very useful skills of skimming and scanning through visual prompts and short texts. More specific work is done on this in Unit 2.

ANSWERS

- 1 scan: a, b, d
skim: c, e
- 2 a To inform readers about a new book.
To advertise the sale of some cheap socks.
To advertise an art auction.
b Magazine or newspaper readers, students
Newspaper reader, general public.
Art dealers, newspaper readers
c Saturn / spacecraft / prepare yourself / book
Sale / \$ / City Superstore / the general layout
Modern and contemporary / Auction / On
View / the general layout
- 3 a Cassini b July 2004 c \$4.99 (for two pairs)
d Monday 2 December

- b Dear Dr/ Professor ...; Yours sincerely
c Dear (Mr and) Mrs / Dear Rosemary; Kind
regards / Best wishes
d Dear Sir; Yours faithfully
e Dear Mr/Mrs ...; Kind regards / Best wishes
f Dear Sir/Sirs; Yours faithfully

- 3 a v b i c ii d iv e iii
4 i 10 ii 4 iii 8 iv 11 v 5, 9, 10

IELTS TEST PRACTICE

General Training Reading Section 1 SB pages 12–13

ANSWERS

- 1 aerobics 2 twice a week
3 Olympic coaches 4 (on) public holidays
5 Any level / beginners to advanced
6 School programmes
7 at/from the centre / at/from The Edge
8 E 9 D 10 F 11 C 12 A 13 B

WRITING

General Training Task 1: Introduction and tone

SB page 11

Aim: To introduce the students to General Training Writing Task 1, where the answer is always in the form of a letter.

As an introduction, ask students to think of some reasons why they might need to write a letter in real life and to list the types of letter under the headings formal and informal. For example:

Formal

- Applying for a job
- Asking permission to do something
- Complaining about something
- Communicating with a language school
- Asking for payment
- Expressing thanks or an apology

Informal

- Thanking a friend for a present or for something they have done for you.
- Describing an event
- Writing to a family member about arrangements for returning home
- Writing to someone who you miss



Using the right tone and level of formality is an important feature of the letter for marking purposes.

ANSWERS

- 1 b x To ask formal permission
c ✓ To thank someone for something
d x To provide information
e ✓ To give an official apology
f x To make an official complaint
- 2 Possible answers
a Dear (Rosemary); Lots of love

Extra practice: Guess the game

This will help build vocabulary for talking about sports.

- Tell students you are going to describe a popular game. Before they listen, they should look at these words. Can they guess what game it is? Put the words on the board and ask students to write them down.

indoor guards goal net ball score attackers
court spectators

- Ask students which words relate to:
a people b equipment
c the rules d the place where the game is played
- Read this description:

This is an indoor game, played with a ball roughly the size of a football, and the idea is to score as many goals as possible. At each end of the court there is a ring mounted high above the players with a net attached to the ring. There are five players in each team. Two players act as guards, two as attackers and one in the centre. You can't run with the ball – you have to bounce it while you run. It's pretty fast and exciting to watch.

- Tell students to tick off the words as they hear them.
- Ask which sport you were describing. (Basketball.) What were the key words that helped them decide?
- Ask students to play the game in pairs or groups.

This is good practice for Part 2 of the Speaking test, in which candidates have to give a short talk.

2 What's on the menu?

Unit topic Food and drink

EXAM SKILLS

READING

Skimming and scanning short extracts

SPEAKING

Expressing likes and dislikes
Using intonation, word stress and facial expression
Giving a full answer

LISTENING

Working out the situation

STEP UP ACTIVITY

Reading

LANGUAGE/GRAMMAR

too + for/to
so/such ... that
I was going to ..., but I ended up ... instead

EXAM TASKS

Part 1 Topic and question types

Short-answer questions

Short-answer questions
Multiple matching

IELTS TEST PRACTICE

Academic Reading Section 1

- Sentence completion
- Multiple choice
- Short-answer questions

Step
up to

IELTS READING

Short-answer questions and multiple matching

SB pages 14–15

Aim: To show how scanning and skimming skills can be used to quickly find words and phrases in the Reading passages and to understand the gist of short texts or paragraphs. The text here is a General Training type of text.



IELTS candidates find it very difficult to answer all the Reading questions in the time allowed. They underestimate the value of good skimming and scanning skills. Both Academic and General Training candidates need to practise the materials in this Step-up section.

To get going

1–4 These exercises are intended to demonstrate to students how skimming and scanning will help them read long texts more quickly, by reducing the dependence on reading every word. Show that it isn't necessary to understand every word in a paragraph or short text in order to understand its overall content.

If students are still vocalising as they read, suggest that they scan the classroom for objects, or scan a page of text for the word *the*. On every occasion, time them so they are encouraged to speed up.

ANSWERS

- 2 a Norway/Australia b Queen Elizabeth II
c bees d McDonald's e apple, lemon

Short-answer questions

Focus on the reading skills in this section, though it is also important to ensure that students answer in three words or less and copy their answers correctly.

Step 1

This shows students the types of words/numbers that they can scan for and helps them understand how to 'read' a question and decide quickly what type of information they need.

Step 2

ANSWERS

- 1 1902 2 45 kilograms 3 white 4 frostbite
5 fibre, vitamins, minerals

Multiple matching

As students have already spent some time working on these texts, they should find the task easy and this will reassure them as they move on to harder exercises in the coming units.



Sometimes TWO answers are required for one mark. Tell students to check carefully when they are asked for more than one answer so that they complete their answer sheets correctly.

ANSWERS

- 6 C 7 B 8 G 9 F 10 E 11 A
12 A + H 13 D + F 14 E + G

SPEAKING

Expressing likes and dislikes SB pages 16–17

Aim: To familiarise students with one of the key functions they will need in the Speaking test. As Parts 1 and 2 require candidates to talk about personal/familiar topics, it is very likely that they will be asked to express feelings of like and dislike.

1 The first activity is here to encourage students from cultures where eye contact is considered impolite to look at the examiner and to use facial expression as an aid to communication.

Using intonation and word stress

2–4 These exercises raise awareness of features of pronunciation and encourage students to use them as an aid to communication. The answers are underlined in the recording script.



To score above Band 4 for pronunciation, candidates must speak clearly and avoid mumbling or producing groups of words that are not clearly distinguishable.

RECORDING SCRIPT CD1 tracks 5, 6, 7

Exercise 2

Speaker 1: I don't like vegetables and I really hate cabbage.

Speaker 2: I'm afraid I can't stand cream or anything that's made with it.

Speaker 3: Don't you think cold coffee's really horrible?

Exercise 3

Speaker 1: I love eating vegetables, especially cabbage.

Speaker 2: I really like cream and anything that's made with it.

Speaker 3: I adore iced coffee – it's delicious.

Exercise 4

Speaker 1: I'm afraid I just don't eat meat.

Speaker 2: I just don't eat cheese at all.

Speaker 3: I can't stand the smell of fish.

Speaker 1: I just love the taste of ice cream.

Speaker 2: I hate what toffee does to my teeth.

Speaker 3: I just really like sweet things.

Giving a full answer

5–7 These aim to help students develop strategies, vocabulary and structures that will enable them to expand their answers. Start by doing the word categorisation exercise to develop vocabulary.



To score above Band 4 for vocabulary, IELTS candidates need to show that they can talk about themselves using a variety of words related to the topic, even though these words may not be precise and may be limited in range.

ANSWERS

5 *taste/flavour*: bitter, bland, fatty, fizzy, greasy, hot, juicy, salty, sour, spicy, sweet
texture: chewy, creamy, crunchy, fatty, juicy, stodgy, tough
smell/aroma: bitter, sickly, sweet
the effect food has on us: fattening, filling, refreshing

6 a fattening b greasy c refreshing
 d spicy/hot e filling f fizzy g bitter h salty

LISTENING

Working out the situation SB page 18

Aim: In Unit 1, students used vocabulary clues to decide on the topic of a conversation. In this unit, they practise listening for the context of the conversation.



In the IELTS Listening test, candidates only hear the recording once. The topic and the situation will be given to them very briefly at the start of the recording but they will not generally receive a lot of information about this on the question paper. They need to listen carefully at the start of the test and to use the reading time (usually 30–45 seconds) to build up their understanding of the situation and the type of information they will be listening for.

1 This warm-up can be used for Speaking Part 1 practice. Students should try to give more than one- or two-word answers.

2

ANSWERS

		conversation	clues
a	Take-away restaurant	4	menu / 15-minute wait / come back / collect
b	Own kitchen	7	bought / go and get / guests / finish this dessert
c	Friend's house	3	curry / recipe / her kitchen
d	Outdoor barbecue	5	sausages / steaks / kebabs / 12 people / fire / cook
e	College canteen	2	queue / tray / their table
f	Plane	6	wrapped in plastic / travelling
g	Restaurant	1	order / chefs

RECORDING SCRIPT CD1 track 8

Conversation 1

Waitress: Are you ready to order, sir?

Customer: Yes. I'd like the steak, but can I have salad instead of chips?

Waitress: Of course. Anything to drink?

Customer: Just water, please.

Waitress: Fine. It'll be about fifteen minutes, I'm afraid. One of our chefs is off sick.

Customer: Oh, don't worry.

Conversation 2

Student 1: I'm starving. I think I'll get in the queue for the hot food today.

Student 2: I'll just have a sandwich. I'll be cooking tonight.

Student 1: Here's a tray.

Student 2: Thanks. Shall we go and sit with Bob and Tina at their table?

Student 1: OK. It's pretty busy in here today.

Conversation 3

Man: Mmm. This curry's delicious, isn't it?

Woman: Yes, and the onion dish really adds to the flavour.

Man: Let's ask Mary for the recipe when she comes out of her kitchen.

Woman: Good idea!

Conversation 4

Customer: Have you got a menu?

Waiter: Yes, here you are. Sweet and sour pork is off.

Customer: OK. We'll have fried prawns, beef in chilli sauce and steamed rice.

Waiter: There's a 15-minute wait.

Customer: OK. We'll come back later to collect it.

Conversation 5

Man: Now, I've got sausages, steaks and kebabs ... anything else?

Woman: That's it. Do you think it's enough for 12 people?

Man: Oh sure. There's plenty of salad to go with it.

Woman: Is the fire hot enough yet?

Man: I think so. What shall we cook first?

Conversation 6

Child: I don't feel very hungry at the moment.

Parent: Never mind. Eat what you can.

Child: It would taste much better if it wasn't wrapped in plastic.

Parent: Just pretend you're at home.

Child: I wish I was. I hate travelling.

Conversation 7

Husband: Now where did I put the lemons that I bought yesterday?

Wife: Here they are, Nick.

Husband: Thanks. Oh dear, they aren't very juicy.

Wife: Do you want me to go and get some more?

Husband: Yes, please. Our guests will be here in half an hour and I need to finish this dessert.

- 3 These context-related questions are typical IELTS-type short-answer questions. In the test a word like *sashimi* would be spelt out as many candidates would not have seen it before.

ANSWERS

- a last night / the previous night/evening
b aunt and cousin c a Japanese restaurant
d chicken e sashimi f tea

RECORDING SCRIPT CD1 track 9

Woman: ... I went out for dinner last night. 'Cos my aunt and my cousin had come to see me for the evening so I decided to take them out. I was going to take them to my favourite Italian café ... yes, the Napoli ... but it was fully booked so we ended up eating at the new Japanese restaurant near the city centre ... Yes, that's the one! It was really nice inside and they had several set menus at a variety of prices. ... Yes, well the one we chose was very good value for money. ... Well, my aunt ordered soup ... and Martin, my cousin, had chicken. Yes ... and I chose the sashimi – you know, raw fish. I'd never eaten that before but I quite liked it. It has a very delicate flavour. My cousin had beer but my aunt and I had tea.

- 4–6 These exercises focus on the past simple and the use of the past continuous to talk about a plan that changed.

ANSWERS

- 4 a The simple past tense, because the event took place 'last night'.
b The Italian café.
c The past continuous tense is used because the speaker is describing a plan that had to be changed.
d The simple past.
5 I was going to take them to my favorite Italian café ... yes, the Napoli ... but it was fully booked so we ended up eating at the new Japanese restaurant.
6 Possible answer
I was going to study Biology but I ended up studying French instead.

IELTS TEST PRACTICE

Academic Reading Section 1 SB pages 19–21

ANSWERS

- 1 chemistry
2 any two of: flavours / ingredients / processing methods
3 any two of: flavours / ingredients / processing methods
4 B 5 D 6 B 7 C 8 A
9 cheese, coffee, tea 10 smell / aroma(s)
11 quality control (purposes)
12 (an) electronic tongue 13 vanilla extract

3 On the road

Unit topic Travel and places

EXAM SKILLS

LISTENING Understanding description

READING Getting the gist

WRITING Describing a process or diagram

STEP UP ACTIVITIES Listening Section 1
Reading

LANGUAGE/GRAMMAR Forming the passive
Use of the passive

EXAM TASKS

Section 1 form filling

Summary completion (without a bank of answers)

Academic Writing Task 1 Basic work on paragraphs

Form filling

Summary completion

IELTS TEST PRACTICE

Listening Section 1

Table completion

Note completion

LISTENING

Understanding description SB page 22

Aim: This unit introduces students to the notion of listening for detail through a range of activities that involve the understanding of physical description.

1 This is intended to get the students involved in the topic of travel using a typical Speaking Part 1 activity.

Exploring the idea that 'Travel broadens the mind' will help them to start thinking critically about the topic.

2-5 Exercises 2-5 will reinforce this language and prepare students for the six short dialogues which follow. Eliciting stories of lost luggage may help develop the topic.

ANSWERS

- 2 a handle b name tag c strap d wheels
3 Suitcase: b, g, i, j, k, l bag: f, h
rucksack: c, e briefcase: d case: a
4 a It's a small plastic case with a handle and a shoulder strap. b It's a suitcase made of fabric with a zip. c It's a small rucksack with a pocket on the front. d It's a thin plastic briefcase. e It's a rucksack with a pocket on the side and a sleeping bag on top. f It's a canvas bag with a zip fastening, a shoulder strap, and a name tag. g It's a set of three suitcases. h It's a bag with a zip, handles on top and a pocket with a buckle on the side. i It's an old suitcase with a name tag and lots of stickers. j It's a suitcase with two straps. k It's a plastic suitcase on wheels. l It's a suitcase on wheels and it has a strap with a big buckle.

- 6 The listening extract is similar to that in Unit 1 on hobbies, where key vocabulary is the target. This time they are listening for details such as words defining size, or expressions like *with a front pocket* or *with the stickers on it*.

ANSWERS

conversation	bag	key words
1	e	yellow, pocket, sleeping bag
2	g	coming together, small one, other two
3	d	green briefcase
4	f	black, not brown
5	i	dirty old suitcase, stickers
6	j	large, red suitcase, yellow straps



IELTS info Factual detail of this nature is often tested in the early Listening sections. In addition, candidates may have to describe something in Part 2 of the Speaking test. They need as much practice as they can get in doing this with a range of objects.

RECORDING SCRIPT CD1 track 10

Conversation 1

Woman: What kind of bag have you got?

Man: It's a rucksack.

Woman: Is it that small, pink rucksack over there?

Man: No, mine's yellow with a front pocket. And it should have my sleeping bag tied on to the top. I hope they haven't lost it. Oh good! There it is!

Conversation 2

Child: Mum! Mum! I can see our cases coming now.

Mother: Can you? Where are they?

Child: Over there! Look! They're all coming through together.

Mother: You get the small one and I'll grab the other two.

Conversation 3

Woman: I can't believe it takes this long to get the bags off the plane.

Man: Just be patient, dear. They'll arrive in a minute. Ah!

There's my green briefcase.

Woman: But ... no sign of my bags.

Man: No. Isn't that your brown suitcase coming through now?

Woman: No. I can't see it anywhere.

Conversation 4

Father: There's your bag, Chris. Can you grab it?

Boy: No, Dad. That's not our bag. Ours is black, not brown. And it's bigger than that.

Father: Oh, you're right. They all look so similar, don't they?

Boy: Ah, I can see it. It's coming now.

Conversation 5

Man 1: Oh, at last! They've started loading the bags from our flight. Here they come.

Man 2: Look at that dirty, old suitcase with all the stickers on it! That person has done some travelling.

Man 1: Yeah! That's my bag actually.

Man 2: Oh, really?

Conversation 6

Woman: Excuse me – would you mind grabbing my suitcase for me?

Man: Sure – what does it look like?

Woman: It's that one there – the large, red suitcase with the two yellow straps round the outside.

Man: There you are!

Woman: Thanks so much.

Man: Not a problem.

Step up to IELTS LISTENING

Section 1 SB page 23

Aim: To guide the students through a complete Listening Section 1 by showing them how to approach the tasks and anticipate the language. The vocabulary in this example has been covered in the first part of the unit so make sure you have allocated enough time to that.



Point out that Section 1 is always a dialogue, based on a social or transactional situation. Form completion is a common question type in Section 1, where numbers and dates are often tested. Students need to know how to recognise and write the letters of the alphabet, including the convention of saying 'double L' or 'double O'.

Step 1

Get the students to work out before they listen, what kind of words are being tested.

Step 2



Listening sections of the IELTS test are often divided into two parts, with the same or a different question type being used in each. After the first part, candidates are given some time to read the next set of questions before the recording continues.

Step 3

Noting the layout/direction of the questions on the form may avoid confusion while listening.

Step 4

If you think your students need it, play the whole recording again. While not part of the live IELTS test, listening for a second time can be a useful way of building confidence and overcoming listening test 'stage-fright'.

ANSWERS

- | | |
|-------------------------|----------------------------|
| 1 International (Hotel) | 2 0793 665 091 |
| 3 QF2 | 4 London / UK |
| 5 31(st) (of) July | 6 small |
| 7 handle on top | 8 brown |
| 9 leather | 10 with wheels / on wheels |



It is important for candidates to know how to write dates using a consistent spelling convention of English. If students make an error, e.g. 22th or 29nd November, they will lose marks. Cardinal numbers in dates, however, will be marked as correct, e.g. 22 May.

RECORDING SCRIPT CD1 tracks 11 & 12

Questions 1-5

Man: Yes, can I help you?

Woman: Two of my bags seem to be missing.

Man: Where were you coming from, madam?

Woman: From London via Bangkok.

Man: OK – I'll have to get you to fill out this form.

Woman: I'm sorry. I don't have my glasses with me. Would you mind reading it to me?

Man: Right. Can I have your name please, madam?

Woman: Greenleaf – Mrs Mary Greenleaf – that's G-R-E-E-N-L-E-A-F.

Man: Address?

Woman: Here, or in the UK? We live in Manchester.

Man: Here in Sydney. Where are you staying?

Woman: We're staying at the International Hotel.

Man: And the phone number there?

Woman: I'll give you my husband's mobile number. It's 0793 ...

Man: 0793 ...

Woman: 665 091.

Man: 655 091.

Woman: No – 665 091.

Man: Right. And which flight were you on?

Woman: Flight QF2.

Man: That's the flight from Bangkok, isn't it?

Woman: Well, we stopped briefly in Bangkok, but the bags were loaded in the UK. We've come through from London.

Man: And what date did you board the flight?

Woman: We left London yesterday – that was the 31st of July.

Man: OK ... departed 31st July. Two bags, you said?

Woman: Yes, that's right.

Questions 6-10

Man: Now – what sort of bags are we looking for?

Woman: Well – there's one that has all my make-up in it and ...

Man: Can you give me a thorough description of it, madam?

Woman: Yes, it's a small square case, made of blue plastic.

Man: And does it have your name on it anywhere?

Woman: Not anywhere visible. I think my name is written inside.

Man: Right ... and does it have a handle of any sort?

Woman: Yes, it's got a handle on top.

Man: That's useful; it'll help us find it. ... OK. And the other one?

Woman: Well – that's a suitcase. It's a medium sized, brown, leather suitcase.

Man: Brown leather, you said?

Woman: Yes.

Man: Does it have a strap round it or anything?

Woman: No ... but it's got its own wheels.

Man: Suitcase ... with wheels.

Woman: You know, his has never happened to me before. I hope they turn up.

Man: Oh, they always turn up, madam. Chances are they'll be on the next flight in from Bangkok.

READING

Getting the gist SB page 24

Aim: To present the students with a complete text and introduce them to the skill of reading for gist. The skills studied here build on those covered in the first two units where skimming and scanning were the main focus.

To get going

- 1 Make sure students know the English pronunciation and spelling of the regions in question. (See answer box.)

First reading

- 2 This is a useful approach to develop for the test and for real-life reading. If students have trouble with question d, direct them to the last line of paragraph 5.

Second reading

- 3 Point out that students are still just scanning for words such as *car*, *ferry*, *on foot* etc. and should not dwell on every sentence. If the class has difficulty doing this, give them the first two words and direct them to paragraph 2.

ANSWERS

- 1 The Mekong flows through China, Myanmar (Burma), Thailand, Laos, Cambodia and Vietnam.
- 2a In a magazine or newspaper or travel magazine.
b To encourage people to visit the area.
To entertain.
c Tourists or travellers.
d He likes it very much. (A model town ... the perfect market ... in this amazing land)
- 3 car, ferry, walking, bicycle, speedboat

Step up to IELTS READING

Summary completion SB page 25

Aim: To introduce the students to summary completion, without a bank of possible answers, where the answers are drawn from the text.



Sometimes a summary is based on only part of a Reading passage, but this task exploits the whole Mekong text. This text is approximately two thirds the length of a real IELTS Reading passage and the ideas being tested are evenly spaced throughout the text across all the paragraphs.

Step 1

It may be useful to point out that summary completion is similar to sentence completion, the main difference being that the ideas are linked to create a whole text.

Step 2

If time allows, students could report back on their questions before they go on to Step 3.

Step 3

Make sure students use the *exact* words found in the original text. Point out the need to copy and spell words correctly.

ANSWERS

- 1 6/six
- 2 Ho Chi Minh
- 3 car
- 4 on foot
- 5 teachers/schools
- 6 schoolchildren/schoolgirls/students
- 7 Sam Mountain
- 8 spectacular
- 9 speed

Extra activity: The definite article

The Mekong text provides several useful examples of how the definite article is used with geographic features. Ask students to find them:

the Mekong / the South China Sea / the Tibetan Himalayas / the Cambodian border / the Great Khmer Empire / the Sam Mountain

Ask students to think of other examples from round the world, e.g. the River Thames, the Great Wall of China, the Great Barrier Reef. Remind them that the definite article is not normally used with the names of countries or towns. (Exceptions here are countries which involve a plural noun, e.g. the United States, the Netherlands. Refer students to a good grammar such as *English Grammar in Use* (Cambridge University Press) for details.)

WRITING

Academic Writing Task 1: Describing a process or diagram SB page 26

Aim: To introduce students to Academic Writing Task 1 (where the task is based on a diagram) through a paragraph approach, based on a gapped answer. The passive, useful for explaining a process in the exam, is also a focus.



Academic Writing Task 1 may be based on a diagram illustrating a process or technique. While this question format is less common than the graph or pie chart, students should be prepared for it as there is no choice of question in the IELTS Writing test.

1–2 Point out that four pictures will not necessarily translate into four paragraphs.

Before students write their opening paragraph you may find it useful to do a quick revision of the passive, using the Grammar box.



While candidates can borrow some of the vocabulary, they should not copy word for word from the annotations or the question itself, as marks will be deducted.

SAMPLE ANSWER

The diagram illustrates how an electronic tracking device can be fitted to someone's clothing or hidden in a bag, in order to allow that person to be tracked and located. There are three basic stages to the process. (38 words)

3 In case of confusion, point out that, in this task, they may need to write more than three words, because this is not an IELTS Reading or Listening task.

ANSWERS

1 bag or on the person's clothing 2 is monitored
 3 is sent / is transmitted 4 a transmission tower
 5 re-transmitted 6 mobile phone
 7 a computer / an internet website 8 street
 9 map / screen

Sample paragraph 4
 A device of this nature could be very effective as a means of tracking and locating someone such as a school child.

IELTS TEST PRACTICE

Listening Section 1 SB page 27

ANSWERS

1 \$14 2 (has) swimming pool 3 (scuba) diving
 4 \$30 5 (own) bathroom 6 fishing 7 Shute
 Harbour 8 Golden Sands 9 \$4 an hour /
 \$4 per hour / \$4/hour 10 soap and toothpaste

RECORDING SCRIPT CD1 track 13

Questions 1–6

Woman: Good morning, East Coast Backpackers.
 Traveller: Oh, hi. I'd like some information, please.
 Woman: Yes, sure.
 Traveller: How much does it cost to stay at your hostel?
 Woman: Well – if you stay in the bunkhouse, it's \$5.90 a night – that's sharing with five other people.
 Traveller: Right – do you have anything else? We didn't really want to share with that many people.

Woman: Sure! We've got cabins for \$11 a night or, if you want air conditioning, then they're \$14.

Traveller: So ... the cabins with air conditioning are \$14?

Woman: Correct.

Traveller: OK. Are you right on the beach?

Woman: It's a five-minute walk to the beach, and we also have a swimming pool.

Traveller: What about diving? Can you do any scuba diving?

Woman: Sure. And we offer a special package for diving.

Traveller: Great. I'll get back to you.

Man: Hello, Emu Park Hostel.

Traveller: Oh, hi. I'm just inquiring about the cost of staying at your hostel.

Man: Well ... we've got a number of levels of accommodation. If you share with up to five others, it'll cost you \$5 a night or \$30 a week.

Traveller: Do you have any individual rooms?

Man: Yeah, we do. We've got rooms overlooking the beach ... with their own bathroom.

Traveller: How much are the rooms with the bathroom?

Man: \$30 a night, but we're booked out for the rest of the month.

Traveller: Oh, I see. And is it possible to scuba dive? I mean, are there any diving facilities?

Man: Not here, I'm afraid. But it's great for fishing.

Traveller: OK. Not too keen on fishing, thanks. I might leave it, then.

Questions 7–10

Woman: Hello, East Coast Backpackers.

Traveller: Oh, hi. It's Sabine Thoma here again. I called you earlier.

Woman: Oh, yes. I remember.

Traveller: I'd like to make a reservation, if that's possible, for the bunkhouse.

Woman: Fine. What dates were you looking at?

Traveller: Well ... from today, if possible for about a week.

Woman: Oh! OK ... well you're in luck because some people have just left this morning.

Traveller: Can you give me the exact address, please?

Woman: OK, well, it's the Backpackers' Hostel, Shute Harbour Road – that's S-H-U-T-E and another word, 'harbour', which is spelt H-A-R-B-O-U-R.

Traveller: Shute Harbour Road, ... OK, got it. And how do we get there from the town? We'll be arriving by coach.

Woman: Well, you'll need to take a local bus. Catch the number 25 to the beach. It will have the words 'Golden Sands' on the front of the bus.

Traveller: Right – let me just write that down ... Golden Sands.

Woman: Just ask for the Backpackers' Hostel. But it's only two kilometres from the centre of town, so you could walk it.

Traveller: I think we'll get the bus. Oh, and one last thing. Do you have access to the internet?

Woman: Yes. We've got a little internet café here, with five computers. So you can send and receive emails.

Traveller: And how much does it cost to use the computers?

Woman: That'll cost you \$4 an hour. And we serve great coffee too!

Traveller: So ... is there a little shop where we can buy things?

Woman: Yes, we sell a few essential things, you know, soap and toothpaste, that sort of thing.

Traveller: Thanks. That sounds perfect. We'll see you this evening.

Woman: Right, Sabine, we'll see you then.

4 All at sea

Unit topic The sea

EXAM SKILLS

SPEAKING

Expressing preferences

READING

Skimming for main ideas
Introduction to paragraph headings

WRITING

Analysing charts
Describing diagrams and pictures

STEP UP ACTIVITY

Academic Reading

LANGUAGE/GRAMMAR

prefer ... to ... (nouns and gerunds)
Adjectives – comparatives and superlatives
while, whereas, on the other hand

EXAM TASKS

Part 1 Topics

Academic Writing Task 1

Sentence completion

IELTS TEST PRACTICE

Academic Writing Task 1
Describing a diagram

SPEAKING

Expressing preferences SB page 28

Aim: To provide further practice for Part 1 Speaking, using common ways of expressing preferences.

- 1–3 The focus here is to get the students thinking about the different sides to this topic. The categorisation below may not be the only way to classify the words.

ANSWERS

beach	shipping	marine life
currents	boat	dolphin
lifeguard	captain	octopus
rocks	cargo	organisms
salt	lighthouse	plankton
sand	oceanis	seaweed
shell	sailor	shark
shore	ship	
tide		
wave		

- 4 Refer students to the language they covered in Unit 2 when describing food, e.g. *I prefer meat to fish. I can't stand the smell of fish.* Remind them that it is a good strategy to offer a little extra information when answering in Part 1, but only information that relates to the question asked.

READING

Skimming for main ideas SB page 29

Aim: To introduce the students to the skill of recognising a main idea in a paragraph. This is useful both in the Reading test, where paragraph headings are common question types,

and in Writing tasks, where the ability to paragraph appropriately will earn the candidate a better mark.

- 1 The text on page 29 of the Student's Book is at the IELTS Academic Reading level, though somewhat shorter than in the real test. Note the source at the bottom of the text, typical of this genre, i.e. a textbook, journal or encyclopaedia, to help students answer where they might find such a text.
- 2–4 Encourage the students to stick to the recommended timings here, which will increase the pressure on them, and make them aware of the need to do things by the clock.

ANSWERS

2 b

3 *Possible answer:* The seabed

- 4 Para B Main idea: How the seas were formed (*this would also be a possible heading*)
Para C Main idea: The first sea life (*this would also be a possible heading*)
Para B *Possible heading:* Chemical content of the sea
Para C *Possible heading:* Origins of marine life
Possible title: The sea / Origins of the sea

- 6 The aims of this exercise are vocabulary development and understanding paraphrase.

ANSWERS

- | | |
|----------------------------------|--------------|
| 6 a peak | e surface |
| b creatures | f fossil |
| c immense numbers / vast numbers | g marine |
| d minute /maɪ'nju:t/ | h continents |

Step
up to**IELTS READING****Sentence completion** SB page 30

Aims: To introduce the sentence completion task and suggest how to approach this type of question. To exploit the text further, looking at main ideas and paragraph headings. To illustrate the use of paraphrase in IELTS questions.

Sentence completion is similar to summary completion, without the textual coherence of the summary. Each sentence can be rephrased as a conventional question, to be answered in three words.

Step 1

Point out how the words of similar meaning have been underlined in the first paragraph and in question 1. 'The first sign of civilisation' has been expressed in the question as a 'welcome sight'. Remind students that their answers must always be words that are found in the passage.

Step 2**ANSWER**

2 ships and cargoes

Discuss the irony of this statement, i.e. the fact that commerce and trade was actually more important than saving lives and was the driving force behind the building of lighthouses.

This illustrates neatly the need to read and understand the text in order to answer this type of question correctly. If students simply guess at the answer, they might be tempted to write 'to protect people' or 'to protect sailors'. Both these answers would be wrong.

Step 3**ANSWERS**

- 3 satellite navigation technology
- 4 Spain
- 5 Christopher Columbus' uncle / Antonio Columbus
- 6 a sandy seabed / sand
- 7 computerised (marine) charts



An IELTS Academic Reading passage would normally have between 13 and 14 questions, though not of one single question type. Another set of questions might be based on paragraph headings, which is a common question type.

Extra activity

Students should read the text again and make a note of the main idea of each paragraph. Get the students to write their paragraph headings not in order of sequence, on a piece of paper, and ask their partners to match the headings to the paragraphs.

Suggest they think of an appropriate title or heading for this article, based on what they feel to be the essence of the text.

POSSIBLE ANSWERS

- 1 Lighthouses create a link with the past
- 2 Lighthouses protect the interests of shipping companies
- 3 The evolution of the lighthouse
- 4 Early history of lighthouses
- 5 The influence of Italian lighthouses
- 6 The challenge of building on sand
- 7 The role of technology

Title: A brief history of lighthouses / Lighthouses through the ages

LANGUAGE CHECK**Making comparisons** SB page 31

Aim: To revise comparative structures, which are used in all IELTS modules, particularly Writing Task 1 and Speaking.

1-2

ANSWERS

- 1 Paragraph A: more varied, the highest, the deepest, the biggest
Paragraph B: rarer, saltier
Paragraph C: the biggest, the smallest, bigger
- 2 a the most significant d the spiciest
b more convenient; less personal e better; better
c quicker

While, whereas, on the other hand

3-4 This is a brief overview of how ideas can be linked using these discourse markers. They are useful for making comparisons and a very valuable resource when answering IELTS Writing Task 1 or 2.

ANSWERS

- 4 a Whereas e On the other hand
b On the other hand f Whereas
c While g whereas
d whereas h While

WRITING

Academic Writing Task 1: Analysing charts SB page 32

Aim: To introduce students to the important skill of analysing different types of charts and identifying significant features.

1–2 In real-life reading, e.g. when reading a newspaper, we often come to a graph or table with some background interest in the subject. In the IELTS test, candidates need to read the graphs with a degree of interest in order to make sense of the data and be able to describe it.

ANSWERS

- 1 a for washing clothes b for their gardens
- 2 a A pie chart is an analogue chart. The segments are percentages of the whole, i.e. together they represent 100%. In a bar chart, the values are given along one axis, and each bar represents what is being compared or measured along the other axis. They do not necessarily add up to 100%.
- b Both charts describe water usage but in different situations. B is a subsidiary of A.
- c The different ways in which water is used in households/homes.
- d A, because it includes the information in B.
- e The fact that irrigation uses the most water and the disproportionate amount of household water used in gardens and swimming pools. (Other answers are possible.)

3 After the students have completed the paragraphs, draw their attention to the use of the linking words *while* and *whereas* in the paragraphs.

ANSWERS

- a water usage/consumption
b household water usage/consumption
c higher/larger d irrigation e industry

4

SAMPLE ANSWER

From Chart B we can see that by far the largest proportion of domestic water, well over 50% in fact, goes into gardens and swimming pools. Drinking and cooking account for a smaller volume of water consumption than personal hygiene and clothes washing, which together make up about 25%. A very small percentage of water is used for other purposes which are not identified in the chart. When read together, the two charts provide a useful overview of water use in Australia.

Describing diagrams and pictures

Aim: To prepare students to describe information contained in a diagram, using a skeleton paragraph.

5–6 Discuss what is meant by the term *cross-section*. Make sure the students can understand the meaning of the words labelling the diagram. The idea here is to show students how to describe the features of the diagram without copying the labels word for word, but including all the information.

ANSWERS

- 5 The diagram is a cross section of the sea shore, showing the different zones made by high and low tides.
- 6 a cross section / profile b low and high
c intertidal zone d under water / submerged
e sand dunes

IELTS TEST PRACTICE

Academic Writing Task 1 SB page 33

SAMPLE ANSWER

(First paragraph explains what the diagrams show and describes the first diagram).

The two diagrams illustrate the shape and formation of the land under the sea. The first profile provides a cross section of the coast of a continent beneath the surface of the sea, and illustrates that the continental shelf goes to a depth of approximately 200 metres below sea level. The land then drops abruptly to the bottom of the ocean, which is known as the sea floor.

(Second paragraph describes second diagram).

The second diagram focuses on the depth of the ocean and the amount of light that penetrates to the bottom. Sea level is shown as 0 m and the first 200 m below the surface is referred to as the sunlight zone. This is where the continental shelf ends. Below this is the twilight zone, which descends for 800 m. The water temperature shown is approximately 5 °C in this zone. The area between 1000 m and 4000 m is known as the dark zone, with a water temperature of 1–2 °C. Almost no light can penetrate this far down.

(160 words)

Progress Test 1

Now would be a good point to give your students Progress Test 1 on pages 66–68.

UNIT 5 Come rain or shine

Unit topic Weather and climate

EXAM SKILLS

LISTENING

Understanding opinions and reasons
Following a short talk

SPEAKING

Expressing feeling – agreeing and disagreeing
Word and syllable stress

WRITING

Describing tables
Using comparatives to describe trends and highlight details
Writing a letter

STEP UP ACTIVITY

General Training Writing

LANGUAGE/GRAMMAR

Joining ideas

EXAM TASKS

Section 2

Note completion

All parts of the Speaking test

Academic Writing Task 1

General Training Task 1

Task 1

IELTS TEST PRACTICE

General Training Writing Task 1

Letter (of complaint)

LISTENING

Understanding opinions and reasons SB page 34

Aims: To build on the listening work done in Units 1 and 3 where understanding key vocabulary will help students to situate what they hear and work out the context. To enable students to understand people giving opinions using expressions of like and dislike.

- 1–3 On the second listening (exercise 3), make sure the students can recognise the exact language used by the speakers to say how they feel about the weather.

ANSWERS

2, 3	1	c	✓	safe and secure
	2	a	✗	traffic worse in rain
	3	d	✓	rain badly needed
	4	b	✗	get soaked / wet clothes

RECORDING SCRIPT CD1 tracks 15 and 16

Exercises 2 and 3

Presenter: And welcome to today's phone-in! So let's go to our first caller who is ... Jane. Good morning, Jane.

Jane: Good morning.

Presenter: Now we've been having our fair share of rain this month. How do you feel about this wet weather?

Jane: Oh. It's great! I love the rain.

Presenter: Oh really? Why's that, Jane?

Jane: Well, I just love the sound of it on the window. Especially when I'm tucked up in bed ... it makes me feel safe and secure.

Presenter: And do you have a musical request this morning?

Jane: Yes. I'd like to hear *Stormy Monday Blues*.

Presenter: OK, Jane. *Stormy Monday Blues* coming up.

Presenter: And our next caller is Bruno. Are you there, Bruno?

Bruno: Hi.

Presenter: Bruno – where are you calling from?

Bruno: Melbourne.

Presenter: The line's not very clear, mate!

Bruno: That's 'cos I'm calling on my mobile and I'm stuck in the traffic.

Presenter: What do you think of this weather we've been having?

Bruno: Oh! It's terrible. It's driving me mad! The traffic's always worse when it rains.

Presenter: Well, we need it, you know!

Bruno: Yeah, but not this much.

Presenter: OK ... so what would you like to hear this morning?

Presenter: So, Bruno didn't think much of this weather. Let's take another call. Mary!

Mary: Hello ... can you hear me!

Presenter: Yes, we can hear you. Where are you calling from, Mary?

Mary: From a property in the far west of Victoria. We're on a sheep farm here.

Presenter: And what do you think of this rain?

Mary: Oh ... It's marvellous! It's been dry as a bone here for months. We desperately needed the rain. We haven't seen decent rain for over two years.

Presenter: Yes – it's terrible for the farmers when there's a long drought. But that's a familiar pattern in the bush. Too much rain or not enough! Let's play a little song about the rain.

Presenter: Let's take another call. And this time it's Liz from the suburb of Carlton in Melbourne.

Liz: Hello!

Presenter: Are you enjoying all this rain we're having in Melbourne?

Liz: No ... I can't stand it. I much prefer the sunshine.

Presenter: Why's that, Liz? It's good for the garden.

Liz: Yes, but when it rains this much, you get soaked going to school and then you have to spend the whole day sitting around in wet clothes.

Presenter: Have you thought of taking an umbrella or a rain coat?

Liz: Oh, no. I couldn't use an umbrella. You look so stupid carrying an umbrella. No, I'd rather get wet.

Presenter: OK, Liz. And what would you like us to play for you today?

Exercise 4

Presenter: OK, so let's go to our first caller. Hello! And what's your name?

And where are you calling from? ...

And what's the weather like there today? ...

Is it? And do you like that kind of weather? ...

OK. And what would you like us to play for you today? ...

5 Sit students back to back for the paired activity so that the emphasis is clearly on listening.

6 Before doing the short talk on umbrellas, point out that Section 2 of the Listening test is always a monologue and therefore tends to be factual. Remind the students of the procedure they followed in Unit 3, before doing the reading summary on the Mekong, and get them to turn these notes into conventional questions and work out what sort of word they need before they listen to the recording.

ANSWERS

- | | |
|------------------------|-----------------------|
| a shade | e position in society |
| b the sun / the heat | f steel frame |
| c the (ancient) Greeks | g two (people) |
| d Italy | |

RECORDING SCRIPT CD1 track 17

Presenter: Well, with all this rain about, we thought we'd do a bit of research into the origin of umbrellas. Where did umbrellas come from and why were they introduced? Let's go over to our resident specialist, Kerry McCall. What have you got for us on umbrellas, Kerry?

Kerry: Quite a bit, actually, John. Well ... the English word 'umbrella' comes from the Latin word 'umbra' which means 'shade'. This is because the original umbrellas weren't used to protect you from the rain, but they were used to protect you from the sun in hot climates such as India, Egypt and China. Carrying an umbrella was seen as a sign that you were an important person. Ordinary people were expected to bake in the sun!

Umbrellas were introduced into Europe by the ancient Greeks to keep them cool, but it was the Romans who first thought to use them to keep themselves dry! Perhaps there wasn't very much rain in ancient Greece! Not like here, eh? There isn't much information available on umbrellas throughout the Middle Ages, but by the late 1500s we see umbrellas being used again in Italy. As in earlier days, we find the important people using umbrellas because having an umbrella reflected your ...

your position in society. But by the 1600s umbrellas were common in France and a century later they were everywhere in Europe. In 1850, the traditional umbrellas, which were made out of cane, were replaced with umbrellas with a steel frame. Because they were stronger, this meant that they could also be much bigger, and we see the first of the really large 'man-size' umbrellas, big enough for two people.

In modern English, the word 'umbrella' usually indicates something you would use to keep yourself *dry* rather than cool, but we do also talk about a 'beach umbrella', which is obviously not to protect you from the rain ...

SPEAKING

Expressing feeling, agreeing and disagreeing SB page 35

Aim: To reinforce earlier work on expansion – in preparation for the long turn – by prompting an exchange between students that involves a personal opinion. To illustrate the use of intonation, word and syllable stress in expressing feelings and views.

Further practice

Encourage students to come up with their own examples of items or situations that they have strong positive or negative feelings about and set up a discussion.

WRITING

Academic Writing Task 1: Describing tables SB pages 36–37

Aim: To provide focused practice in how to read and synthesise the data contained in a table or two parallel tables. The work in this unit builds directly on that covered in Unit 4, on bar and pie charts.

ANSWERS

- They provide information about the annual temperatures and rainfall in two Australian cities: Brisbane and Melbourne.
 - The tables are exactly the same in layout and contain parallel information.
 - They do not provide percentages. They provide raw data.

Making sense of the information

- Students need to learn how to make sense of the information and produce meaningful, accurate sentences.

POSSIBLE ANSWERS

Melbourne has a cooler, slightly drier climate than Brisbane.
January is a warmer month in Brisbane than in Melbourne.
Melbourne has a colder climate than Brisbane.
The months of April and July are colder in Melbourne than in Brisbane.

- 3 If necessary, revise the way superlative adjectives are formed, especially for words with more than one syllable (i.e. *the least / the most*).



It is important for students to learn how to vary their language to avoid sounding repetitive. In these examples, the word month, which reflects the column headings in the tables, has been replaced by the expressions time of year and period.

ANSWERS

- a In Melbourne, the hottest month is January.
- b The coolest time of year in Melbourne is in July.
- c July is the coolest time of year in Brisbane.
- d The wettest period in Brisbane is in January.
- e The driest period in Melbourne is in January.
- f Melbourne has the least number of rainy days in January.
- g Brisbane has the most rainy days in January and the least rainy days in July.

Including relevant data

- 4 This shows students how to select data from a table to illustrate trends or relevant information.

Students need to show that they have read and understood the tables. Being able to select appropriately from the data, rather than trying to include it all is very important. This is particularly relevant if the tables or charts contain a lot of raw data, as those on page 36 do.



If they do not include some of the actual figures or facts in their Task 1 answer, candidates are unlikely to score above Band 5 for content. They will also lose marks if they quote figures which are inaccurate.

Note also that the data in these tables needs to be read with the understanding that January is a summer month in the southern hemisphere.

POSSIBLE ANSWERS

- 4 a In Melbourne, the hottest month is January, when the average temperature goes as high as 26 °C during the day.
- b The coolest time of year in Melbourne is in July. At this time of year, temperatures drop to as low as 4 °C.
- c July is the coolest time of year in Brisbane, but even then the minimum average temperature does not go below 11 °C.
- d The wettest period in Brisbane is in January, when they receive 169 mm of rain.

- e The driest period in Melbourne is in January, although the rainfall in that month is only 1 mm less than in July.
- f Melbourne has the least number of rainy days in January – only 8 days.
- g Brisbane has the most rainy days in January and the least rainy days in July; that is 14 days and 7 days respectively.

Joining two different ideas

- 5–6 This provides a simple model to help students link information to improve the readability of their writing. This skill is useful in both Academic and General Training writing tasks.

POSSIBLE ANSWERS

- 6 a There are more rainy days in July in Melbourne than in Brisbane. However, in January Brisbane is the wetter of the two cities.
- b October is the wettest month in Melbourne, whereas January is the wettest month in Brisbane. They both have an average of 14 rainy days at these times.
- c July is the coldest month in both Brisbane and Melbourne, but/however the maximum temperatures in Brisbane are considerably higher than in Melbourne.
- d In January, the amount of rain that falls in Brisbane is much greater than in Melbourne although Brisbane has only six more days of rain.
- e There is a difference of only 8 °C between the maximum and minimum temperatures in Brisbane in summer, whereas in Melbourne the difference is larger. On the other hand this difference decreases in winter in July.

Writing a paragraph

- 7 This provides a skeleton paragraph as a model on which students can build a second paragraph. Point out how the writer has included only two pieces of data in this paragraph although there are 16 examples of temperature in the two tables.

ANSWERS

- a warmer
- b temperature
- c 11 °C
- d colder

SAMPLE ANSWER

Both Melbourne and Brisbane have a good annual rainfall. Brisbane, however, receives almost twice as much rain as Melbourne, while it has fewer wet days. The wettest months in both cities are January and October, although neither city has a totally dry season, according to the data.

Step up to

IELTS GENERAL TRAINING WRITING

Task 1 SB page 38

Aim: To familiarise students with the requirements of Task 1. To take students through the steps involved in writing a General Training Task 1 answer, using the vocabulary and ideas covered so far in this unit.

Step 1

Look at the exam task and point out that there are always three bullet points to be addressed.

Step 2

Stress the need for students to use their imagination.

Step 3

Explain to students that it is often useful to follow this type of approach.

POSSIBLE ANSWERS

- a storm/flood/hurricane
- b the roof/house
- c frightening/annoying/distressing
- d loss/anger/fear
- e damaged / flooded / burnt down
- f repairs
- g renovate the house / improve it
- h in the holidays / can come and paint
- i drop me a line / give me a ring

Steps 4 and 5

Time the students while they complete the letter. No more than 15 minutes should be allocated to this task and they should allow a couple of minutes to proof-read their work. Further practice in writing in narrative style is covered in Unit 7.



The second Writing task is worth more marks, so it is important for candidates not to spend more than 20 minutes of their hour on Task 1.

SAMPLE ANSWER

Dear Anna and Leo,

We were shocked to hear from Lara about the storm that hit your city recently and the damage done to your house. How awful to come home from your holiday to find the roof blown off the house!

I understand how you must feel, as we had a similar experience a few years ago when there was a sudden electrical storm here in Sydney. I came home from work to find that a tree had fallen on top of the house and all the windows were broken. Fortunately the insurance covered the cost of the repairs, but it was still very upsetting.

I suppose you have to think positively in situations like this and look at the opportunity you have to improve your house – give it a new look. If we can do anything for you in the holidays, we'd be happy to help.

Drop us a line and let us know.

Best wishes,

(152 words)

IELTS TEST PRACTICE

General Training Writing task 1 SB page 39

SAMPLE ANSWER

Dear Sir,

I have just returned home after spending three nights at your hotel in Paddington. The staff were very friendly and the location is extremely convenient. However, I feel I must express my disappointment about the room.

As we all know, London is experiencing a very warm summer this year, with temperatures around 30°C last week, which is quite unusual. As a result, it was very hot in my room on the sixth floor.

Because of the extreme heat in the room, I had to leave the windows open all night and so it was very noisy, as the hotel is on a main road and the traffic never stops in London. Consequently, I got very little sleep over the three days.

I think it would be a good idea to install an air-conditioning system in the hotel. This could also be used as a heating system in the winter and would certainly make the rooms more comfortable.

Perhaps you would consider giving me a discount if I come to your hotel again.

I look forward to hearing from you.

Yours faithfully,

(185 words)

6 Value for money

Unit topic Business and finance

EXAM SKILLS

READING

Following a sequence of events

LISTENING

Identifying trends

WRITING

Trends and verb tenses

Tenses and time references

STEP UP ACTIVITY

Reading

Academic Writing Task 1

LANGUAGE/GRAMMAR

Verbs and prepositions used to describe trends

Simple past, present perfect and future tenses

Impersonal futures

EXAM TASKS

Multiple-choice diagrams

Task 1: Describing a bar chart

Flow chart completion

Note completion

Describing a bar chart

IELTS TEST PRACTICE

Academic Writing Task 1

Describing a line graph and pie chart

READING

Following a sequence of events SB page 40

Aim: In this unit, students move on to a longer text that comprises a short historical account. The information presented is still largely factual and the *Step up* activity targets factual information; however, it is worth pointing out that the last two paragraphs have a different theme from the rest of the text and that some opinion is evident here, cued by expressions such as *almost everybody would agree, some experts praise, the most attractive are said to be, etc.*

To introduce the subject, ask students to look at the banknotes at the bottom of the page. Which do they find the most attractive? Who or what should be represented on a country's banknotes?

First reading

Before students read the article, ask them to look at the title and subheading and predict what the article is going to be about. This is a key reading skill that should be used for every Reading passage. The title and subheading of IELTS Reading passages are intended to be helpful to candidates.

Point out that 'banknotes' are countable, whereas 'paper money' isn't.

Students should use a number of strategies for dealing with unknown words, e.g. ignoring them, guessing the meaning (e.g. *paper money, banknotes, exchange*), deducing the meaning from context (e.g. *commodities*, line 15).

ANSWERS

a value b currency c exchange d change
e inflation f trade g account
h paper money i bill j banknotes k prices



IELTS
info

IELTS Reading passages contain a lot of difficult vocabulary. This is because the test measures across a nine-band range of ability.

Step
up to

IELTS READING

Flow chart / note completion SB page 41

Aim: To show that, like summaries, flow chart questions usually focus on a section of the passage, so skimming/scanning skills are needed to locate the answers.

Steps 1 and 2

Remind students of the importance of analysing the prompts in order to decide what sort of information to read for (see Unit 3). Time them, if the class level is appropriate.

Point out that this is similar to summary completion and that the words that students need to look for will be factual and usually nouns.

Step 3

Discuss the prompts as a class and then do questions 1–6. With lower level classes, go over the answers before moving on to the second set of questions. Discuss reasons why certain answers would be marked wrong. Warn students not to repeat *the* in their answer to question 5 – this would make the answer four words, and therefore wrong.

ANSWERS

- 1 *two of the following*: shells, butter, salt
 2 (the) Chinese
 3 Kublai Khan 5 Bank of England
 4 Sweden 6 (the) euro

- c end of paragraph 5: *Nowadays, national banks realise that the quantity of paper money they issue has to be regulated.*
 d paragraph 7: *Almost everybody would agree that America's should be at or near the bottom.*

Step 4

Questions 7–13 should be used to revise reading for factual detail (see Unit 3). Go over the answers and discuss the strategies students used to find the answers as a follow up.

Note how this second set of questions targets information at the beginning, middle and end of the passage. However, the questions in each set come in the same order as the information in the passage.



Answers must be taken from the Reading passage, must be three words or less and must be spelt correctly in order to get the mark. For question 9, both words would be needed to get the mark.

ANSWERS

- 7 14 billion 11 smaller countries
 8 12 / twelve 12 Australia
 9 gold, silver 13 Hong Kong
 10 printer

Extra activity

If you have time, get the students to identify some 'ideas' in the passage by underlining a sentence or part of a sentence that has the same meaning as the sentences below. Having read the passage and done the IELTS Reading tasks they should know quickly where to look for these ideas, so you could time them. This would prove useful practice in the skill of understanding paraphrase, which underpins many IELTS questions.

- a People have always looked for something to help them trade.
 b Paper was used as money almost as soon as it was invented.
 c Modern banks understand that it is important not to print too much money.
 d Most people think that the US dollar has an uninteresting design.

ANSWERS

- a paragraph 2: *The search for a means of (exchange) is almost as old as mankind.*
 b paragraph 3: *The idea of using paper as money is almost as old as paper itself.*

LISTENING

Identifying trends SB page 42

Aim: To introduce students to the concept of a trend and to familiarise them with the verbs and prepositions used to describe trends. Students need to know these verbs because they will almost certainly need them in their Writing test as well.

- 1 While doing this class activity introduce other verbs or phrases such as *all-time high*.

ANSWERS

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

- 2 This pair activity could be varied by asking one student to close their book and draw a graph according to their partner's description. Encourage students to use linkers in their oral descriptions, such as *while* and *whereas*.



3

ANSWERS

- 1 a 2 c 3 a

RECORDING SCRIPT CD 1 track 18

Speaker 1: You may think that people's spending doesn't change very much over the year but, as you can see from this graph, it does vary. There are two distinct periods when we spend more and that's in the second and fourth quarters of the year ... you see these two peaks. Otherwise the pattern is fairly stable.

Speaker 2: There are always fluctuations in our staff absentee rate. It's often affected by viruses that go round the office ... coughs and colds, that sort of thing. They result in periods when a lot of staff may be off at the same time. Over the first four months of this year, for example, the figures show that considerably more staff were off sick in January – that's a bad time for illness – but then numbers gradually declined and in April we had almost no-one absent from work.

Speaker 3: And what about trade? As you can see from this graph, our data shows that between 1997 and 2000 China's international trade levels rose dramatically in comparison with global trade, which showed steady but less significant growth.



4

ANSWERS

- 1 US/Canada – b 2 Europe – a
 3 South America – e 4 Pacific Rim – d
 5 India – c

RECORDING SCRIPT CD1 track 19

Sales director: So, let's have a look at how the company has done over the year. This graph compares sales for most of our holiday destinations.

As you can see, sales of cruise holidays to Canada and the US did moderately well. They fluctuated throughout most of the year, then there was a slight dip towards the end of the year. However, this sector ended the year at an all-time high.

After a disappointing start, interest in our European package holidays increased in February and continued this trend, peaking in May. After that, there was a slight fall, after which sales stabilised for some time. Unfortunately, the last two months of the year saw a dramatic drop in sales.

Now, our biggest growth area last year was South America. Sales of holidays to places like Brazil and Argentina rose rapidly in the first half of the year and even though they levelled off mid-year, the sector remained stable until the end of the year.

For some reason, the number of long-haul flights to Pacific Rim destinations plummeted at the start of the year. Then, things hit a fairly low plateau until August, at which time they underwent a steep rise, ending the year at quite a high point.

Lastly, India was a popular tourist destination and flight sales rose in the first few months of the year. However, this situation didn't last and sales fell rather dramatically after that. This trend stabilised towards the end of the year, however, and there are signs that it will improve next year.

WRITING

Trends and verb tenses SB page 43

Aim: To review the tenses commonly needed to describe data in Academic Writing Task 1 and to identify the time phrases that prescribe the different tenses.

- 1 Graphs and charts often show future statistics which students find difficult to describe. This model should help them.
- 2 Go over the impersonal futures in the Grammar box and, if appropriate, introduce the alternative of using *it* as a subject, e.g. *It is predicted that ... + will ...*

ANSWERS

- 1 spend, has risen, spent, spent, is expected, will rise
- 2 Possible answers
 - a are predicted to rise
 - b will take up / give up
 - c is expected to fall
 - d Tour operators predict that
- 3 a PS b PP c PP d PS e PS f F g PP
h F i PS j F k F l PP
- 4 Possible answers

a show / indicate	f have changed
b is predicted	g predicted
c to fall	h will come
d came from	i is likely
e were produced	j is expected

Step up to

IELTS ACADEMIC WRITING

Task 1 SB page 44

Aim: To take students through the steps involved in writing a Task 1 answer and to help them format their response.



This bar chart will appear quite straightforward to students but they consistently lose marks in the IELTS Test because they interpret the data inaccurately. Often they misread the axes or they fail to express this information correctly. In this case, mistaking numbers per million of the population for individual members of the population would be a typical error and could result in a band score of less than 5 for content if combined with other errors.

Step 1

This could be done as a paired oral activity. Train students to ask themselves basic questions such as these before they start writing. This type of task analysis will help them avoid content and grammatical errors. However when they write their answer, students should not give a detailed explanation of what the axes represent.

Step 2

Beginning with an explanation of what is shown in the diagram is always a good organisational feature.

Step 3

Explain that this sentence should give the reader a general overview of the information. If no trend is shown, other points may be relevant.

Step 4

Show students how and why the graph has been divided. Point out that the number of paragraphs used depends on the amount and type of information that is shown. In the IELTS Practice task on page 45 of the Student's Book, for example, there are two inputs and so it may be more logical to divide the information by using one paragraph for each input (although this is not always the case).

Step 5

Note that a concluding sentence is not always necessary and need not form a new paragraph. Stress the importance of NOT offering a personal interpretation of the data, although a small relevant point can be provided in the conclusion to help round off the answer.

SAMPLE ANSWER 1

Note: This answer is less than 150 words because this first Step-up task is not a full exam question.

(The opening paragraph states what the graph shows and describes the main trend.)

The graph is about the number of people in China who own vehicles. It provides figures between 1987

IELTS TEST PRACTICE**Academic Writing Task 1** SB page 45**SAMPLE ANSWER**

and 1999 and it shows that the number of privately owned vehicles increased significantly over this period.

(The next two paragraphs describe the trend in more detail and highlight it with data from the graph.)

Between 1987 and 1991, this rise was gradual. For example there were just under 500 vehicles per million of the population in 1987 and this figure rose to 1,000 in 1992.

However, over the next eight years the increase was much greater and between 1992 and 1999, there was a sharp rise in vehicle ownership. By the end of 1999, there were just over 4,000 vehicles per million of the population.

(The final sentence draws a simple conclusion from the data.)

Judging from the data in this graph, the trend is likely to continue in the future.

(122 words)

SAMPLE ANSWER 2

This is a full answer.

(The first two sentences form the opening paragraph that states what the chart shows and describes the main trends.)

The chart shows the changes in the sales of video material / DVDs, games software and CDs around the world in billions of dollars over a three-year period. It can be seen that the sales of videos / DVDs and games software have increased, while the sales of CDs have gone down slightly.

(The next two paragraphs describe the trends in more detail and highlight them with data from the chart.)

Between 2000 and 2003, the sale of videos and DVDs rose by approximately 13 billion dollars. In 2000, just under 20 billion dollars worth of these items were sold, but in 2003, this figure had risen to a little over 30 billion dollars.

The sales of games software also rose during this period, but less sharply. Sales increased from about 13 billion dollars in 2000 to just under 20 billion dollars three years later. By contrast, during the same time period, the sale of CDs fell from 35 billion dollars in 2000 to about 32.5 billion dollars in 2003.

(152 words)

(The first sentence introduces the topic of the pie chart and graph.)

The pie chart shows the worldwide distribution of sales of Coca-Cola in the year 2000 and the graph shows the change in share prices between 1996 and 2001.

(The second paragraph describes the pie chart. As there is not a lot of data in the pie chart, it is possible to mention it all.)

In the year 2000, Coca-Cola sold a total of 17.1 billion cases of their fizzy drink product worldwide. The largest consumer was North America, where 30.4 per cent of the total volume was purchased. The second largest consumer was Latin America. Europe and Asia purchased 20.5 and 16.4 per cent of the total volume respectively, while Africa and the Middle East remained fairly small consumers at 7 per cent of the total volume of sales.

(The third paragraph describes the graph and outlines the trend over the five-year period. Note that not all the data is mentioned. No obvious conclusion can be drawn from the data.)

Since 1996, share prices for Coca-Cola have fluctuated. In that year, shares were valued at approximately \$35. Between 1996 and 1997, however, prices rose significantly to \$70 per share. They dipped a little in mid-1997 and then peaked at \$80 per share in mid-98. From then until 2000 their value fell consistently but there was a slight rise in mid-2000.

(166 words)

Unit topic Education and learning

EXAM SKILLS

WRITING

Forming ideas

SPEAKING

Giving a talk

Pronunciation check: past tense endings /t/ /d/ /ɪ/

STEP UP ACTIVITY

Reading

LANGUAGE/GRAMMAR

Narration and past tenses
used to + infinitive

EXAM TASKS

Planning a Task 2 answer

Speaking Part 2

Paragraph headings

IELTS TEST PRACTICE

General Training Reading Section 2

Sentence completion

Paragraph headings

Step
up to

IELTS READING

Paragraph headings SB page 46

Aim: To show students what is being tested in this Reading task and to offer an approach for handling the questions.

This task type is common to both the General Training and Academic papers.

To get going

This section is intended to sensitise students to some of the different types of headings that can occur in the test.

- 1–2 Give the students an appropriate time to do exercises 1 and 2 and then discuss the difference between the first set of topic-based headings (exercise 1), which are noun phrases, and the second set of theme-based headings (exercise 2), which are verb phrases and rely on an understanding of the main idea(s).

ANSWERS

1 b 2 a

- 3 Explain that the 'Paragraph headings' type of task is sometimes used to test understanding of the writer's purpose. When students have done exercise 3, ask if they think the writer is a) being critical, b) giving advice or c) expressing anxiety. (The answer is b.)

ANSWER

The main idea is in the first sentence.

- 4 After you have checked students' answers, ask them what is wrong with the other two headings. (Heading a is wrong because there is nothing about *failure* in the paragraph; heading b is wrong because although the paragraph mentions that students use computers,

it doesn't criticise them for over-dependence on them. In both cases the key words in the headings are wrong, and the tone of the headings is negative, which the paragraph isn't.)

ANSWER

The answer is c because the paragraph is giving advice and recommends that teachers do this.

Steps 1 and 2

As students underline key words, warn them of the dangers of matching vocabulary without checking the topic and main idea(s). For example, the word *resources* occurs in paragraph A but **iv** is not the heading for paragraph A.

ANSWERS

The key words in the headings are:

- i extra-curricular (a common term meaning 'outside the normal curriculum')
- ii independent
- iii who / responsible / learning
- iv resources (equipment/facilities supplied by the college)
- v teaching styles

The answers are:

- Paragraph A – heading **ii**
- Paragraph B – heading **iv**

LANGUAGE CHECK

Narration and past tenses SB page 47

Aim: To build on the review of past tenses in Unit 6. In this unit, the focus is on narration, which may be required in various parts of the test.

ANSWERS

1 When I was a Form 4 student, my favourite teacher was Mrs Huxley who taught History and English. I remember she always wore very bright colours and she used to make us laugh by acting out some of the scenes from the history books. Mrs Huxley didn't bore us like other teachers because she was so entertaining. Also, you could always tell that she had done a lot of preparation before each class, which made us feel special. Since I became a teacher myself, I have thought about Mrs Huxley a lot. She has left the school now and I wonder if she realises that her old students haven't forgotten her!

- 2 a have thought / has left / haven't forgotten
b was / taught / wore / used to make / didn't bore / could / made c had done
3 1 b 2 a 3 c

- 3 If there is time after exercise 3, turn back to page 24 of the Student's Book and look at the tenses in the article *Mekong Magic*. Ask students to identify examples of the use of these three tenses and explain why they are used. (There are also useful examples of passive structures in this text.)
4 Alternatively, get students to write their own description of a teacher they have known.

SAMPLE ANSWER

When I was a student at South College, my least favourite teacher was Mr Finn, who lectured in Graphics and Fine Art. I remember he always gave us lots of homework and he used to shout a lot. Mr Finn didn't believe in groupwork and he never gave us any personal help. I could tell that he had never taught before because he was so dull. Unfortunately, I haven't taken any interest in Art since that time.

- 5 This consolidates the tense review.

ANSWERS

- | | |
|---------------------------|---|
| a took | simple past (past event now finished) |
| b has taken | present perfect (long past event, not finished) |
| c did you come | simple past question |
| d expected / had expected | simple past / past perfect (the expectation came before the completed course – one past event preceding another past event) |
| e have lived | present perfect (past long-term situation related to present situation) |

- | | |
|--------------------|---|
| f Have you applied | present perfect (recent past) |
| g had already left | past perfect (one past event preceding another) |

WRITING

Academic and General Training Task 2: Forming ideas

SB pages 48–49

Aims: To introduce students to the format and requirements of Writing Task 2 and to provide them with a number of strategies for planning their answer. To focus on paragraph content and to initiate practice in timed paragraph writing.



The band descriptors for this task penalise candidates for poorly organised answers. Although students may not be able to link points fluently it is important that they include some main ideas and that these are arranged in a logical order. The examiner should be able to distinguish between main and supporting points and should be able to follow the development of the answer.

To get going

- 1 The purpose of this is to introduce/revise some of the key vocabulary related to this topic. It also reminds students of the need to widen their vocabulary, to use adjectives (and adverbs) and to be aware of collocation.

ANSWERS

- a low-tech (equipment)
b practical (course/approach)
c optional (course)
d old-fashioned (methods/approach/course/equipment)
e relaxed (approach/lecturer)
f collaborative (learning/approach/methods)
g passive (students)

Using your imagination and experience

- 2 Highlight the need for students to draw on their personal knowledge and experience when answering this type of question.



The rubrics for General Training and Academic Task 2 are slightly different but the skills and strategies that students need are the same.

- 3–6 After the picture exercise, stress the need to think simply and refine ideas so that a few core ones remain. Use the table in exercise 4 to show how each category can become a paragraph theme, which is then supported by the examples shown in pictures A and B.

ANSWERS

4	<i>picture A</i>	<i>picture B</i>
<i>furniture</i>	old-fashioned	modern
<i>appearance</i>	teacher smart – suit and tie	teacher casual – no tie
<i>teaching/ learning style</i>	formal – whole class, lecture	informal – individual, friendly
<i>behaviour</i>	passive	active

5 a formal b rows c different d groups
e together/collaboratively

6 *Sample paragraph*
The way teachers dress and the clothes they wear have also changed a lot. Teachers used to be very smart. Male teachers often wore a suit and a tie and female teachers liked to wear suits sometimes too. But trends have changed and many teachers seem to dress quite casually. They even wear jeans sometimes, although many people still don't like this.

Brainstorming opposing ideas

- 7 This demonstrates another approach to planning. Again, the emphasis is on reducing ideas down to key ones that can be developed and supported. If you have more time, set another question to brainstorm within a time limit.

ANSWERS

b independent / individual c exams
d theoretical e written f passive

- 8 Note that the term *theme* is used in this section and that students are now being encouraged to come up with some opinion-based support. This will be developed in future units. Students can plan independently and then have a look at each others' ideas.

POSSIBLE ANSWERS

exams – fairer / more objective / sense of achievement
discovery and research – more meaningful to student / less passive / easier to remember

- 9 Before students write their own paragraphs, read through the paragraph in the book with them and point out how the writer uses certain expressions to compare and contrast the theme of group versus independent learning, e.g. *rather than, if ..., whereas, more ... than*. Encourage students to use similar expressions to link their ideas.

SAMPLE ANSWER

Students can be assessed in a number of ways but I think the fairest form of assessment is testing. If students have to do examinations, they cannot easily cheat, whereas continuous assessment is difficult to mark and monitor fairly. Generally, examinations give more reliable results than other forms of assessment.

Some education systems emphasise discovery learning, while others tend to spoon feed their students. In my view, it is better to learn things yourself, through your own experiences, because you are more likely to remember what you have learnt. Also, discovery learning is less passive than rote learning and, therefore, more enjoyable.

SPEAKING

Part 2: Giving a talk SB page 50

Aims: To familiarise students with the format and requirements of Part 2 of the Speaking test. To build students' confidence in making timed speeches and to encourage them to use the preparation time effectively.

Pronunciation check

ANSWERS

1	/ɪd/	/d/	/t/
	<i>attended</i>	<i>played</i>	<i>kept</i>
	<i>expected</i>	<i>arrived</i>	<i>fixed</i>
		<i>spilled</i>	<i>bumped</i>
		<i>turned</i>	<i>laughed</i>
		<i>enjoyed</i>	<i>promised</i>

Talking for one minute

- 2 These questions are designed to help students start talking and should not be treated as Part 2 prompts.
- 3 As a warm-up to this activity, brainstorm words related to the topic of education.



Students typically make few, if any, notes and often waste this valuable time due to nervousness or a lack of preparation for the test. Encourage them to use the minute wisely, so that they are able to speak for longer and cover all the points on the card in a coherent way.

IELTS TEST PRACTICE

General Training Reading Section 2 SB pages 51–53

ANSWERS

1 £150 2 reference number 3 Additional English 4 two/2 weeks 5 accommodation 6 three/3 months 7 academic year 8 vi 9 ix 10 vii 11 viii 12 iii 13 i

8 Fit as a fiddle

Unit topic Health

EXAM SKILLS

LISTENING

Listening for specific information

WRITING

Describing data using noun phrases

STEP UP ACTIVITIES

Speaking

Listening Section 2

LANGUAGE/GRAMMAR

Conditionals 1 and 2

will/could

can/could

Adverbs/adjectives for describing trends

EXAM TASKS

Academic Writing Task 1

Speaking Part 2

Note and chart completion

IELTS TEST PRACTICE

Academic Reading Section 2

Paragraph headings

Summary completion (no bank)

Short-answer questions

LISTENING

Listening for specific information SB page 54

Aim: To introduce the idea of listening for specific information or detail, through the topic of health and the body, focusing on understanding descriptions of physical pain and discomfort.

2

ANSWERS

a toe b ankle c ribs d shoulder e throat
f wrist g elbow h neck i back j knee

3 Don't get too caught up in too much medical detail but remind students of these verbs if they are having difficulty with this task: *pump / breath / digest / control*

ANSWERS

- a heart – single organ which pumps blood through the body
– sits next to the left lung in your chest
– keeps the blood in circulation
- b lungs – the body's breathing organs
– in the upper chest
– ensure the body gets oxygen
- c stomach – large single organ
– near the waist
– digests food
- d brain – organ controlling thought, movement, speech, feeling and emotion
– in your head

4–5 The focus here is on the parts of the body students will hear mentioned in the recordings, and the way the speakers describe pain or discomfort. Let the students listen at least twice to the dialogues until they have captured all the details.

ANSWERS

4 1 b 2 d 3 g 4 h 5 e 6 a

5 2 fingers – very painful

3 disc, back – it feels stiff

4 elbow – it really hurts, it's killing me

5 ankle – twisted my ankle, swelling, sore

6 throat – sore throat, feel a bit rough

RECORDING SCRIPT CD1 track 21

Conversation 1

Girl: Gee! What've you done to yourself?

Man: Oh, it's too stupid for words. I hit my toe with a hammer!

Girl: Ooh! That must've really hurt! What does it feel like now?

Man: It feels like a bad burn. It's agony.

Girl: Oh! You poor old thing!

Conversation 2

Girl: I can't believe anyone would actually do that!

Man: Yes, it does seem pretty stupid, doesn't it?

Girl: But I suppose young children are capable of anything and their fingers are just small enough to fit into a power point.

Man: They can get a lethal shock, you know. It's extremely dangerous and very painful.

Conversation 3

Doctor: Come in, Mrs Johnson. What can I do for you this evening?

Woman: Well, doctor, I think I've slipped a disc in my back or something.

Doctor: How did you manage that?

Woman: Well I bent down to pick up a box at work and then I just couldn't move ... couldn't stand up.

Doctor: And what does it feel like now?

Woman: Well, I can just about walk, but it feels very stiff.

Conversation 4

Coach: Are you OK, Jack?

Boy: Not really! That big bloke – Number 7 on the other team – he tripped me up and I fell on my elbow. If I try to move my arm it really hurts.

Coach: Let's get you off the field and have a look. ... Hum ... it looks as if you may have actually broken it.

Boy: Yeah! It feels as if I have! It's killing me!

Conversation 5

Mrs Marks: Come in, Mr Fielder.

Mr Fielder: Hello, Mrs Marks!

Mrs Marks: Now, Mr Fielder, as you know, all accidents at work have to be reported to the supervisor. So can you tell me exactly how this injury occurred?

Mr Fielder: Well, I slipped, you see. The floor must have been wet or something and my ankle gave way and I just went flying.

Mrs Marks: And where did this happen?

Mr Fielder: In the corridor. Outside the men's toilets!

Mrs Marks: Any serious injury?

Mr Fielder: Well, I've twisted my ankle and there's some swelling. It's pretty sore.

Conversation 6

Man: You're sneezing a lot today.

Woman: Yes ... I think it's hay fever. And I've got a sore throat.

Man: Either that or your immune system is weak.

Woman: Yes. I feel a bit rough. Maybe I should take some vitamin pills.

Man: Good idea. More vitamin C is what you need! You should look after yourself.

Step
up to

IELTS SPEAKING

Part 2 SB page 55

Aim: To build on the work done in Unit 7 on how to prepare and give a talk.

To get going

This functions as a brainstorming activity for the Speaking Part 2 task below.

Step 1

This focuses on the need to address all three points on the card.

Step 2

Although students have only one minute in the real Speaking test, it is worth spending five minutes on the preparation stage here to reinforce the importance of making some useful notes before launching into Part 2.

Step 3

Remind students to keep an eye on the time when giving their talks.

Step 4

Play the Speaking test model, Part 2 (CD 1 track 22). For the recording script, please go to www.cambridge.org/elt/stepup

LANGUAGE CHECK

Will/would, can/could SB page 56

1 Make sure the students are familiar with the differences between conditionals 1 and 2.

ANSWERS

a would b will c would d will e would

2 Go through the common uses of *can* in the negative and past simple forms in the Grammar box. If further work on modal verbs is needed, refer to a good grammar book, such as *English Grammar in Use* (Cambridge University Press).

ANSWERS

a can b could not / couldn't c can't
d Can't you...? e could not / couldn't f can't
g could not / couldn't

WRITING

Academic Writing Task 1: Using noun phrases

SB page 57

Aims: To introduce the notion of using noun phrases when describing data in graphs and tables. To give practice in using verbs which describe trends with appropriate adverbs and adjectives. (See also Unit 6.)



Candidates are frequently required to describe data in IELTS Writing Task 1, yet often have difficulty in using noun phrases correctly. As these carry a great deal of information, the result can be that their

writing becomes inaccurate and error-laden, making it unlikely that they will score above Band 4 or 5.

ANSWERS

- 1 a the ageing population
b children under the age of ten
c the number of births per 1,000 of the population
d an increase in the spread of malaria in Africa
- 2 a The cost of theatre tickets remained fairly stable between (the years) 2000 and 2003.
b The number of hours of sunshine per day fluctuated between January and June.
c The amount of pollution caused by cars has fallen slightly over the past 35 years.
d The percentage of women in managerial positions has risen steadily since 1995.
- 3 a There was little change in the cost of theatre tickets between 2000 and 2003.
b There was some fluctuation in the number of hours of sunshine per day between January and June.

- c There has been a slight fall in the amount of pollution caused by cars over the past 35 years.
- d There has been a steady rise in the percentage of women in managerial positions since 1995.

Extra activity

For further practice with noun phrases, ask students to turn the following notes into complete sentences and underline the noun phrases.

- 1 percentage / children / enjoy / watch / videos / increase sharply / recent years
- 2 visitors / my city / go up / 30,000 / last year
- 3 there / slight / drop / use / fax machines / 1995
- 4 between / 1990 / 1999 / range / mobile phones / sale / rise / significant
- 5 people / unemployed / fall / 1 million / 2010
- 6 dangers / sunbathing / likely / increase / next 5 years
- 7 motorcycle accidents / plummet / 2000 / 2002

POSSIBLE ANSWERS

- 1 The percentage of children who enjoy watching videos has increased sharply in recent years.
- 2 The number of visitors to my city went up by 30,000 last year.
- 3 There has been a slight drop in the use of fax machines since 1995.
- 4 Between 1990 and 1999 the range of mobile phones on sale rose significantly.
- 5 The number of people unemployed is predicted to fall to 1 million by 2010.
- 6 The dangers of sunbathing are likely to increase in the next five years.
- 7 The number of motorcycle accidents plummeted between 2000 and 2002.

Step up to IELTS LISTENING**Section 2** SB page 58

Aim: To lead the students through a full Listening Section 2, with guidance on how to read and answer the questions.

To get going

The pre-listening questions give students practice in anticipating what they are likely to hear, a skill which people draw on all the time in real-life situations. In the IELTS test the clues to the topic are in the questions or the illustrations. Students should make the most of them.

Step 1

Draw students' attention to the word *citizen* in question 1, which flags that the answer may be a country, and to the picture of the man. While the students might guess the word *Switzerland* from their previous discussion, they will need to listen to confirm this.

Step 2

- ④ Discuss any problems encountered, e.g. could they spell *Switzerland*? Did they wrongly guess the answer to question 6 as *red and white*?



Question 6 requires two words to get the mark. There are no half marks awarded for half an answer.

Step 3

The term *First Aid* appears in the questions, so should function as a topic prompt. Refer students to questions 7 and 8 and see if they can anticipate some of the answers.

Step 4

Get the students to work out what information is missing from the chart and how this is linked to the figures of 21% and 5%. Listen to this part of the recording and discuss the answers. Draw students' attention to the fact that the speaker mentioned 'the 4 Ps', which should help them to realise that the answers 7 and 8 will begin with 'p'.

Let the students hear the whole recording again to verify their answers to reinforce their confidence.



Although an IELTS Listening test is heard once only, there is repetition and linguistic redundancy built into the scripts to allow candidates to confirm what they have heard.

ANSWERS

- 1 Switzerland
- 2 (basic) medical attention
- 3 Geneva Convention
- 4 war
- 5 against the law
- 6 white and green / green and white
- 7 preserve life
- 8 protect the victim
- 9 falling/falls
- 10 poisoning/poisons



IELTS Listening tasks cover a wide range of question types. The key to performing well is to read these questions very carefully to work out what is being asked. The information is always heard in the order in

which the questions appear, and there is often a break when the question type changes.

RECORDING SCRIPT cd 1 tracks 23–24

Questions 1–6

Chairperson: Good afternoon, everyone. We're delighted to welcome today a representative from the Red Cross, Mr John Francis, who is going to talk to us about the work of the organisation and about some basic aspects of First Aid.

John Francis: Thank you, Mr Bloom. Well, I'd like to start by giving you some background and then talk about what you would learn on one of our courses. Er, is everyone familiar with the work of the Red Cross?

The Red Cross movement was started by a man called Jean Henri Dunant who was a businessman from Switzerland. His interest in the condition of innocent people caught up in war began in 1859 when he witnessed the effects of a very grim battle in Italy. At the time, he organised all the villagers to help the wounded soldiers and make sure they had food and basic medical attention. A few years later, in 1864, the same gentleman, together with four Swiss colleagues, organised a conference which laid the foundations for the now famous organisation. This was the First Geneva Convention.

So that Red Cross workers could always be recognised, they created their own emblem, rather like a country has its own flag. They chose a red cross on a white background.

The Red Cross operates in just about every country of the world, helping people caught up in famine and war and the emblem is internationally recognised as a symbol of protection and neutrality.

So concerned are the organisers of the Red Cross about the importance of their emblem that it is, in fact, protected by the laws of the Geneva Convention. Sometimes we find that the red cross has been used as a decorative symbol or to indicate first aid stations but this is actually *wrong* because using the emblem for anything other than the international organisation is actually against the law. Even though we tend to associate a red cross with hospitals and medical treatment ... which, in a way, isn't surprising, ... in Australia, as in many countries, the recognised symbol for first aid and medical centres is not a red cross on a white background but, in fact, a white cross on a green background.

Questions 7–10

John Francis: Now that's the global picture. But what about the local scene? I work for the Australian Red Cross and my job is to train people in basic first aid, which is the name we give to the initial care of the sick or injured.

There are four aims of First Aid, known as the four P's. They are, first and foremost, to preserve life. That is the number one objective of the first aider. Then, the second aim is to protect the victim especially if the victim is actually unconscious. The third 'P' is to prevent the condition from getting worse and lastly to promote recovery. So that's preserve life, protect the victim, prevent things from worsening and promote recovery. And we'll be looking at all of those in some detail during the course.

As a trained First Aider, you could be called upon at any time because accidents invariably happen when they are least expected. Unfortunately, by far the most common cause of injury in our country is on the road, where motor vehicle accidents account for 45% of all accidents. This is followed – and you may be surprised to hear this – by people falling – falling out of windows or trees, falling off walls or simply falling over. Falls account for 21% of all accidents. Then there are accidents that happen at work where machinery is used. They account for 15% of the injuries. In Australia, water is unfortunately another big cause for concern. Each year many people drown in swimming pools or at the beach and 7% of accidental injuries are related to water. Another cause of injury is poisoning. Our houses are full of products and chemicals for cleaning the floor or killing insects in the garden. Small children are particularly vulnerable here because they cannot read the warnings on the bottles and so poisoning accounts for 5% of injuries.

Now, as a first aider you need a basic understanding of what the human body consists of and how it works. So we are going to start by looking at the organs ...

IELTS TEST PRACTICE

Academic Reading Section 2 SB pages 59–61

ANSWERS

- | | |
|-------|-------------------------------------|
| 1 ix | 7 (dangerous) myths |
| 2 v | 8 buildings |
| 3 iii | 9 \$2 / two dollars (per/a head) |
| 4 iv | 10 health budget / money for health |
| 5 i | 11 health |
| 6 vi | 12 'burden of disease' |
| | 13 lowland (areas) |
| | 14 28(%) / twenty eight (per cent) |

9 The driving force

Unit topic The motor car

EXAM SKILLS

SPEAKING	Expanding your answer
WRITING	Comparing data
READING	Recognising the structure of a passage
STEP UP ACTIVITY	Reading
LANGUAGE/GRAMMAR	Linkers: <i>so, because (of), as, since</i> Comparative/superlative adjective phrases

EXAM TASKS

Part 1 review
Academic Writing Task 1: Describing a bar chart
True/False/Not Given Summary (with box)

IELTS TEST PRACTICE

Listening Section 2 Note completion Table completion
--

SPEAKING

Expanding your answer SB page 62

Aim: To encourage students to expand on their responses in the Speaking test by using a range of the most commonly used linking words. (This section is also relevant to Writing skills.)

- This is intended to illustrate how linking words enable us to expand on a topic by giving reasons.
- After this, it may help to go back to the warm-up activity in exercise 1 and highlight the reasons/outcomes.

ANSWERS

'I prefer travelling by bike as it's much easier.
In my town... well... it's very difficult to park
because of all the traffic and parking regulations.
I hate wasting time driving around looking for a
place so I usually take my bike.'

3

ANSWER

As and *because* clauses introduce a reason, while *so* clauses introduce the result.

4

ANSWERS

a As b so c because d as/since

- Remind students that when linking two simple sentences, *so* and *because* are normally mid-sentence; *as* and *since* often occur at the beginning of the sentence.

ANSWERS

- I'm a vegetarian, so I don't believe in killing animals for food.
As/since I'm a vegetarian, I don't believe in killing animals for food.
I'm a vegetarian because I don't believe in killing animals for food.
- I'm a little short-sighted, so I sometimes need to wear my glasses.
Since/as I'm a little short-sighted, I sometimes need to wear my glasses.
I sometimes need to wear my glasses because I'm a little short-sighted.
- I don't like busy cities because I spent a lot of time in the countryside when I was a child.
As/since I spent a lot of time in the countryside when I was a child, I don't like cities.
I spent a lot of time in the countryside when I was a child, so I don't like cities.
- I hired a large car in Australia because the distances are huge and petrol is relatively cheap.
The distances are huge in Australia and petrol is relatively cheap, so I hired a large car.
As/since the distances are huge in Australia and petrol is relatively cheap, I hired a large car.
- I've lost my umbrella, so I'll buy a new one. I'll buy a new umbrella, because I've lost my old one.
As/since I've lost my umbrella, I'll buy a new one.

Part 1 – Review

The purpose of this is to revise a Part 1 frame and provide an opportunity for students to use linking words to expand on their responses. It also provides a warm up to the Writing topic on the next page.

Extra activity

Use any extra time to run through strategies for dealing with difficult vocabulary and seeking clarification.

Provide some useful replies for students if they cannot understand the question. Point out the word order in the first two, with the verb *means* at the end.

- I'm sorry, I don't understand what *luxury* means.
- Could you tell me what *luxury* means?
- (I'm sorry.) Could you repeat the question, please?
- Would you mind repeating that question, please?
- Do you mean *here* or *in my country*?

Suggest that students practise using some of these replies with a different set of questions, e.g.

- Is traffic a problem in your home town?
- What is the most popular car in your country?
- Do you think cars have become status symbols?
- Have you ever driven a car in a foreign country?



The examiner will expect the candidate's replies to be relevant. In the first two parts of the test, he or she may explain the meaning of a difficult word but will not rephrase the question. In the third more abstract part, the examiner may explain a word and rephrase a question.

WRITING

Academic Writing Task 1: Comparing data SB pages 63–64

Aim: To build on the skills required for Academic Writing Task 1 using a practical exercise which involves drawing tables and charts.

If you have General Training students, see the *General Training extra practice* on page 40.

- 1 Highlight the usefulness of *features* as a generic/collective term. Use as many features as are appropriate for the level of the class, or compile a list by asking students to suggest important features.

The students are first going to rate the features independently. They should make a table like the one in the book, but for the moment they should ignore the *class total* and *class rating* columns. (These will be filled in in exercise 4.)

2

ANSWERS

- a expensive day is Friday.
- b most expensive day is Sunday.
- c least
- d a little more expensive / a little higher

- 3 Point out to students that their paragraph need not list *all* the information in the table. Sometimes it is a good idea to select the 'key' features only.

- 4–8 In these exercises students are collating information in a chart (exercises 4 and 5) and discussing the results orally (exercise 6) as preparation for writing a description of the chart (exercise 8), after working through a sample paragraph (exercise 7). The preparation stages focus particularly on the use of linking words.

ANSWERS

- 7 a but b Similarly c However d whereas
e On the other hand f overall/generally/
predictably g although



The driving skills bar chart in exercise 9 illustrates the conversion of ratings into percentages, which is common in IELTS charts. It is important to explain the difference between this type of chart, in which people are usually selecting any number of options, and the class exercise they did, which required them to order the car features.

- 9 Use the driving skills chart to illustrate the meaning of the 'other' category. This is significant in that it may include any number of skills. It also means that the four skills mentioned are *all* considered difficult.

This chart may be set for homework. Remind students to include some data but to use this to illustrate important points rather than listing all the figures in a meaningless way.

SAMPLE ANSWER

The chart shows which driving skills a sample of drivers rated as most difficult.

Predictably, they found parking the most difficult driving skill. Almost fifty per cent of the drivers selected this. The second most difficult skill for them was reversing. Surprisingly, they also considered it hard to keep to the speed limit. Twenty-five per cent of drivers rated this as a difficult skill, whereas they found hill starts considerably less difficult.

Obviously there are many other driving skills, but overall the sample of drivers rated anything else as much less challenging than these four skills.

READING

Recognising the structure of a passage SB page 65

Aim: To alert students to the importance of analysing how a passage is structured, which will help them to recognise where the answer might be located.

First reading

During this time, see whether students can isolate some of the arguments and explain how the writer has developed these. Ask them to provide examples.

Run through terms such as *emissions, greenhouse gases, congestion, output, environmental impact* and *sustainable*, as they frequently occur in IELTS Reading and Listening texts, and are useful for Speaking too.

ANSWERS

- a The passage divides at the end of the third paragraph. The second part starts 'But what about the solutions?'
- b The first part mentions the problems of pollution caused by cars, and the second part offers solutions.

Step
up to

IELTS READING

True/False/Not Given SB page 66

Aim: To familiarise students with this question type (which is used in both the Academic and General Training tests) based on a discursive text that explores problems and their potential solutions.

Step 1

Begin by explaining that there are two similar types of question in the IELTS Test: True/False/Not Given and Yes/No/Not Given (see Unit 16). Explain that this first type is testing their understanding of *factual* information as it is stated in the text.

Go to question 1 and after selecting the key words, ask students what they might expect to read in the passage if this statement were true. Then ask them to find a sentence that does have the same meaning.

ANSWERS

- a *use and purposes*
- b *journeys to work, the shops or just to enjoy ourselves*

Step 2

Before looking for key words, ask students to rephrase question 2 in their own words to ensure that they can understand the proposition.

Then ask them to scan the text for key words. Students should agree from their reading of the text that the

answer to question 2 is not *True*. They then need to decide whether it is *False* or *Not Given*. This is a critical step in their understanding of the terms used. The answer to this question is not *False* because the statement does not *contradict* the information in the passage. Encourage students to come up with *Not Given* and explain why this is the correct answer.

To reinforce the notion of a false answer, ask students to write a statement that would be false for questions 1 or 2, e.g. *Advertisers show how cars can limit personal freedom*. This approach will help them understand the meaning of *contradict*. The same can be done for true answers.

ANSWERS

- a The passage says that advertisers present a glamorised view of cars.
- b It means neither: there is no comparison with other products.

Step 3

The third question may provoke some interesting discussion. While it is useful for students to skim through the list of statements and predict the answers, they must bear in mind that they also *have to* find the answers in the passage.

ANSWERS

- a *stopped and new roads*
- b *No. demands for new roads*
- c *False*

Step 4

ANSWERS

- | | | | |
|------|------|-----|------|
| 1 T | 2 NG | 3 F | 4 F |
| 5 NG | 6 T | 7 F | 8 NG |



The statements that are provided in this question type always follow the order of information in the text. Also, there are lexical clues within the statements that will help candidates find the appropriate part of the text, which they must then read more closely to get the answer. This is the case for all three options and all questions.

Step 5

The summary is revision, and students should be able to complete it within the time limit. Point out that summary questions can include a box of possible answers and that students must be sure they copy the words correctly.

ANSWERS

- | | |
|---------------|-------------|
| 9 awareness | 12 bicycles |
| 10 pollution | 13 air |
| 11 industries | |

IELTS TEST PRACTICE

Listening Section 2 SB page 67

ANSWERS

- 1 cart (or) wagon (*both needed*)
- 2 Scotland
- 3 taxis
- 4 horseless carriages
- 5 bicycle
- 6 farmers
- 7 magazine
- 8 Ford (Motor) Company/Co
- 9 big (and) expensive (*both needed*)
- 10 93/ninety-three minutes/mins

RECORDING SCRIPT CD 1 tracks 25–26

Questions 1–5

Presenter: Today, many people own a car and cars have become a common sight around the world. But how did all this come about? In our report today, Jeremy Pemberton gives us a brief history of the motor car.

Jeremy: Well, the first thing you should know is that no single individual was responsible for the invention of the car, or 'automobile' as we call it in the States. The important thing to remember is that the car developed slowly, over time, as hundreds of people sought to produce a motorised vehicle. This means that it's hard to say exactly when the car originated.

The name 'automobile' dates back to a drawing of a carriage mounted on four wheels that was designed by a 14th-century Italian painter named Martini. The name that he gave it, 'automobile', is half Greek ('auto' – meaning 'self') and half Latin ('mobile' – meaning 'moving'). 'Car', on the other hand, comes from a Latin word, 'carrus', meaning 'cart' or 'wagon'. Add to that all the French words associated with cars, such as 'chauffeur', 'chassis' and 'garage', and you can start to see how complex the history is.

It's believed that the first electric-powered road vehicle was built in about 1839, in Scotland, by a man called Robert Anderson. The concept of an electrical engine that could start immediately and run quietly was very attractive at that time – as indeed it is now! The first designs were not very successful, though. Later, there were some improvements to these and this led to the appearance of electric taxis on the streets of London in the late 1800s. But they too didn't last long because electric batteries were still heavy, unreliable, and needed recharging after a short run. It's odd to think that we're just going back to solving some of these problems now.

The first real automobiles were very much like motorised versions of horse-drawn vehicles and were referred to as 'horseless carriages'. However, there is a much stronger link between cars and bicycles. Many pioneers in the car world were people who were experienced in manufacturing bicycles. In fact, the best place to buy a really fine car in the early 1900s was at the local bicycle shop.

Questions 6–10

Jeremy: There is a common belief that the car is an American invention. But the American car inventors came on the scene relatively late and, while some succeeded, most failed. Then, along came Henry Ford.

Ford was born in 1863. His parents were farmers who had travelled to America from Ireland, but their son disliked the rural lifestyle and in 1879, when he was sixteen years old, he left home and walked to Detroit to find a job. He worked as an apprentice in a machine shop and, in his spare time, he built an internal-combustion engine from plans he found in a magazine. It had bicycle wheels, and was steered by a tiller. It had no brakes or reverse gear and was so noisy that the public hated it.

Some years later, in 1896, he built his first vehicle that was bigger, more powerful, and much faster. It was called the 'quadricycle'. This proved more popular. He was actually able to sell it and raise money for further experiments. During the next several years, Ford continued to refine his passenger vehicles.

Finally, in 1903, he produced an automobile he was ready to market, and so he formed the Ford Motor Company. Ford first brought out the Model A: a small car with an eight-horsepower engine, which sold for US\$850. The next year, the Model B Ford was added, which sold for \$2,000. In 1906, Ford added the Model K, which Ford lost money on because it was big and expensive. At this point he decided to concentrate on a light, simple model that could be sold inexpensively.

The new design was called the Model T – easy to operate and repair. Customers responded to the advantages of the Model T, and production increased. Gradually Ford found a better, faster way to build cars and in 1914 he opened the world's first auto assembly line. Suddenly, a car could be turned out in 93 minutes. By 1924, half of the cars in the world were Fords. The Model T sold for US\$290 and profits piled up.

Henry Ford did not create the automobile but it was he who led the manufacturing revolution. He said he would ensure that just about everyone had a car. He kept his word and life has never been the same since.

***General Training extra practice**

General Training candidates may benefit from covering the material on the Writing pages (pages 63–64) as an oral activity. The car-related vocabulary and the use of comparative structures are very useful.

The writing activity below would provide an opportunity to consolidate the work covered in this unit.

Write a letter of 100–150 words on the topic below.
You have recently bought a new car and you are very pleased with it.

Write a letter to your English penfriend.

In your letter

- describe the car
- say why you chose it
- explain what you particularly like about it.

Progress Test 2

Now would be a suitable point to give your students Progress Test 2 on pages 69–70.

10 The silver screen

Unit topic The world of film

EXAM SKILLS

LISTENING

Reading ahead

SPEAKING

Expressing and justifying views

READING

Dealing with longer passages

STEP UP ACTIVITY

Reading

LANGUAGE/GRAMMAR

Tense revision
as long as / provided that

EXAM TASKS

Note taking

Part 3 exchanges

Part 2 review

Picking from a list

True/False/Not Given

Global multiple choice

IELTS TEST PRACTICE

General Training Writing Task 2

(Also suitable practice for Academic Writing Task 2)

LISTENING

Reading ahead SB page 68

Aim: To introduce Listening Section 3 and focus students on the skill of reading ahead as they answer the listening questions using a straightforward note-taking exercise.

- 1 This introduces the sub-themes of the unit and should stimulate interest in the topic.
- 2 Students should know how to tackle the note-taking question type by now. However, this is a longer interactive script of the kind candidates might expect in Section 3 of the Listening test.
- 3 While students are answering one question, they need to read ahead and listen out for the answer to the following question. Stress the importance of not getting 'stuck on one answer' but simply moving on visually / with their eyes when an earlier answer has been missed.

In this series of exchanges, the female speaker is supplying most of the answers, which means that the male speaker cues these. Students will find it helpful to listen out for these cues, which are a feature of the conversations in Sections 1 and 3.

ANSWERS

- | | |
|------------------------|--------------------------------|
| 1 H-O-N-O-L-U-L-U | 6 Thunder |
| 2 acting (and) dancing | 7 Best Actress |
| 3 1.77m | 8 divorced / got divorced from |
| 4 1983 | 9 singing |
| 5 thriller | |

RECORDING SCRIPT CD 2 track 2

Steve: Hi, Miranda. Have you found a biography of Nicole Kidman?

Miranda: Yeah, Steve, well, I've got a couple of things here that I took off the internet so let's see if we can get down some basic details about her first.

Steve: OK, well, we know that she's Australian.

Miranda: Well, that's her nationality, but look at what it says here. She lived in Australia from the age of four, but she was born in Honolulu.

Steve: That's interesting. That's in Hawaii, isn't it? So how do you spell Honolulu?

Miranda: H-O-N-O-L-U-L-U.

Steve: OK, got that.

Miranda: It says that she was very interested in acting as a child. Although her parents were quite strict and worked in politics.

Steve: Mmm.

Miranda: She had to talk about politics at home but her real love was acting and she went to dancing classes from a young age.

Steve: OK. So I'll put those down as her childhood interests.

Miranda: Look, here it says 'the red-headed schoolgirl felt awkward as a child'.

Steve: Well, she's 1.77 metres tall.

Miranda: Wow, that *is* tall!

Steve: What about her films?

Miranda: Well, her very first film was called *Bush Christmas*.

Steve: When did she make that? I've never heard of it.

Miranda: In 1983. It was about some children looking for a stolen horse, I think.

Steve: But that wasn't the film that made her famous around the world, was it?

Miranda: No, no! That was *Dead Calm* – the scary thriller about the boat. She was only 19 when she made it and she played the part of a woman in her 30s. It was very realistic.

Steve: I think we should jot down some notes about her marriage to Tom Cruise. How did she meet him?

Miranda: Well, she was at a film festival in Japan when she heard that he wanted to meet her. He was starring in a romantic film and he wanted her to play the leading female role.

Steve: Did she get it?

Miranda: Yeah – it's called *Days of Thunder*. Apparently, she was worried about her height. She was taller than Tom Cruise. But he didn't mind. He fell in love with her and they got married in 1990.

Steve: Since then, she's just become more and more famous, hasn't she?

Miranda: Oh, yeah.

Steve: Has she received any awards?

Miranda: Um. Let's see. Yes – she received the Golden Globe Award for Best Actress in the thriller called *To Die For*.

Steve: OK. We can note that down. Does she always star in the same type of film?

Miranda: No, no, she's performed in many different films.

Steve: So, coming up to the present ... she and Tom got divorced in 2001, didn't they?

Miranda: Yeah, and since then she's been doing some singing. Oh, and she's won another Golden Globe Award for her film *Moulin Rouge*.

4 This provides an opportunity to revise past tenses.

ANSWERS

- a lived; was born (simple past; passive)
- b didn't; fell; got married (simple past neg; simple past; passive with got)
- c she's/she has performed (present perfect)

If there is time, revise the use of the *get* passive, which students often misuse when talking about themselves or members of their family.

get + past participle (e.g. *get married/divorced*) is used as an alternative to the more formal passive. We can say *Sue and Tom have been married for five years*, but when we want to pinpoint the date we usually say *Sue and Tom got married last November / in 1990*. Also, when there is **no direct object** we use *get + past participle*, e.g. *Sue got married last week*.

SPEAKING

Expressing and justifying views SB page 69

Aims: To introduce students to some of the language functions required in Part 3 of the test whilst remaining in the area of familiar topics. To assist students in talking for longer by using some of the structures and linking words they have learnt in earlier units.



Assessment in the Speaking test takes account of the range of vocabulary and structures that students use in discussing impersonal topics in Part 3. To achieve above Band 4, students need to show that they can be creative and experiment with subordinate clauses, even if they make mistakes. They also need to keep going in this part, even if their range is limited.

1–2 As books, plays and films are popular topics in the test it is a good idea for students to learn some vocabulary related to them.

2

ANSWERS

- a science fiction b comedy c thriller
- d romance e musical f cartoon / animated film
- g western h horror

- 3 Explain that we often use comparatives and superlatives to express a view. When they do this, students should back up their opinion with a reason.
- 4 Before doing this, run through the Grammar box and the list of linking words in the box. (These have all been introduced in earlier units.) Explain that these help us provide support for our views (and thus talk for longer).

This activity aims to gently guide students towards a more abstract discussion of films by focusing on the features of the different genres (as well as the students' likes and dislikes). The example shows how the two can be mixed to good effect.

READING

Dealing with longer passages SB page 70

Aim: To encourage students to interact with the passage by taking an interest in the content and the purpose for which the text was written. This type of descriptive text could appear in an Academic module or in Part 3 of the General Training module.



IELTS texts come from a range of authentic sources, including magazines, journals and books, and the text types vary. However, they are always related to an area of academic study.

- 1–3 Keep strictly to the timings for the first and second readings so that students are not over-exposed to the passage before going on to the Step-up activity. However, point out at this stage that each paragraph in the passage has a clear theme or focus and that it may be useful to bear this in mind.

ANSWERS

2 a

Step up to IELTS READING

Picking from a list SB page 71

All the question types in this section may occur in the General Training test too.

Aim: To show students how to read texts at a more detailed level by using discourse markers and word meaning strategies to help them understand what is stated.

Steps 1 and 2

As students work through these steps, remind them that they are being tested on their understanding of ideas. Show how statement A presents an idea (when read with the question stem) but that this idea is, in fact, the opposite of what is stated in the passage. Repeat this procedure with statement B, and even C, if the class is finding the task difficult.

Note how the wrong answers (or distractors) still relate to ideas in the passage. This means that they can be quickly found through scanning but then eliminated.



Remind students that they only need to write the letter on their answer sheets and that the three answers can be written in any order. However, in this case, as each letter carries one mark, if they put all three letters in the same space they will lose marks.

Step 3

Leave this out if time is short but stress that checking answers is important. Start by double-checking the statements that have been selected as correct.

Steps 4 and 5

Before giving the answers to questions 1–3, do questions 4–9 in the time suggested as a revision activity for the True/False/Not given question type and then go on to question 10. Students should find that they can tackle these as they will have read parts of the text three times by now.

ANSWERS

1–3 B, E, F	6 False	9 Not Given
4 Not Given	7 True	10 C
5 False	8 True	

SPEAKING**Part 2 review** SB page 72

Aim: To provide an opportunity to practise Part 2 and speak at length, having covered some topic-related vocabulary.

1–3 Reassure students about the value of peer feedback, particularly if there are cultural sensitivities. Point out that the questions on the checklist are factual and that no value judgement is being made about the partner's speech.

When running through the checklist, remind students of the following:

- It is important to make some eye contact with the examiner.
- Good notes will help them talk for the prescribed time and cover all the points on the card.

- If they stray from the topic, they may lose marks.
- The examiner can only mark what he or she can hear and understand. A quarter of the marks are awarded for fluency and coherence and a quarter of the marks for pronunciation.
- Students should aim to show the examiner their vocabulary range. A quarter of the marks are awarded for this and another quarter for grammatical range and accuracy.

IELTS TEST PRACTICE**General Training Writing Task 2** SB page 73

This is also valid practice for Academic Writing Task 2.

SAMPLE ANSWER

(Opening paragraph gives factual information about the popularity of the cinema, using examples.)

The cinema has been a popular form of entertainment for many decades. Even the silent films of the early twentieth century were loved by audiences around the world. Hollywood is now an enormous business and film stars like the Australian actress Nicole Kidman earn millions of dollars.

(Second paragraph focuses on the advantages of DVD and video.)

People think that going to the cinema will become out of date because of the increase in the production of DVDs and videos. It's certainly true that we can all stay at home now and watch films in comfort. Also, the cost of these films is cheaper for a big family than going to the cinema. Young people enjoy spending a night at home and watching a DVD or video. And small children adore videos because they can watch them over and over again.

(Third paragraph provides evidence to show that cinema is still very popular and explains why.)

However, the cinemas in my home country are still full every weekend and when a new film is released we are all very keen to go and watch it. In fact, many small cinemas have been rebuilt and we can now go to large centres that have six or eight cinema screens and show up to ten different films a night. An evening out at the cinema is fun and some films, particularly horror and science fiction films, are much better on the big screen.

(Final paragraph sums up.)

So it seems that we are enjoying both the cinema and the facilities that technology can offer us and that each of these has its merits. In my view, people will never stop going to the cinema but they will watch DVDs as well. (260 words)

Unit topic Reading and writing

EXAM SKILLS

READING Identifying main and supporting ideas

WRITING Paragraph building

STEP UP ACTIVITY Speaking Part 3

LANGUAGE/GRAMMAR Adjectives
Adverb formation and use

EXAM TASKS

Multiple-choice questions

Academic and General Training Task 2

Giving relevant answers

Opening the discussion

Supporting a view

IELTS TEST PRACTICE

Speaking test

Parts 1, 2 and 3

READING

Identifying main and supporting ideas SB pages 74–75

Aim: To develop an awareness of discourse by examining how main ideas are supported and developed in three paragraphs from different sources.

1–2 The purpose of this is to remind students of the wide range of reading materials available, to revise expressions of like/dislike and to demonstrate how adjectives can enhance descriptions of personal preference.

If time allows, students could discuss what they read last and what adjective they would use to describe it.

3–6 After students have completed tasks 3–6, point out that the reinforcement of the main idea at the end of a paragraph is a useful technique, but show how the expressions of the main idea differ, in that the final sentence is more of a summing up of the earlier points. Draw attention to the use of *for instance* (line 3) but also to the fact that the paragraph is not littered with similar discourse markers.

ANSWERS

- 3 Topic: Holiday reading
- 4 Main idea: The first and last sentences
- 5 At the beginning and end – it is restated.
- 6 a lawyer (reading boxes of files)
- b doctors (reading patients' notes and medical journals)
- c literary journalists (reading books for review)

Whether students agree with the writer's view depends on their preferences for reading. It is helpful to consider a personal view because students then interact with the passage and build on ideas. They also need to read widely and develop ideas for the Writing and Speaking parts of the test.

7–9 After students have completed tasks 7–9, discuss ways in which parallel structures can be used, e.g. in presenting a view: 'In my view books *will always* be written and *will always* be sold'; in phrases of time or place, e.g. 'In *Italy* people like pasta, in *Britain* they like potatoes and in *China* they prefer rice.' If time allows, select another 'addiction' and suggest that students write their own paragraph on this. Highlight the use of a rhetorical question at the end of the paragraph. Students could suggest a question for the end of paragraph A.

ANSWERS

- 7 Topic: Logophilia or love of words
Main idea: A person who 'suffers' from it can be easily recognised.
Development: Examples of how it can be recognised.
- 8 The present simple is used because the actions are habitual, and repetition of the structure reinforces this.
- 9 In paragraph A you could say *for lawyers / for doctors / for literary journalists*. Parallel structure doesn't have to be a verb structure. It will probably improve the paragraph because, at the moment, the paragraph contains a mix of singular and plural professionals.

- 10 The humour and the slight difference in tone in paragraph 3 may be hard for students to detect. (This would not be directly tested in IELTS.) The non-literal use of *prescription* may help.

ANSWERS

books are good for you
 Things that help people recover from flu are not listed in sequential order, but in the order 3, 4, 1, 2. The last two sentences add humour and reinforce the point about books being good for us.

- 11 Students should be able to explain how they arrived at the answers to the multiple-choice questions and should know what aspect of the paragraph development each question is targeting. Point out the importance of reading the stem (e.g. in question 2). Also go through the other options and explain why they are wrong.

ANSWERS

11 1 D 2 B 3 A

LANGUAGE CHECK

Adverbs SB page 76

Aim: To revise adverb formation and use. To encourage greater use of adverbs in the Writing and Speaking modules of the test.

Spend as much time as is required/available on this section, which can be supplemented with material from *English Grammar in Use* (Cambridge University Press) or any good grammar book.

ANSWERS

- 1 regularly ask; eagerly take up
 surreptitiously/sneakily/casually; lean over;
 happily/gladly linger

2

	adverb	opposite
a	expected	unexpectedly
b	rapid	slowly
c	wide	narrowly
d	happy	unhappily
e	deliberate	accidentally
f	usual	unusually
g	final	firstly / initially
h	angry	calmly
i	good	badly

- 3 a accidentally b happily/usually/finally
 c deliberately/usually d rapidly
 e unexpectedly f well g widely/usually
 h unexpectedly/unusually

4 Possible answers

- a The woman accidentally knocked over a glass of water/juice.
 b The child angrily kicked the other child.
 c The driver stupidly/dangerously drove through a red light.
 d She picked up the broken glass carefully.

Extra activity: Improving your writing through adverbs

At this point, it may be worth reminding students of the function of adverbs at the beginning or in the middle of sentences to show attitude and opinion, e.g. *unfortunately*, *surprisingly*, *frankly*. These adverbs are helpful in Writing Task 1 to explain data (see Student's Book page 64), in Writing Task 2 and in the Speaking module to express a personal view. However, as many other adverbs cannot be used in this position, students are best advised to limit their use of these to ones that they know. Here is an exercise:

Link the ideas below by beginning the second sentence with an adverb from the box.

Surprisingly Realistically Alternatively
 Similarly Predictably Unfortunately

Example

Reading books is good for your mind. *Similarly*, playing a sport is good for your health.

- Braille was developed as a language for the blind. Sign language was created for the deaf.
- You can learn a language in a group situation. You can study by yourself.
- The League of Nations was established in 1920 and was a marvellous concept. It did not survive very long.
- The small plane crashed in the Amazon jungle. The passengers all escaped injury.
- My brother did very little study at university. He failed his first year exams.
- Taking daily exercise is good for your health. It is more practical to do it every second day.

ANSWERS

- 1 Similarly 4 Surprisingly
 2 Alternatively 5 Predictably
 3 Unfortunately 6 Realistically

WRITING**Academic and General Training Task 2: Paragraph building** SB page 77

Aims: To build on the paragraph analysis at the start of the unit (SB pages 74–75) and introduce the notion of coherence. To discourage the over-use of linkers and other discourse markers. To start students thinking about referencing.

1–2 Having done similar exercises earlier in the unit, students should find it straightforward to identify the main idea and the two supporting points in the first paragraph. However, they may find it more difficult to identify the function of the third and fifth sentences. While this type of elaboration is desirable, in their own writing students should concentrate, at this point, on supporting the main idea and rendering their paragraphs coherent.

ANSWERS

- 1 The benefits of writing in an office rather than at home.
- 2 Feedback can be given on work.
The stresses of the job are appreciated, so colleges have greater understanding when things go wrong.

After you have checked the answers, ask students to identify the linking words in the passage (*in addition, overall*) and ask them what they notice about how often linking words are used. Point out that they are used sparingly and that another effective way of linking is by using referencing words (*This kind of assistance ... This leads to ...*).



Answers that are peppered with linkers and stock phrases demonstrate weaknesses in style. The use of pronoun references such as 'this' can have a much better effect, despite misuse or error. (There is more work on referencing in Unit 16.)

3–4 In some countries IELTS students are not aware of the importance of reading. However, cartoons and comic books are popular in most countries and students should be able to offer a view on these.

SAMPLE ANSWER

- 4 Cartoons are popular in many countries. The main advantage is that they are illustrated. This makes them easier to read than books, which is why young people like them a lot. Next, they are usually bright and colourful. Finally, they are short, simple and easy to understand. All in all, there are good reasons why people enjoy reading cartoons.

Supporting your main ideas

5 Critically evaluate the paragraph on children's books and use this to exemplify how over-use of linkers can make the points seem laboured because they are listed so quickly one after the other.

The final sentence is repetition rather than a concluding sentence that pulls together the ideas presented.

ANSWERS

- a Topic: Children's books/reading
Main idea: Children enjoy reading these days.
Supporting points: increases independence
uses imagination
helps understand the world
- b Possible answers
At asterisks: 'Sitting in a comfortable place and reading by themselves increases their confidence.'
'Children are extremely imaginative and it is important to provide them with an outlet for this.'
'For example, many ideas and experiences can be gained through reading stories about imaginary characters.'
- c 'For these and many other reasons, it is important to encourage children to read as widely as possible.'

If there is time, students could go back over their cartoon paragraphs and add some more support to their arguments.

6 The final exercise offers further opportunities for presenting an argument in a paragraph. Students should have some ideas for this from their discussion at the start of the unit.

This may be set for homework if time is running short.

SAMPLE ANSWER

These days it seems that people have too little time to read because they are so busy. It is true that people often read when they are travelling. However, travel is so fast now that most people only take newspapers or magazines with them. Then, when they get home after work, there are other distractions. Computers, in particular, have taken a lot of people away from books in the same way that TV occupies many children after school. We should try to spend more time reading but it is not easy.

In Part 3, there is a more open discussion in which examiner input is a little greater than in Parts 1 and 2. Candidates can, to a certain extent, 'direct' the conversation, although it is important to stay on topic.

Step 1

It is important for candidates to think before they talk. In doing this they are more likely to offer a clear, relevant response that directly addresses the examiner's question.

Step 2

Stress that the examiner is not testing the candidate on their knowledge of the world. Nor is the examiner expecting the candidate to necessarily produce an argument that he or she believes to be true. The only criterion that candidates must satisfy in relation to content is one of relevance.

Step 3

Spend some time thinking of vocabulary that might be useful in the discussion. Emphasise the importance of having a good resource of words.

The examiner will be looking for evidence of the development of a vocabulary resource sufficient to discuss a range of topics. At this level, it is better for students to use as many different words as they can rather than sacrifice fluency for accuracy.

Step 4

Response **a** also closes the conversation on this topic. The assertion may be true but candidates should attempt to use their imagination and knowledge of the world in answering.

Steer students away from the view that this part of the Speaking test is a question/answer session as indicated by response **b**.

Response **c** opens up the conversation and allows the examiner to develop it further as shown in Step 5.

Suggest that it might be useful for students to learn some expressions for opening the discussion, such as the ones in the box. They help frame the answer, provide thinking time, and are often more polite than launching straight into a response.

practice.

Play the recording of Part 3 of the model interview (CD2 track 3), which uses the topics and questions presented on this page. For the recording script, please go to www.cambridge.org/elt/stepup

IELTS TEST PRACTICE

Full Speaking test

Students should do this in pairs and, if possible, record themselves. Depending on the level of the class, the exercise may be broken into sections, recordings made and discussions held after each section.

If time is short, ensure that both students get plenty of talking time by swapping roles after each section.

Run through the 'Remember' and 'Approach' points on this page.

Part 1

Students should interview each other for four to five minutes.

Part 2

Two minutes may be required for preparation in this whole test, depending on the level of the class. (There is a second complete Speaking test in Unit 14.) Get students to time each other and stop their partner when two minutes are up.

Part 3

For variety, suggest that they try to discuss one of the sets of topics for approximately three minutes and then move on to a second set for a further two minutes.

Part 3 SB page 78

Aims: To build on the work done in Units 9 and 10 and show students what is expected of them in Part 3 of the Speaking test. To provide some strategies for dealing with the examiner's questions in Part 3.



In Part 3, there is a more open discussion in which examiner input is a little greater than in Parts 1 and 2. Candidates can, to a certain extent, 'direct' the conversation, although it is important to stay on topic.

Step 1

It is important for candidates to think before they talk. In doing this they are more likely to offer a clear, relevant response that directly addresses the examiner's question.

Step 2

Stress that the examiner is **not** testing the candidate on their knowledge of the world. Nor is the examiner expecting the candidate to necessarily produce an argument that he or she believes to be true. The only criterion that candidates must satisfy in relation to content is one of relevance.

Step 3

Spend some time thinking of vocabulary that might be useful in the discussion. Emphasise the importance of having a good resource of words.



The examiner will be looking for evidence of the development of a vocabulary resource sufficient to discuss a range of topics. At this level, it is better for students to use as many different words as they can rather than sacrifice fluency for accuracy.

Step 4

Response **a** also closes the conversation on this topic. The assertion may be true but candidates should attempt to use their imagination and knowledge of the world in answering.

Steer students away from the view that this part of the Speaking test is a question/answer session as indicated by response **b**.

Response **c** opens up the conversation and allows the examiner to develop it further as shown in Step 5.

Suggest that it might be useful for students to learn some expressions for opening the discussion, such as the ones in the box. They help frame the answer, provide thinking time, and are often more polite than launching straight into a response.

Other opening gambits that can help boost thinking time:

Generally I think that...

On the whole....

I've got a fairly open mind but ...

Steps 5 and 6

These provide an opportunity for pairwork and further practice.

Play the recording of Part 3 of the model interview (CD2 track 3), which uses the topics and questions presented on this page. For the recording script, please go to www.cambridge.org/elt/stepup

IELTS TEST PRACTICE

Full Speaking test

Students should do this in pairs and, if possible, record themselves. Depending on the level of the class, the exercise may be broken into sections, recordings made and discussions held after each section.

If time is short, ensure that both students get plenty of talking time by swapping roles after each section.

Run through the 'Remember' and 'Approach' points on this page.

Part 1

Students should interview each other for four to five minutes.

Part 2

Two minutes may be required for preparation in this whole test, depending on the level of the class. (There is a second complete Speaking test in Unit 14.) Get students to time each other and stop their partner when two minutes are up.

Part 3

For variety, suggest that they try to discuss one of the sets of topics for approximately three minutes and then move on to a second set for a further two minutes.

UNIT 12 Down to Earth

Unit topic The environment

EXAM SKILLS

SPEAKING

Discussing abstract topics
Pronunciation check /pr/ and /v/

WRITING

Balancing your views

STEP UP ACTIVITY

Listening Section 3

LANGUAGE/GRAMMAR

Linking words
stop + -ing and *stop/prevent someone from + -ing* verb

EXAM TASKS

Speaking Part 3

Academic and General Training Task 2

Short-answer questions
Multiple choice
Picking from a list
Matching

IELTS TEST PRACTICE

Listening Section 3

Listing Table completion
Short-answer questions

SPEAKING

Part 3: Discussing abstract topics SB page 80

Aim: To introduce students to the concept of discussing abstract topics and supporting a point of view, through the theme of the environment and the natural world.

To get going

As a warm-up you could ask students to discuss what the expression 'Think globally, act locally' means.

- This is intended to get the class thinking about environmental issues and solutions which will provide them with material to discuss orally as well as in writing.

ANSWERS

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

Pronunciation check: /pr/ and /v/

- 2-3 These can cause difficulty for students from many language backgrounds.

Suggesting solutions

- Remind the students of how we can use the modal verb *should* when giving an opinion and also when asking for a specific opinion, i.e. one where a solution is suggested within the question, e.g. *Should people who start bushfires be sent to prison? Should manufacturers use less packaging on their products?*

Note that while the answer to questions which offer a solution, such as the ones above, could be a simple *Yes* or *No*, candidates will be expected to provide a full answer, using the word *should*.

When asking and answering questions about the issues depicted in the pictures, students should be prepared to come up with a possible solution to each other's questions. Make sure students are familiar with the nouns and verbs in the box, which typically occur in texts on these topics. You will find more examples of how to express opinions in Unit 14.



Remind students that they are expected to offer a view in Part 3 of the Speaking test. They will not be rated on that view, only on how they express it and whether they can back it up with evidence, although there is no need for them to be dogmatic or entirely 'black and white' in their statements.



IELTS LISTENING

Section 3 SB pages 81-82

Aim: To present four IELTS Listening question types and suggest ways of approaching these.

To get going

Get the students to read questions a-c and see how the handwritten notes have tried to anticipate what the 'resource' might be, clarified the meaning of 'recycling', highlighted 'where' in question b and the tense in the third question. This type of pre-listening analysis is a useful strategy, particularly in Sections 3 and 4, where the subject matter is more academic.

ANSWERS

a	waste water (not 'water from animals' cages', which is four words)
b	lawns and gardens (must have both words)
c	\$70,000 (must include dollar symbol)

RECORDING SCRIPT CD 2 track 6

Interviewer: We've got John Partridge from the Sydney Zoo on the line to talk to us about what they're doing for the environment. Good morning, John.

John: Good morning.

Interviewer: Now, I understand that you've developed a new recycling process at the zoo. Can you tell us about it?

John: Yes, certainly. Well ... thanks to *some innovative technology*, all the waste water – that's the water used when we wash out the animals' cages – is being recycled.

Interviewer: Can you tell us about the process?

John: Well, we've developed a technique for removing all the bacteria and the disease-causing organisms from the waste water by passing it through some plastic fibres.

Interviewer: Is the water clean enough to drink?

John: No, it's not being recycled as drinking water. But thanks to this technique we are managing to re-use all the waste water on the lawns and gardens.

Interviewer: How much did this project cost to introduce?

John: The total system cost 2.2 million dollars, but we have already seen a saving of \$70,000 in water costs since it was introduced.

Interviewer: That's marvellous!

Questions 1–3: Short answers

Questions 1–3 are based on a different recording, but are similar in format to questions a–c above. Get the students to analyse questions 1–3 in the same way as they did for the example questions a–c. Then listen to the recording and provide feedback on the answers.

ANSWERS

- | | |
|--------------------|------------------------|
| 1 Australia | 2 to share experiences |
| 3 waste management | |

RECORDING SCRIPT CD 2 track 7

Interviewer: If you've ever wondered what 'Clean up the World' was all about, now's your chance to find out. With us in the studio tonight is Melissa Young to tell us about the association. Melissa, welcome!

Melissa: Thank you.

Interviewer: Tell us, where did the idea for 'Clean up the World' come from?

Melissa: Well, it's actually the brainchild of the people who started the movement known as 'Clean up Australia', which has been going in Australia for some ten years now.

Interviewer: And what are the objectives of the organisation?

Melissa: Well ... we have three main objectives. We felt we'd gained so much experience in Australia that we wanted to share experiences with people from other nations.

Interviewer: Right!

Melissa: Secondly, we aim to bring people together, people from all corners of the globe, to undertake simple activities that will benefit their local environments.

Interviewer: Right ... so you want to share experiences and you want to bring people together at the local level.

Melissa: Yes, that's right. And thirdly, we want to create an international focus that raises the awareness of governments and industries about local environmental issues, but in particular issues of waste management.

Question 4: Selecting words from a list

This introduces a new question type, but still within the same recording. To be able to select three answers from the list, the students need to have clearly understood the meaning of each of the options A to G before they listen.

ANSWER

A / C / F



There is only one question here so students will need to get all three options correct to get their mark. If each word is to be worth a mark, the questions will be numbered like this: Questions 4–6. Note that the options A–G do not necessarily follow the order of the information in the text.

RECORDING SCRIPT CD 2 track 8

Interviewer: Right. Well those are all good objectives. Is it working?

Melissa: Yes, indeed it is. Since 1993, more than 40 million volunteers from over 120 countries have participated in 'Clean up the World' each year.

Interviewer: Wow! And what does this actually involve in practical terms?

Melissa: There's a variety of activities and these include health programs, large-scale litter clean-ups – that's where a whole lot of people go out and clean up a park, or a beach or something. Then there are public fund-raising events, such as arranging rock concerts, then there's introducing people to recycling systems, as well as school education programs, and we also spend quite a bit of time talking to the government.

Question 5: Multiple choice

ANSWER

C

Questions 6–10: Matching

Get the students to focus on the first part of the question, i.e. *Match each area to the correct issue and point out that they must keep this in mind for each option.*

ANSWERS

6 B 7 C 8 F 9 A 10 D



Questions which involve picking from a list or matching words, will always offer more options than needed. This is to ensure that the integrity of each question is not compromised if a student gets one wrong. It does, however, mean that they need to read all the options very carefully before listening to the recording.

RECORDING SCRIPT CD 2 track 9

Interviewer: Where did it all start?

Melissa: Well, as I think I mentioned, 'Clean up the World' was started in Australia and has been successful because that 40 per cent of the world's countries, including those in Africa, Asia,

and Greece to Vietnam and we've just welcomed Armenia as our most recent member country to the campaign.

Interviewer: Armenia, welcome aboard! Now ... I know you're particularly concerned about waste management issues. Can you give us any statistics about the kind of waste issues that are confronting us globally?

Melissa: Sure. Well, for instance it only takes three months for Americans to throw away enough aluminium ...

Interviewer: ... I suppose that's in the form of aluminium cans ...

Melissa: Yes ... enough aluminium to replace the entire US commercial aircraft fleet.

Interviewer: Good heavens! That's phenomenal!

Melissa: Yes. That's a lot of cans. And here's another fact:

Western Europe produces around 250 million car tyres a year. All of which have to be disposed of.

Interviewer: Wow! Well, there are a lot of cars in Europe obviously. And I suppose they'd get new tyres every second year or so.

Melissa: Yes, exactly! And then there's the plastic bag problem, which is huge. Here in Australia we use six billion bags each year.

Interviewer: Six billion!

Melissa: Yes ... and less than one per cent of them is being recycled.

Interviewer: Really? And they're so bad for marine life, aren't they?

Melissa: They certainly are! Thousands of birds die from eating plastic bags each year. You know, research done in Hawaii found that nine out of ten albatross chicks that had died had swallowed some sort of plastic in one form or another. It's really sad and it would be so easy to avoid this. If people would at least throw them in rubbish bins, instead of dropping them on the ground.

Interviewer: Yes, that shouldn't be so hard.

Melissa: And here's one last fact for you. In the Gulf of Mexico there is an area of 7,700 square miles of sea where absolutely no marine life exists, other than bacteria.

Interviewer: Melissa, thank you for coming on the programme today and for sharing all your facts and figures with us. And good luck with the 'Clean up the World' campaign!

WRITING

Academic and General Training Task 2: Balancing your views SB pages 83–84

Aim: To show candidates how they can balance their written views in a Task 2 answer, building on the speaking work done earlier in this unit.

- The discussion is useful practice for gathering ideas for a written answer. Explain that students do not necessarily have to agree with both points posed in the question. The cloze exercise will provide them with a model paragraph for the next task.

ANSWERS

a Although / Even though b For one thing
c for another d but e As far as the question of
f is concerned g so

- Students are asked to turn the direct speech of three people into a more formal reported written style. This will provide them with the basis for a

paragraph offering three points of view. In anticipating the views of the different people, they are designing a structure for their response and developing a strategy for overcoming the common problem of having nothing substantial to say.

ANSWERS

- According to the store manager, it is the customer's responsibility to dispose of the bags in a sensible way.
 - The woman thinks the supermarkets are to blame because they use too many bags.
 - The male customer believes it is best to take a bag to the supermarket and that way he avoids the problem of how to dispose of the bags.

3 Sample paragraph

Even though the supermarkets may feel it is the customer's responsibility to dispose of the bags, I don't believe they can avoid taking some blame. For one thing, they often supply more bags than are needed. One solution is for shoppers to bring their own bags to avoid having to use any plastic bags and this seems a sensible approach.

- When students have completed the matching, discuss the difference between wild and domesticated animals. This should stimulate some thought and discussion on the topic of hunting animals.

ANSWERS

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

- Modelled on the pattern of the previous discussion on plastic bags in exercises 2–3, get the students to think about how the three different groups might feel about this topic and write what they would say, i.e. the view of the fisherman, the view of traditional hunting communities and the view of a member of a protest movement.

- Point out that this is not a full IELTS Writing task.

SAMPLE ANSWER

Even though the environmentalist movement may want to stop all forms of hunting, there are people, such as professional fishermen, whose livelihood depends on their ability to fish or hunt. Traditional hunters also hunt only for their own survival, or to keep themselves warm, and not with the intention of killing off a species, so perhaps we should accept this. However, I do think it is wrong to kill animals just for amusement, as in the case of fox hunting, for example. I also think it is wrong to use their shell, skin or fur to make things like jewellery or handbags.

Extra activity

If time allows, you may like to review the Reading passage in Unit 9, *On the move*, which offers a good example of a piece of writing that first presents the problems and then offers some solutions. This would be a valid approach to a Writing task that required a discussion of a problem and possible solutions.

7 If students have had problems using the verbs *stop* or *prevent*, give them this short exercise.

ANSWERS

- a Be quiet and stop talking.
- b The bad weather prevented us from going to the beach / stopped us from going ...
- c The customs officer stopped / prevented me from importing the wooden fruit bowl.
- d We're trying to stop people from trading in ivory.
- e The green parties want to stop/prevent people from destroying the environment.
- f The company stopped paying tax ten years ago.

IELTS TEST PRACTICE**Listening Section 3** SB page 85**ANSWERS**

- | | |
|--------------------------|---------------------------|
| 1 (an) artist | 6 Birds of Australia |
| 2 (a) businessman | 7 fur and feathers |
| 3 (a) scientist | 8 (a) (wax) crayon |
| 4 museum (in London) | 9 by hand / hand-coloured |
| 5 discovered (and) named | 10 (about) 250 |

RECORDING SCRIPT CD2 tracks 10–11**Questions 1–6**

Presenter: Good evening and welcome to this week's edition of *Radio Art Club*. With us in the studio is Martin Wade, who is an art dealer, and he's here to talk to us about a man called John Gould. Welcome, Martin.

Martin: Good evening.

Presenter: John Gould, if I'm right, was known as the 'Bird Man', but who was he really?

Martin: Well, Gould was a man of many parts. I suppose that first and foremost he was an artist, but he also had a keen eye for business, so we could also call him a businessman, and as well as that he was a scientist.

Presenter: He studied birds, didn't he?

Martin: Yes, that's correct.

Presenter: Right, so we've got an artist, a businessman and a scientist all rolled into one. And why is he famous?

Martin: Well, predominantly because he produced the greatest collection of drawings of Australian birds ever.

Presenter: Can you tell us about his life? What kind of a man was he?

Martin: Now, let's see. He was born in England in 1804 and he lived for 76 years, so he had a comparatively long and productive life. He had no formal education and when he was a young man in the 1820s, he worked as a gardener in Kew Gardens in London and then, because of his interest in animals, he was made curator of a museum, in fact the Zoological Museum in London.

Presenter: Right, so he had quite a few interests.

Martin: Absolutely. He and his wife together. They were both very interested in the discovery of new species of animals.

Presenter: So when did he visit Australia?

Martin: Well ... in 1838 Gould and his wife and their eldest son sailed from England, leaving their three youngest children behind with the grandparents!

Presenter: Gracious!

Martin: They travelled around extensively and although they were only there for two years, Gould discovered many new species and he also named them.

Presenter: Yes, he played a significant role, didn't he?

Martin: The family returned to England in August 1840 and took with them hundreds of specimens of animals for their great work which was still to be produced. In fact it took them eight years to produce the full work which was completed in 1848 and published under the simple name of Birds of Australia.

Questions 7–10

Presenter: Now, tell us about the drawings themselves. What process did he use to produce the prints of his drawings?

Martin: He used a process known as lithography.

Presenter: Why did he choose this in particular?

Martin: He chose it because he felt it was the best method he could use to accurately reproduce the fur and feathers of the animals.

Presenter: I see. Can you tell us briefly what it involves?

Martin: Yes, certainly. Well first of all the drawing was made onto a flat slab of limestone. In order to do this, he used a wax crayon. You don't need any technical skill to do this, other than an ability to draw.

Presenter: Which John Gould obviously had!

Martin: Yes, that's right. Then when he'd done the first drawing, he wet the stone and applied the ink. Where the stone was wet, the ink didn't stick. That's how he got the outline.

Presenter: Aha!

Martin: Then, the inky picture was transferred to a piece of paper using a special printing press.

Presenter: Simple! Many of the prints are coloured. How did they do this?

Martin: Well, it was a slow and laborious job. Each individual picture was coloured by hand.

Presenter: Right. That must have taken some patience and I suppose that's why the result is so incredible.

Martin: Yes.

Presenter: And how many prints did he produce?

Martin: We think he produced about 250 of each, but there's no way of telling how many have survived the 150 years that have passed since then. Which is why the few examples that we have are so valuable, especially as many of the animals he drew are now extinct.

Presenter: That's absolutely fascinating. Thank you so much for joining us this evening.

Martin: Pleasure.

Progress Test 3

Now would be a suitable point to give your students Progress Test 3 on pages 71–73.

UNIT 13 Safe as houses

Unit topic Buildings and architecture

EXAM SKILLS

SPEAKING Comparing and contrasting

STEP UP ACTIVITIES Listening Section 4

WRITING Tasks that have one focus
Recognising the two parts within a task

EXAM TASKS

Part 3 Questions
Supporting a view

Note completion
Picking from a list
Multiple-choice diagrams

Academic and General Training Task 2
Analysing the question

IELTS TEST PRACTICE

Academic Writing Task 2

(NB This is also suitable practice for the General Training module.)

Step up to IELTS LISTENING

Notes and diagrams SB pages 86–87

Aim: To present the students with an example of a Section 4 mini-lecture, with listening for detail. To revise note taking skills and expose students to the less common question type of recognising features in a drawing or diagram.

To get going

- This revises and/or introduces vocabulary used throughout the unit. Students can spend ten minutes discussing the words related to buildings and then categorising them, to help reinforce their meaning. (Make sure they focus on the features of the buildings which differentiate them from each other.)

ANSWERS

Place where you live	Parts of a building	Building materials	People
apartment	balcony	brick	architect
dwelling	column	concrete	builder
flat	door	mud	carpenter
home*	floor	steel	engineer
house	level	stone	landlord
skyscraper**	roof	tile	neighbour
	room	wood	tenant
	stairs		
	stilts		
	verandah		
	wall		
	window		

* home = a place where you live, but not an actual building
** skyscraper = a very tall building, often used as an office rather than a dwelling place.

- This focuses on describing and listening for detail.

POSSIBLE ANSWERS

- House b is on stilts, actually standing in a river. It could be on the Mekong River in a country like Vietnam.
- This is a picture of three skyscrapers. It looks as if it could be in a city like Kuala Lumpur or Hong Kong. Each building has at least 24 floors and may contain apartments or office accommodation. This type of building is typical of many modern cities.
- This is a little one-storey cottage in the countryside. It is made of stone and it has two chimneys. It's probably in a European country where the weather is cold.
- House e is called a chalet and it's made of wood. You would find a house like this in a country in the Alps, such as Switzerland or Austria. The roof is designed to allow the snow to fall off and the windows are small to keep in the heat.

Step 1

Provide feedback and discuss any errors or problems, e.g. not writing all the words, spelling.

ANSWERS

- | | |
|---------------|-----------------------|
| 1 bad weather | 4 construction |
| 2 beautiful | 5 ability to build |
| 3 work | 6 climatic conditions |

RECORDING SCRIPT CD 2 track 12

Lecturer: Good morning, everyone. Now, today, I'm going to talk to you about the history of building and architecture.

No story is more interesting or impressive than the story of man's progress through the ages, and in particular the activities of human beings in the art of building. Let's have a look at this in some detail.

In very early times, around 50,000 years ago, primitive humans lived in trees and caves, where they found protection from wild beasts and shelter from bad weather. However, these natural shelters were pretty uncomfortable and so humans began to think of ways to construct more permanent dwellings, such as tents and huts.

From these humble beginnings a great variety of architectural styles gradually developed, and we see how humans began to master constructional difficulties and at the same time to achieve aesthetic desires. In other words, we see how they began to create buildings that were not only functional but beautiful as well.

Generally, architecture is concerned with the enclosing of space. Another way of saying this is that architecture is about creating a safe, healthy and pleasant space for the occupants – that is, for the people living and working there. A healthy place in which to live and also in which to work.

There are three basic principles of architecture and I'd like to run over these now. The first is the principle of function: that is, the purpose of the building in question. The second is the principle of construction: how is the building to be built or constructed? And the third, after construction, is artistic expression.

In the course of time, communities of human beings settled in different parts of the world, and often they were able to create distinctive architectural styles, styles which fulfilled the needs and desires of the people of those times. The creation of any architectural style depends upon four things. Firstly, the physical and mental state of the people. Are they happy, are they at war with other tribes? ... that sort of thing. The second thing that leads to the creation of a style is their knowledge of how to actually construct a building; in other words, their ability to build. Thirdly, of course, you have to take into account the availability of materials with which to build, and lastly, and this is to my mind the most important, the climatic conditions will play a role. So, for instance, in a cold climate, the priority is to keep out the cold and in a tropical climate, the aim is to stay cool.

Steps 2 and 3

Students should focus on the last sets of questions, which involve recognising features in pictures. Note that questions 9 and 10 are a form of multiple choice. Students complete the Listening task. Provide feedback, as above.

ANSWERS

7 B 8 E 9 B 10 A

RECORDING SCRIPT CD 2 track 13

Lecturer: I'd like to focus for a moment on the influence of climate on architecture. For example, in Greece, where there is a moderate rainfall and strong light, they adopted low-pitched

roofs and few window openings. The ancient people of Egypt constructed buildings with flat roofs and small windows as Egypt has a dry climate with bright light. However, in the colder climates of the northern hemisphere – countries like Sweden and Switzerland – they resorted to steep-pitched roofs to allow the snow to run off. And for people living in a river delta where the land is prone to flooding, you will often find houses built on stilts to keep them clear of the water ... places such as Vietnam.

So what materials are generally used? Well, stone, brick, concrete and wood have been the traditional building materials, but, from the earliest times, stone has generally been chosen for important structures because of its durability and workability. The main types of construction are shown here in your handout. Have a look at the illustrations on page one. Firstly, we have the post and lintel, made out of stone. The posts, or columns as they are also known, stand perpendicular to the ground. You can then lay another stone across the top of two columns and this is called a lintel or beam. However, for this type of construction to work, it's important that the columns are close to one another and that the space between the columns is not more than twice the width of the two columns. This structure was very popular in ancient Egypt and Greece.

Another very common technique in building was the arch. An arch can span a wider space than a post and lintel, and is remarkably strong. The Romans were very keen on this form of structure and you will find Roman arches still standing today, as strong as when they were first built. At the top of the arch is a stone known as the keystone, which provides the arch with its strength. Roman arches were never pointed at the top. The pointed arch, known as the Gothic arch, came some time later.

These days, large buildings are usually built with reinforced concrete. Unlike the buildings of the ancient Greeks and Romans ...

SPEAKING

Part 3: Comparing and contrasting SB page 88

Aims: To provide extensive practice in giving a measured response to Part 3 questions that require comparisons. To show students how to support their views.

Remind the students that the Part 3 questions stem from the Part 2 long turn with regard to topic, so get the students to work in pairs on these additional Part 2 tasks, before they approach the preparation for Part 3.

Describe the house or dwelling that you lived in as a child. You should say

- where it was
- what sort of building it was
- what you especially remember about it

and whether you liked living there or not.

Talk about a famous building that you particularly like or would like to visit. You should say

- which country it is in
- the overall function of the building
- what the building looks like

and say why you particularly like it.

Remind them to address all three bullet points and to try out the vocabulary they have learned in this unit.

- 1 Move on to the question which the examiner asks about the benefits of living in an apartment, as opposed to a house. Look at the student's ideas and see if you can elicit any others from the class. Get them to think of three benefits and three disadvantages, so they have plenty of stored ideas to compare. This is similar to the technique they employed in Unit 12 when balancing different viewpoints in their writing.

Supporting a view

- 2–4 Remind the students that their performance will be enhanced if they can offer a spontaneous reason or explanation to back up their view. There are a number of reasons suggested in the 'thought bubble' on why governments create impressive buildings, so take the opportunity to discuss these ideas. Use a brainstorming technique to come up with some more. Then move on to the additional questions. Again, if the class has trouble coming up with ideas, get them to work on that before they ask and answer the questions.

Explain that by supporting their views with reasons, or making concessions, they can avoid being 'black and white' which is a useful strategy, and remind them that they will not be judged on their views.

Remind students that they will sound much more fluent if they remember to use contractions, as in the Pronunciation check. You might want to run through this exercise with them before they ask and answer the questions in exercise 3.

Step
up to

IELTS ACADEMIC AND GENERAL TRAINING WRITING

Task 2: Analysing the question SB pages 89–90

Aim: To help students learn how to make a quick assessment of what the question is asking and how then to approach the task.

Tasks that have one focus

Step 1: Understanding the stated point of view

Point out that the Writing questions A and B each contain a single point of view. At this stage, focus on getting students to understand this view and decide whether they agree or not. They can do this orally and should give a reason for their viewpoint.



Students should try to draw on personal knowledge or experience wherever possible, as this always forms part of the instruction (rubric), and examiners are looking for evidence of this.

Step 2: Agreeing with the stated point of view

Students should choose a statement with which they agree and think of three reasons. They should then write a paragraph based on one of those reasons.

Step 3: Making a concession before you disagree

Explain that it is a useful technique to agree in part with a stated view, but then to give an opposite view. This will also help students to come up with ideas to write.

Recognising the two parts within a task

Step 1

Task A has a main question and then an additional question. Remind students they will lose marks if their answer does not include a response to the additional question. Task B asks students to give both sides of the argument and they should divide their answer fairly equally between the two, giving their opinion on both.

Step 2



In a two-part question, examiners will expect both parts of the question to be adequately covered so that the candidate presents a well-balanced answer. Marks will be lost if one part of the question is ignored or given insufficient attention.

Tackling a full task

This is an opportunity for the class to work on a complete question. The notes provide some pointers about how to be 'test-wise' and not throw marks away by ignoring the instructions. Draw students' attention to the fact that the second part specifically asks for reasons and an opinion.

Students work through the question and decide what kind of approach is required. Remind them that they need to paragraph their work intelligently to reflect their main points. Get them to sketch out a plan, using the framework provided. Suggest that they do this in 10 minutes, and then give them 25 minutes to write their answer and 5 minutes to review what they have written. Be strict about the timing.

Point out to students that not all answers *have* to have *three* paragraphs between the introduction and conclusion and they should use their judgement as to how many paragraphs are required.

Extra activity

Photocopy the sample answer below and cut up the paragraphs. Get the students to re-order them and explain to each other how they did this. They do this by finding:

- which paragraph contains 'introductory' material
- which paragraph rounds the answer off
- how the paragraphs reflect the order of the issues in the question.

SAMPLE ANSWER

Every city has its architectural character, but the similarities between cities are more obvious these days than in the past. In my opinion, one reason for this is the high price of land.

In most large cities, land is scarce and consequently it is very valuable. This has led to the construction of tall buildings which occupy only a small area of land while providing lots of floor space where people can live or work. Buildings of this type are made of concrete and steel and can be built comparatively quickly using pre-fabricated materials. They do not use local materials, such as stone, timber or brick, which used to give cities their individual character. In consequence many cities now look very much the same and you might not know whether you were in Brisbane, Bangkok or Berlin when you are on the street.

While I realise that we cannot stand in the way of progress, I believe that cities should try to keep some individuality. For example, in Paris it is prohibited to build very tall buildings in the centre of the city, as this would spoil the overall appearance of the skyline.

Other cities have chosen to design unique buildings to ensure they look different. The twin towers in Kuala Lumpur or the Opera House in Sydney are examples of this approach, and I agree with this kind of initiative.

All in all, although it is regrettable that modern cities look similar, I tend to feel that this is unavoidable. However, it can be argued that, even if the buildings are similar, cities will maintain their own character as a result of cultural diversity, the terrain and the climate, which ultimately determine how people live.

(286 words)

IELTS TEST PRACTICE**Academic Writing Task 2** SB page 91**SAMPLE ANSWER**

(Introduction: mention that public buildings exist in all cities and towns, large and small, e.g. post office, court house, places of worship, theatre)

A public building is a building that belongs in some way to the state. The number of public buildings in any town or village will depend on the size of that community and its needs. For example, you will usually find a town hall of some sort, a school and a place of worship at the least. In larger communities there will be a police station, law courts, a library and maybe a theatre funded by the state.

(Pros: city pride, beautiful to look at, useful/necessary buildings, create a city centre.)

The desire to build impressive buildings is not new. The ancient cities of the Middle East and South America were designed with large public buildings to impress visitors and enemies and give a sense of pride. In modern times, outstanding public buildings still create a great sense of local and national pride. They are what gives a city its character and they form a social centre, a place where people like to meet.

(Cons: waste of public money, intimidating, nationalistic. Give opinion on whether they stop us from building houses or whether they can be compatible.)

However, some people argue that governments have constructed unnecessary, and sometimes ugly, buildings simply to make themselves feel important. I tend to feel that such buildings may be a waste of public money but I am not sure we can claim that they prevent houses from being built, because these governments have often ensured that adequate housing was also available. Houses and public buildings can exist side by side.

(Conclusion – sum up the two parts to the answer. Leave the reader thinking.)

The answer lies in finding the right balance. We want to feel pride in our town, but we also want our citizens to have comfortable homes. It is hard to please everyone.

(252 words)

This Test practice is suitable for both Academic and General Training candidates. Examiners mark both tests using the same criteria.

Unit topic Faces and feelings

EXAM SKILLS

SPEAKING

Expressing feelings and opinions

LISTENING

Recognising feelings and identifying views

READING

Dealing with research-based texts

STEP UP ACTIVITY

Reading

LANGUAGE/GRAMMAR

Adjectives

should / ought to

EXAM TASKS

Part 3 questions

Multiple-choice questions

Summary completion

Matching people to statements

IELTS TEST PRACTICE

Speaking test

Parts 1, 2 and 3

SPEAKING

Expressing feelings and opinions SB page 92

Aims: To review useful vocabulary for expressing feelings and illustrate the links between feelings and opinions. To provide an introduction to the use of hypothetical questions within a familiar context.

1 As a warm-up you could ask students to tell their partners how they are feeling at the moment. Are they content, stressed, worried? Why? Then discuss the faces and focus on the box of adjectives. Encourage students to come up with other words to describe feelings using appropriate intonation.

2-3 These reinforce the vocabulary above and pave the way for more work on prediction and speculation in future units by putting students in a familiar but hypothetical situation. If there is time, the purpose of each speaker could be discussed, e.g. speaker a is making an enquiry.

At this level candidates would not be expected to produce reported speech and accurate conditional structures of this type. The emphasis in this exercise should be on the production of a suitable adjective and the use of *would be/feel*.

4 This makes the link between feelings and views. It aims to encourage students to respond to Part 3 questions by considering how they feel about the topic and using relevant language to present a considered opinion. Structures such as the following could also be taught here:

*I feel uncomfortable **when/if** people blow smoke in my face.*

*I'm rather annoyed **by** people who ...*

Students should be able to support their view, perhaps by suggesting solutions, as in Unit 12.

LISTENING

Recognising feelings and identifying views SB page 93

Aims: To illustrate how feelings are expressed in conversation and help students to recognise expressions and vocabulary related to feeling. To practise listening to larger chunks of language in order to extract an opinion or view.



Opinions and feelings are more commonly tested in Sections 3 and 4 of the Listening test, as these sections are more demanding than the first two.

1-3 It may be helpful to go back over some of the vocabulary on page 92 of the Student's Book and remind students to listen out for intonation patterns that are indicative of negative and positive feelings (see Unit 5).

ANSWERS

speaker	feeling	words used
1	disappointed	all I got / let down
2	nervous / anxious / worried	won't sleep / shaking / relieved when it's over
3	excited	really looking forward / can't wait
4	shocked / stunned / surprised	couldn't believe it
5	angry / annoyed	fed up / that's the last time / furious
6	suspicious	up to something / something going on

RECORDING SCRIPT CD 2 track 14

Speaker 1: I did what Mr Winton suggested and I read all the right articles for that sociology assignment and then all I got was a grade D. I felt really let down after all my efforts.

Speaker 2: Well, I've done heaps of preparation for the music presentation I'm doing tomorrow but I still won't sleep tonight. I'll probably get up in the middle of the night and start practising. Look at me - I'm shaking at the thought. I'll be relieved when it's all over.

ANSWERS

Speaker 3: Tom and I are really looking forward to going away for a couple of weeks. We've both worked so hard this term and now I just can't wait to get on that plane!

Speaker 4: My neighbour's always been such a nice, pleasant, friendly person – always ready to lend a helping hand. And then one day I found out that he once spent three years in prison for robbery. I just couldn't believe it.

Speaker 5: They turned up over an hour late, didn't ring or anything, didn't apologise when they arrived. I'm fed up. That's the last time I invite them round for dinner. They didn't say anything about the food, not even a 'thank you', and then they left as soon as they'd finished eating. I'm furious.

Speaker 6: Every time I lend my car to my son it comes back dirty. He says he only wants to drive it to college in the morning, but I think he's up to something else. I don't know where he's going with it but there's something going on. Do you think I should follow him?

4–5 Prior to listening to Amanda and Walid, remind students that Section 3 of the Listening involves two or more speakers and that it can be more challenging to extract views when there is more than one speaker.

ANSWERS

4		words used
Amanda	✓	I get really irritated / can't stand it / don't you hate it
Walid		a bit annoying / doesn't bother

5 A

Point out the difference between exercise 4, which tests what is said throughout the extract, and the multiple-choice question in exercise 5, which is more specific.

RECORDING SCRIPT CD 2 track 15

Amanda: Have you ever smoked, Walid?

Walid: No, I've never really wanted to.

Amanda: Mmm. I used to be a smoker but I get really irritated now when I see people smoking in public places.

Walid: Yes, it's a bit annoying in restaurants.

Amanda: Oh, I can't stand it anywhere, even outdoors.

Walid: Really? It doesn't bother me.

Amanda: Don't you hate it at parties, people puffing in your face?

Walid: Not particularly.

6–7 Students will already have touched on the topic of marriage in the Speaking activity on page 92 of the Student's Book. Ask them to predict the speaker's views before they hear them.

Play the recording a second time and ask students to listen out for the marker that tells them they are about to hear the speaker's own view. (*As for me...*)

6

		words used
other people's views	<i>in favour of marriage</i>	happy occasion / celebrate
her parents' views	<i>in favour of marriage</i>	it's important / be very upset
her own views	<i>uncertain / undecided</i>	not so sure / wouldn't bother me

7 B

RECORDING SCRIPT CD 2 track 16

Young woman: People always seem to get excited about a wedding. I guess they feel it's a happy occasion and it's a time when all the family can get together and celebrate. My parents don't worry about when I'll get married but I know they think it's important and they'd be very upset if I decided never to do it. As for me, well, I'm not so sure. I'll get married if I find the right person and if he wants to get married but I'm not going to rush into it just to please my parents. I think I'm quite content on my own and it wouldn't bother me if I stayed single.

8–9

ANSWERS

1 C 2 A 3 B 4 C 5 B

RECORDING SCRIPT CD 2 track 17

Hiba: Look at this topic: What do you remember most about your teenage life? I've never had an assignment quite like this before.

Ahmed: No, I know what you mean. Normally we have to go and research something in the library.

Hiba: But this time we've got to produce something from our own personal experience. Still, I guess it's different.

Ahmed: What are you going to write about, Hiba?

Hiba: That's a good question. All sorts of things happened to me when I was a teenager. I know that I argued with my brother a lot ... I felt that my parents didn't understand me ... all that kind of stuff. But those stages are pretty standard, aren't they?

Everyone goes through them. And it doesn't mean you were unhappy – quite the opposite in fact.

Ahmed: Yes, I suppose we have to pick on something ...

something that 'happened' or an incident perhaps that 'changed' us in some way – made us more independent.

Hiba: Mmmm. Can you think of one, Ahmed?

Ahmed: There's one thing that stands out for me.

Hiba: What's that?

Ahmed: Well, when I was about 16, my father decided that I needed to learn how to look after myself, so he had this crazy idea. He didn't think it was crazy, of course. Even now he tells all his friends what an amazing thing he did and boasts about how it made me the 'man' I am now. Whereas, for me, it was quite different.

Hiba: What happened?

Ahmed: You won't believe this! He drove me into the middle of the desert and left me there. Told me I had to find my own way home. It was like a test of my courage and my ability to deal with a tricky situation.

Hiba: You obviously found your way home.

Ahmed: Yes, I did. I do feel quite good that I made it.

Hiba: There, see. I'm sure he would have come to find you if you hadn't turned up.

Ahmed: I suppose so.

Hiba: I wish I could have had a chance to prove myself like that.

Ahmed: I'd never want to go through it again.

READING

Dealing with research-based texts SB pages 94–95

Aims: To introduce students to a typical IELTS text type that presents the results of research. To familiarise them with terms related to research which they should know. To encourage them to follow the line of development in a text so that they can quickly locate information.

1–2 Point out that the notes down the side of the article identify the important information in each paragraph. In the live test, students should try to make a mental synopsis of the text in this way, as they read, so that they know how the argument or account develops.

ANSWERS

- 1 a Being together in the same place. Often used as a modifier before a noun such as 'communication' or 'interview'.
b It is going to discuss facial expressions in terms of how we understand them.
- 2 a facial expressions b rules c culture
d film / footage e read faces
f system / taxonomy g muscular movement
h action units / facial expressions

3 Having done the exercise above, students should tackle the summary straight away. Ask them to skim through the skeleton summary first and state what part of the passage it covers. Ask if they can predict any answers.

In this case, the summary covers the whole passage and presents a précis of the article. IELTS summaries may do this or they may target a particular section of the article, as on page 66 of the Student's Book.

ANSWERS

- | | |
|---------------|---------------------|
| 1 read faces | 5 Silvan Tomkins |
| 2 rules | 6 muscular movement |
| 3 photographs | 7 10,000 |
| 4 cultural | |

Step up to IELTS READING

Matching (people) SB page 96

Aim: To familiarise students with this type of question that may occur in an Academic Reading passage or in General Training Reading Section 3.

If students have not seen this type of question before, it may be useful to run through the instructions first. There are some important test tips on this page to highlight too.

Step 1

Like with other IELTS questions, it is always a good idea to note the key words first. It may be helpful to get students to rephrase the questions to ensure that they fully understand them.

Step 2

Although the names come in the order in which they appear in the text, it is also possible that a name will appear again later in the text (e.g. Ekman).

Step 3

The approach suggested here is more time-effective than going through the questions one by one. However, it does require detailed analysis of the text.

Step 4

Allow 10 minutes (or less) for the rest of the questions and then go over the answers by asking students to read out the relevant section of the passage. Illustrate paraphrases (e.g. best face reader of all time = most successful interpreter of facial expression).

ANSWERS

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

IELTS TEST PRACTICE

Full Speaking test

See page 48 of the Teacher's Book for advice on procedure.

While the Remember! box in the first full Speaking test in Unit 11 focused on the test format and procedure, this one highlights the marking criteria. If possible, record the interviews and give students feedback on:

- the flow and coherence of their speech
- their range and use of vocabulary
- their range and use of grammatical structures
- their pronunciation, intonation and word stress.

15 As far as I can see

Unit topic The future

EXAM SKILLS

READING Following the writer's argument

SPEAKING Talking about the future
Predicting and speculating

WRITING Referring back

STEP UP ACTIVITY Reading

LANGUAGE/GRAMMAR Present continuous / going to
Modals (future)
this/these + noun
such (a/an) + noun

EXAM TASKS

Part 3 questions

Tasks 1 and 2

Locating information

IELTS TEST PRACTICE

Listening Section 4

Labelling a diagram

Note/flow chart completion

READING

Following the writer's argument SB page 98

Aim: To build on work done in Unit 14 on following the line of development in a text. This time students note the thread of the argument themselves and then summarise the overall point of the text. Alternatively, this could be done as a paired activity with class discussion afterwards.

1-3 Ask students to consider their own views on the topic, bearing in mind what they already know about it.

SAMPLE ANSWERS

2 Certain types of AI exist already



Robotics more difficult because

- i cannot navigate
- ii cannot do more than one task at a time
- iii cannot recognise and express emotion – linked with logic



Some very basic attempts e.g. Kismet – facial expressions

Computer with 6 types of emotional recognition



Need true emotions e.g. consciousness and self-awareness – this is unlikely!

3 Basic forms of Artificial Intelligence already exist and scientists are attempting to develop robots that display and recognise emotions. However, there is little likelihood that they will ever be able to produce a robot that is similar to a human being.

Extra practice

Encourage students to use the Reading passages to develop ideas for Writing tasks. If there is time, set a timed writing exercise (one or two paragraphs) in which students speculate on the future development of robots. Suggest they use ideas that they can remember from the passage to support their views.

Step up to

IELTS READING

Locating information SB page 99

Aim: To introduce this question type (which occurs in both Academic and General Training modules) and to differentiate it from the 'paragraph headings' question type.

Step 1

After students have underlined key words and phrases, refer them back to page 46 of the Student's Book and the paragraph headings question. Point out that while the latter task requires them to understand the main idea / gist of a paragraph (and so is testing global reading skills), this task can target a range of different reading skills, from scanning for names to close reading for detailed points.

Draw attention to the range of reading skills required using the key words and phrases that students have underlined, e.g. in question 1 they are looking for a comparison; in question 2 they need to search for 'examples' which will relate to a main idea; in question 4 they can use simple scanning skills to identify a name; in question 7 (which is the most difficult) they need to identify 'an argument' and the language used to express this and then recognise that someone is producing a counter argument.

Point out how this approach requires only one reading of the text and is, therefore, more effective than trying to tackle each question in sequence.

Steps 3 and 4

With some classes, it may be helpful to repeat this detailed analysis with paragraphs C and D.

ANSWERS

1 F 2 B 3 E 4 C 5 G 6 C 7 D

Extra activity 1

As a follow-up to the point made at the end of page 99, suggest that students scan for these names and complete the table.

Name / location	Reason writer refers to them
Antonio Damasio	Supports view that (a)
Essa and Pentland	Developed a computer that (b)
Herbert Simon	Supports view that (c)

ANSWERS

- a emotion is linked to logic
- b recognises six basic facial emotions
- c robots need 'real' emotions

Extra activity 2

Here is another set of questions of the same type to go with the text on Bollywood in Unit 10. Ask students to label the paragraphs A-G first.

Which paragraph contains the following information?

Write the correct letters **A-G**.

NB You may use any letter more than once.

- 1 the source of many TV programmes in the 1990s
- 2 a comparison between Bollywood films and an Indian dish
- 3 the countries where Indian films are popular
- 4 examples of plots in Bollywood films
- 5 the place where the most popular Indian films are made
- 6 the most important element of Indian films
- 7 examples of opposition to the term 'Bollywood'

ANSWERS

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

WRITING

Referring back SB pages 100-101

Aim: To help students improve cohesion and reduce repetition through the use of simple reference words.

1 Use the first sample paragraph to point out examples of:

- this* + noun
- who* and *which* as relative pronouns
- which* as a connector

Other referencing:

- In comparison with this*
- this* to refer back to the previous sentence/situation/thing stated
- over the same period* to refer back to the last period of time mentioned
- both* to refer back to book loans and library visits

ANSWER

This graph shows the change in library use between 1991 and 2000. During this period, there was a gradual fall in the number of people who visited libraries and the number of books which were taken out on loan. This decline was more significant for book loans, which fell from 500 million in 1991 to just under 400 million in 2000. In comparison with this, general library visits fell from 350 million to 300 million over the same period. There was a slight levelling off for both in the last year of the decade.

2 When checking answers with students, check they understand the function of the reference words.

ANSWERS

- a *this* + noun
- b *it/this* to refer back to what has just been stated
- c *there* to refer back to place
- d *these* to refer back beyond the sentence level
- e *who* as relative pronoun
- f *such* + noun
- g *which* as a connector

3

ANSWERS

- a these ideas/aims b this aircraft
- c This skill/ability d These institutions
- e this approach f this kind/nature
- g this experience

4

ANSWERS

- a such a concept
- b such an old-fashioned view
- c such instruments
- d such behaviour

5

ANSWERS

- | | |
|------------------------|--------------------------|
| a it | f which |
| b these things | g such useful facilities |
| c this | h make such complaints |
| d which | |
| e this basic equipment | |

SPEAKING

Talking about the future SB page 102

Aim: To ensure that students understand the meaning of 'prediction' and 'speculation', and to review the language and structures related to these functions.



Students should expect to be asked to speculate on the future in Part 3 of the Speaking test.

- 1 Review the Grammar box and show how the examples in exercise 1 demonstrate the different future forms. Point out the mid-position of adverbs of certainty such as *probably*.

Review the different tenses and why they are used.

2

POSSIBLE ANSWERS

- a I'm going to Kenya because my sister's working there.
 b I think I'll probably marry someone kind and hard-working.
 c I think I'll still be in Australia.
 d I'm going to have a party because it's my 21st.
 e I'm going to work for a year in my father's business.

3

POSSIBLE ANSWERS

- a She's going to miss the bus.
 b The teacher won't let him take his exam.

Predicting and speculating

Indicate the shift to more abstract speculation and review the second Grammar box. Explain how prediction is more certain than speculation, though both entail an aspect of guesswork and reflect personal opinion.

- 4 Use this exercise to illustrate how the more challenging Part 3 questions test candidates' ability to speculate and predict. Get students to underline the words/expressions used in the example sentences and compare the use of *will* to express a prediction

with the use of *would* to express a hypothetical viewpoint. Point out how other phrases such as *it's very likely that* help to soften the opinion.

- 5-6 Review the Useful expressions before doing exercise 5. Encourage students to use a wide range of expressions and to experiment with their language. After students have attempted question a, play them extract a from the Pronunciation check recording. At the same time as exemplifying word stress, it also provides a sample answer to question a. Do the same for b to e.

RECORDING SCRIPT CD 2 tracks 18-22

a

Examiner: Do you think that scientists will successfully clone human beings one day?

Student: Yes, I think they will. From what I've read so far, they've already cloned a sheep.

Examiner: How do you think this will affect society?

Student: Well, as far as I can see, it's more a question of ethics than simple science. I think it could be quite harmful to society as a whole. But for medical purposes, I suppose it's OK. I think that's a very hard one to answer.

b

Examiner: Do you think we'll ever use computers to mark language speaking tests?

Student: Gosh, I hope not! If they do, then I think students will feel concerned about fairness – the computer might make mistakes. I mean how can you tell if a computer gets things wrong? Also the exams would become very boring.

Examiner: So you'd prefer to talk to a human being?

Student: Oh, yes, definitely.

c

Examiner: Do you think we'll see robots doing medical operations?

Student: Yes, I think we will. From what I've read, robotics are already involved in ... eye operations for instance.

Examiner: How would you feel about having machines performing routine tasks in a hospital?

Student: Fine! I think we'll see a greater reliance on machines in the future. They already have machines which take your blood pressure automatically, every half an hour, after an operation, without a nurse having to come and do it.

d

Examiner: Do you think we'll see hotels being built in space in the foreseeable future?

Student: I'm not sure. Perhaps we will ... if you count the International Space Station as a hotel.

Examiner: How do you think this will affect the tourist industry?

Student: Well, I wouldn't see it as a huge threat at this stage.

But we do already have a situation where wealthy individuals are prepared to pay enormous sums of money to travel to outer space without performing any useful function when they're there. Just to say they've been there. So I suppose this is a form of holidays in space. It might increase in popularity.

e

Examiner: Do you believe that we'll develop drugs that lengthen our lifespan?

Student: Yes ... I mean, any drug that's effective ... in curing us of disease or whatever, is lengthening our lifespan, isn't it? But whether we actually want a drug that will make us live forever is another question.

Examiner: How would you feel about taking a drug that promised to do this?

Student: I don't think this will happen in the foreseeable future, but perhaps in 100 years or so. I think it would lead to all sorts of problems. Would anyone really want to live forever? I don't think so.

IELTS TEST PRACTICE

Listening Section 4 SB page 103

ANSWERS

- 1 Airbus A320
- 2 legs
- 3 mirror
- 4 touch screen
- 5 teams / a team
- 6 wind
- 7 engine
- 8 flight management computer
- 9 instruments
- 10 first officer

RECORDING SCRIPT CD 2 track 23

John: Good morning everyone. My name is John McNally and, as you know, I'm a software engineer. I work very close to Gatwick Airport in Britain and at work we assemble flight simulators, which are used to train aeroplane pilots. So before any pilot is able to get in a real plane and fly it, they have to prove that they can operate all the controls in an aeroplane by flying in a computerised model.

So what does a flight simulator look like? Well, here's a picture of one: the simulator here is a model of a plane called an Airbus A320. As you can see, it's a large, almost round blob or box that moves on – usually six – legs to simulate the movement of an aircraft in the air. The legs tend to be driven by hydraulics but there are some electric ones around. Either way, they operate to simulate the motion – the pitch and roll – of the aircraft. The simulator can move up in the air or stretch, giving the trainee the feeling of flying upwards. At the very front, in the curved area here, is the 'mirror' and this is here so that images can be created that look exactly like an airport or landscape.

Inside, the simulator tends to resemble an actual flight deck in an aircraft. And what happens is that generally the instructor stands or sits behind the trainee and 'positions' the aircraft to any airport or any position on that airport using a touch screen. In this way, the instructor can 'train' the pilot. And there are many tests that the instructor can put the trainee through. He can fail an engine in flight, for example, to test the trainee's ability to react to 'malfunctions'.

How does it do this? Well, the simulator contains many computers, most of which have to communicate with each other. That's my job and I work with many other software experts on this. We work in teams, which vary in size, and each team has a specialist area but all the systems need to know what the other is doing. If the instructor wants to simulate a storm, for example, the flight experts need to know the strength of the winds and if there is any turbulence. At the same time, the navigation people need to know where the storm is, how far away, and place it on the pilot's navigation screen, and the engine experts need their information to ensure a safe passage. In fact, landing an aircraft in rough weather is one of the most difficult things to do and I've seen some very pale people step out of simulators in my time here! It can get very stormy in there!

But trainees don't get into a simulator straight away! There are many different devices used in the training process and this starts on a very simple level. One of the first things a trainee must know is how to input data into the flight management computer. The pilot, on an aircraft, enters information such as 'Current Airport', 'Destination Airport' as well as his route and other things such as the amount of fuel and aircraft weight. This procedure can be learned on a PC. Next, he may need to learn to manage the controls, for example, using the joystick to move up or down or left or right. He gets the 'feel' of these controls and how they impact on the instruments. This can be learned on a 'fixed base' simulator – that's one that doesn't move. Finally, he needs to take off, land and fly in the air during turbulence, etc, so for that he needs a full flight simulator with motion.

Trainee pilots vary in age and ability and so the length of time it takes to train them also varies. Once a pilot has qualified on the simulator they are entitled to fly an aircraft but they are only called a 'first officer' at this stage and must fly under an experienced captain ... unless they are an experienced pilot who is simply re-training to fly a different aircraft type.

16 Mother tongue

Unit topic Language and languages

EXAM SKILLS

SPEAKING	Expressing certainty or doubt
READING	Understanding the writer's views Summarising the main idea
WRITING	For and against
STEP UP ACTIVITY	Reading
LANGUAGE/GRAMMAR	Indirect statements with <i>if/whether</i>

EXAM TASKS

Speaking Part 3

Writing Task 2

Yes / No / Not given

IELTS TEST PRACTICE

Academic Reading

Yes / No / Not given

Classification

Multiple choice

SPEAKING

Expressing certainty or doubt SB pages 104–105

Aims: To provide an interesting exercise to get students of different cultural backgrounds thinking about the topic of language. To provide a communicative task to facilitate making indirect statements.

1–2 Spend about 10 minutes on this exercise, making sure the students note down their answers. Let them discuss their answers with a partner, trying to use the phrases in the box, before they look at the correct answers in the key at the bottom of page 106 of the Student's Book.

3–4 Go over the rules for indirect questions and statements, pointing out that this structure is useful in both IELTS Writing and Speaking, and get them to discuss their answers by asking and responding appropriately.

The pictures are:

- a Egyptian hieroglyphs; b deaf sign language;
- c the Japanese characters for *forest* and *sea*;
- d *No smoking* in Thai; e the number pi;
- f the road sign warning of a railway crossing.

READING

Understanding the writer's views SB page 106

Aims: To revise the skill of finding the main idea in a paragraph and summarising it in order to illustrate comprehension of that idea. To reinforce the concept that these are the writer's own views or claims (rather than simply given facts contained in the passage). To remind candidates of the level of IELTS Academic Reading, presented here in short achievable tasks.

- 1 Students should read the first paragraph and the first words of the summarising sentence, which provide half the answer. Direct them to underline key words in the paragraph to help them arrive at the main idea, which will enable them to complete the summary. Then complete questions b–e. Point out that very few words are required to do this, and no details or examples are given in a summary.

ANSWERS

- a number of languages / world / estimates varied / problems / question
It is difficult to know exactly how many languages exist today because linguists cannot agree on what counts as a language.
- b distinction between language and dialect / standard written language
Although English is spoken in a number of ways, it has a standard written form.
- c varieties of speech / dialects / different from each other
The dialects of China are quite different from each other.
- d language planning / official policy / planning issues / languages and linguistic varieties
In both developing and developed nations, governments need to have a policy on how to deal with issues relating to the languages spoken in that country.
- e origins of human language / questions / search is fruitless
People have wondered for years about the origins of human language, but the questions remain unanswered as there is no real way of knowing.

Step up to IELTS READING
Yes / No / Not given SB page 107

Aim: To review the technique required for this question type.

Start by talking about what this type of question is testing. It aims to discover whether the reader has understood the text sufficiently well to say whether certain statements agree with the views, summarise the opinions or reflect the claims of the writer; and also whether they **do not**, or are **not mentioned** at all.

Refer back to Unit 9 and the question type of True / False / Not Given, pointing out that the statements there related to facts, whereas here they are comparing the statements with the writer's opinion.

To get going

Look at the paragraph about Ferdinand de Saussure, and discuss the meaning of the expression 'the father of modern linguistics' to ensure that students understand the topic. Then refer students to the three statements a–c below and point out that the underlined phrases in the text contain the key words that help students work out the answer. Work through the examples, which explain the difference between the three options, and make sure students have grasped the concept before moving on to Questions 1–8.

Steps 1 and 2

Go back to the five short extracts on page 106 on which questions 1–8 are based. Reread them if necessary. Read the first statement *There is little agreement on exactly how to define a language* and get the students to rephrase this in their own words, e.g. *Not many people can agree on what counts as a language.* (These are almost the same words they wrote in their first summary, so it should be clear that the first statement does agree and the answer is 'Yes'.)

Step 3

Move on to questions 2–8, paying particular attention to the Not given answers. Candidates should *not* rely on their own experience or knowledge to answer this type of question. They must find evidence of agreement for a 'Yes' answer, a clear statement to the contrary for a 'No' answer, or be certain that there is no mention of the fact stated for a 'Not given' answer.

ANSWERS

1 Yes 2 No 3 Not given 4 Yes 5 Not given
6 No 7 Yes 8 Not given

Further practice

A useful way to reinforce this question-type is for students to write a statement which would produce the opposite answer to statements 1, 2, 4, 6 and 7. For the 'Not given' statements 3, 5 and 8, ask students to explain why the answer is 'Not given'.

ANSWERS
Opposite statements

- 1 There is considerable agreement on how to define a language. *No*
- 2 A language and a dialect are easily distinguished. *Yes*
- 4 The various dialects of China are quite similar. *No*
- 6 Countries need an official policy on how language and linguistic varieties are used. *Yes*
- 7 Very few questions have been asked about the origin of language. *No*

'Not given' statements

- 3 There is no mention of it being easy to learn English in any of the texts.
- 5 Text 4 mentions language planning, but there is no mention of teaching foreign languages.
- 8 The text says that the *questions* date back 3,000 years, not language itself.

WRITING
Academic and General Training Writing Task 2: For and against SB page 108

Aims: To illustrate how to offer 'for and against' arguments. To provide guidelines for how to approach such a task. To practise another planning technique.

- 1 Students read the question and summarise what it is they should agree or disagree with. This can be stated as a single premise, e.g. 'Restrictions on a national language are justified'. They should bear in mind that they are being asked (a) to present points for and against the policies, and (b) whether such policies can be effective.

Making notes agreeing and disagreeing with the question

- 2–3 Get students to write the single premise in the centre of a clean page and then brainstorm ideas in favour of this and against. Some ideas have already been included. Emphasise the need to try to see both sides of an argument, even if they don't agree with both sides.

Organising your answer

- 4 The skeleton paragraphs offer ideas on how to craft an answer. The Useful expressions box provides a range of expressions with which to launch each paragraph. Get students to write the complete answer in no more than 30 minutes.

SAMPLE ANSWER

(Clear statement followed by a question based on the premise.)

Language is linked to the identity of a nation, and speakers of a common language share many things, but does this give governments the right to restrict the way a language is used or taught?

(Concession made to the 'For' case, but followed by the 'Against' point of view. An example is given which comments on the likely effectiveness of such a policy.)

It can be argued that a nation maintains its culture through its language, and so there is a need to restrict the use of foreign words and changes in pronunciation. However, in reality this approach is fruitless, because language is a living thing and it is impossible to stop it from changing. This policy has been tried in some countries, but it never works. People, especially young people, will use the language that they hear around them, and which separates them from others; stopping the use of certain words will only make them appear more attractive.

(Puts the case 'Against' governments preventing spelling reform, but concedes it may be useful.)

As for spelling, we all know that the English system is irregular and, I believe, it would benefit from simplification so that children and other learners do not waste time learning to read and write. On the other hand, some people may feel, perhaps rightly, that it is important to keep the original spelling of words as a link with the past and this view is also held by speakers of languages which do not use the Roman alphabet.

(Puts both sides of the argument about which language to use in schools.)

While it is important for people who speak a minority language to be able to learn and use that language, it is practical for education to be in a common language. This creates national pride and links people within the society. Realistically, schools are the best place for this to start.

(Ends with a clear statement.)

Ultimately, there is a role for governments to play in the area of language planning, particularly in education, but at no time should governments impose regulations which restrict people's linguistic freedom.

(292 words)

Writing a complete answer

- 5 This provides a clear opportunity for students to draw on their own experience and ideas. Students should repeat the process they followed for the previous question, i.e. reduce the question down to its basics and write this in the middle of the page; brainstorm the premise to come up with ideas 'for' and 'against'; create a flow-chart of paragraphs made up of brief points and key ideas; decide which expressions from the Useful expressions box are to be used and note these by each paragraph. Students should spend at least ten minutes doing this, and then write the answer.

Extra activity

Here is another Writing Task 2 on the topic of language:

Language is in a constant state of change. The way we speak our mother tongue is different from the way our grandparents spoke it. This is the case for all languages. The grammar and vocabulary change with each generation.

What are the reasons for these changes?

To what extent is this a good thing?

IELTS TEST PRACTICE

Academic Reading SB pages 109–111

ANSWERS

1 Yes	7 C	12 B, E, F
2 Yes	8 C	13 A
3 Not Given	9 C	14 D
4 No	10 B	
5 No	11 A	
6 Not Given		

Progress Test 1


Listening skills

Questions 1–5

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Red Dragon Reservations Form	
Day:	E.g. Saturday
Date:	1 _____ 25
No. of people:	2 _____
Time:	3 _____
Name:	4 Jenny
Phone:	5 _____



Questions 6–10

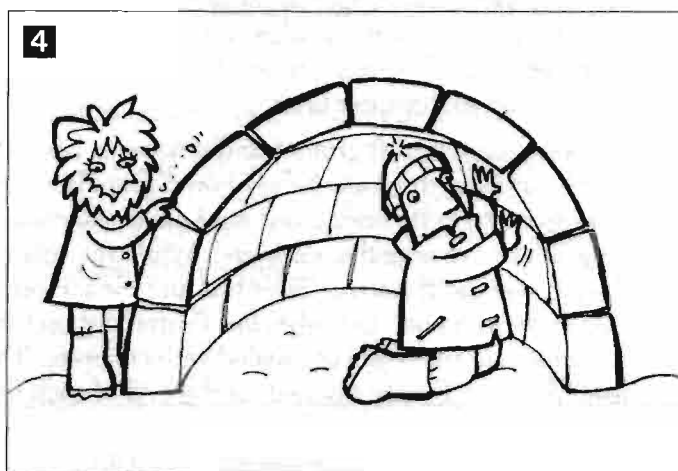
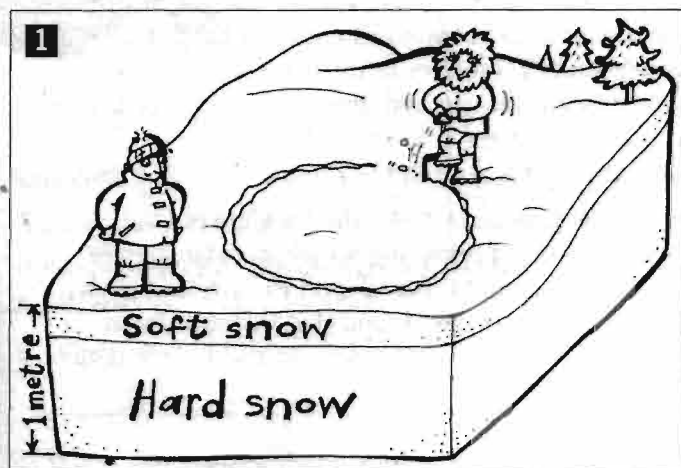
Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

APPOINTMENTS DIARY	
Sue's surprise party - menu choices	
Golden Banquet 6 _____	per person
Includes:	
Seafood buffet with 7 _____	or _____
Red Dragon Special £18.00 per person	
Includes:	
5 dishes - speciality is 8 _____	
Price agreed 9 _____	
Address 10 _____	

Writing skills

The diagram below shows how to make an igloo in 3–6 hours.



Complete the description below using the correct form of the verb in brackets.

First of all, you need to find a suitable spot. An igloo must 1 built up (build) on a hard field of snow that is at least 1 metre deep. Although the snow is probably soft on top, hard snow can usually 2 be found (find) underneath.

Next you draw a circle in the snow and then the snow blocks 3 are cut (cut) using a saw and an axe. These blocks can 4 be made (make) stronger by leaving them to harden in the wind.

To construct the igloo, larger blocks 5 are used (use) at the base and 6 are placed (place) at an angle. You need to leave an entrance at the base, too, before the smaller blocks 7 are added (add) on top. The last few blocks 8 are moved (move) into the igloo through the entrance and then 9 are lifted (lift) up.

When the building work 10 is done (do), any cracks can 11 be filled in (fill in) with snow and the inside of the igloo 12 is smoothed (smooth) to make a comfortable room for the night.

Reading skills

The Channel Tunnel

The Channel Tunnel carries rail passengers and vehicles under the sea between France and England – a distance of almost 50 kilometres. There are two main tunnels, each 7.3 metres in diameter, with a service tunnel between them. On average, the tunnel runs 45 metres below the sea bed, but in some places it is 75 metres under the ground. The British terminal, just outside Folkstone in Kent, and the French terminal at Calais are each nearly 10 kilometres from the coast and the start of the tunnel.

Although a tunnel was first suggested by the French Emperor Napoleon in 1802, the building of the tunnel did not begin until 1987 and was completed in 1994. It involved removing 8 million cubic metres of earth and lining the tunnel with 1.8 million tonnes of steel and concrete. British and French tunnelers worked from each end, building the service tunnel first. When they met they found that they had been working accurately to within a few centimetres.

Building tunnels

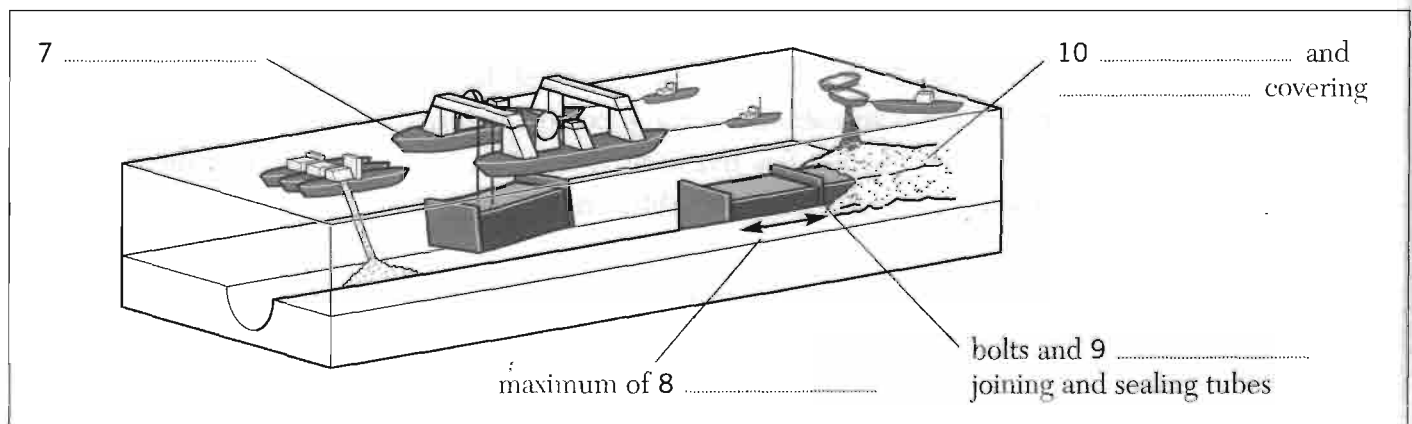
Tunnels built underwater are among the greatest achievements of modern engineering because their construction presents special problems. The sea bed contains soft sand, mud and other sediments, which must be kept out of the workings. Water seeping through from above is another hazard. The tunnel entrances, called portals, are sited some distance away from the water so that there is a gradual slope down to the underwater level.

For long tunnels, soft ground under water is fairly easy to drill through using tunnel-boring machines which cut away the rock. Newly bored tunnels are then lined with steel and concrete. Short underwater tunnels can also be built using steel tubes. They consist of sections of steel tube, each up to 100 metres long, which are sealed at each end. While the tubes are being made, special boats called dredgers cut a deep trench on the sea or river bed and then a foundation of sand and gravel is added. To complete a sunken tube tunnel, the tubes are floated out on barges and lowered into place. Divers bolt the sections together, and the joints are sealed with concrete. The tunnel is covered with sand and mud to protect it from damage. Finally the seals at the end of each tube are cut away and the tubes are welded together.

Take 5 minutes to answer the following questions.

- 1 How long is the Channel Tunnel?
- 2 How deep is the deepest part of the tunnel?
- 3 In which place does the French part of the tunnel begin?
- 4 Who first mentioned the idea of a Channel Tunnel?
- 5 When did work on the tunnel first start?
- 6 What materials were used to complete the tunnels?

Take 5 minutes to complete the labels on the diagram.



Progress Test 2

Listening skills

Questions 1–5

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 1 Which animal first provided humans with milk?
.....
- 2 When were cows first milked?
.....
- 3 What has been found in Egyptian tombs?
.....
- 4 Before 1800, who was responsible for making cheese?
.....
- 5 When were milking machines invented?
.....

Questions 6–10

Complete the sentences below.

Write a **NO MORE THAN THREE WORDS** for each answer.

- 6 The first yoghurt was made in the continent of
- 7 The flavour of yoghurt is improved by the addition of and
- 8 Children need of milk a day.
- 9 Most milk flavouring contains a lot of
- 10 is sometimes used instead of milk from animals.

Writing skills

General Training Task 1

You should spend about 20 minutes on this task.

You play a team sport with some friends. Last week a member of the team had an accident and wasn't able to play with you at the weekend. You decide to write to him in hospital, telling him about the match.

Write a letter to your friend. In your letter

- tell him which team won
- describe the conditions on the day
- say how you felt about the match

You should write at least 150 words.

You do NOT need to write your own address.

Reading skills

Forgery

As paper is worth nothing in itself, turning it into a form of exchange can be extremely rewarding

- 1 The counterfeiting of money, known as forgery, is as old as paper money itself. One way of foiling forgers is through the use of design and colour. For years, green was the hardest colour to copy, which is why the Americans used it – hence the term ‘greenback’. Some designs can be hard to copy too – although the most attractive notes are not always the hardest to reproduce. Plastic notes, as used in
- 5 Australia and now in Brazil, are another way forward, but experts say they too can be forged, and many users dislike them. A third way of defeating the forgers is to change your notes frequently. Many central banks have speeded up the rate at which they introduce new notes. Typically banknotes used to remain in circulation for 15 to 20 years, and designs might change even less often. Now notes usually stay in circulation for less than ten years, and design changes are made more often still.
- 10 The greatest forger of all time was Leon Warnerke who was a respectable photographer and businessman in south-east London. He was a highly successful forger of various East European banknotes, especially Russian roubles. He was never caught and had countless identities. However, the hardest part of forgery is often not the reproduction of the notes but their distribution, and for this
- 15 reason, the most effective forgeries have often been undertaken by governments themselves. For example, forging the other side’s currency has always been a standard war tactic.

The European Central Bank is well aware of the problems of forgery. Indeed, the threat from forgers is one reason why it kept the detailed design of its new notes under wraps for so long. It also explains why it was anxious not to allow any notes to reach the public before January 1st and it is part of the response to those who have complained about the dull design of the notes: for all banknote issuers,

20 security comes before aesthetics.

For the euro, there are four layers of security. First are a few simple features – such as watermarks and security threads – that are generally easy for the public to spot. A further seven or eight more elusive points are only known by Europe’s five million or so professional cash handlers. Third come features to help automated machines to tell real notes from false ones. And lastly, there are some

25 aspects of the design that only experts from central banks will be able to detect. All except this last category were publicised before January 1st 2000.

Vocabulary

Scan the text for these words and then work out their meaning.

- a foiling (line 1)
- b reproduce (line 4)
- c Typically (line 7)
- d countless (line 12)
- e kept ...under wraps (line 17)
- f aesthetics (line 20)
- g tell (x from y) (line 24)
- h detect (line 25)

IELTS Task

Complete the notes below.

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

- Methods used to make forgery difficult:
- Selecting a particular 1 or
 - Using 2 as a material
 - Limiting 3 time
- Currency most frequently forged by Warnerke: 4
- Most difficult aspect of forgery: 5
- How forged euros may be detected:
- by members of 6
 - by people who deal with 7
 - by 8
 - by people who work in 9

Progress Test 3

Listening skills

Questions 1–3

Choose **THREE** letters **A–F**.

Which **THREE** of the following items does the woman recycle?

- A boxes
- B glass
- C paper
- D plastic
- E newspapers
- F books
- G tins
- H clothes

Questions 4–6

Choose the correct letter, **A**, **B** or **C**.

4 How long has she been recycling goods?

- A one month
- B six months
- C a year

5 How does she recycle her goods?

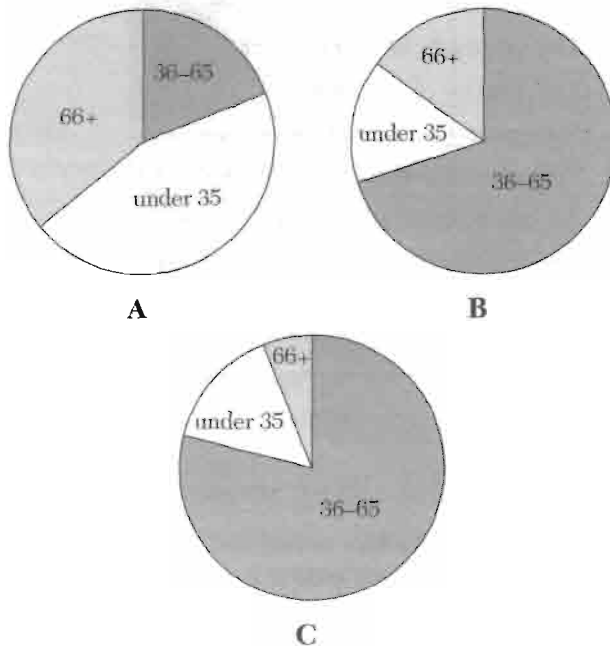
- A They are collected.
- B A neighbour does it for her.
- C She goes to a recycling centre.

6 What does she say about recycling?

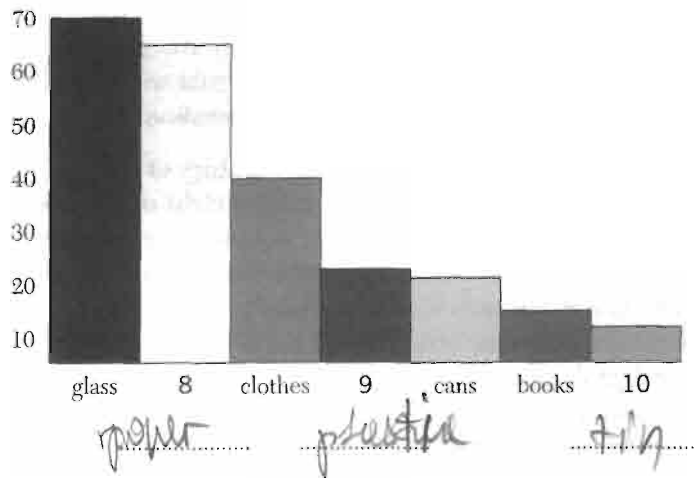
- A She thinks she should recycle more.
- B She thinks everyone should do it.
- C She thinks it is a waste of time.

Questions 7–10

7 Which chart shows the age-range of people who recycle goods?



Complete the labels on the bar chart.



Reading skills

Questions 1–6

The Reading passage below has six paragraphs A–F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number i–ix.

List of Headings

- i Indecision about a name
- ii Current problems with distribution
- iii Uncertainty about financial advantages
- iv The contrasts of cinema today
- v The history of cinema
- vi Integrating other events into cinema
- vii The plans for the future of films
- viii An unexpected advantage
- ix Too true to life?

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

The end of the silver screen?

Cinema technology has remained much the same for a century, so when will it go digital? Kevin Hilton views the projections.

A Cinema is full of contradictions. It is high-tech and old-fashioned at the same time. Today's films are full of digital sound and computer-generated special effects. Yet they are still stored on celluloid film, the basis of which is more than 100 years old. They are also displayed with projectors and screens that seem to belong to our great grandparents' generation.

B Now that we are in the second century of cinema, there are moves to bring the medium right up to date. This will involve revolutionising not just how films are made but also how they are distributed and presented. The aim is not only to produce and prepare films digitally, but to be able to send them to movie theatres by digital, electronic means. High-resolution digital projectors would then show the film. Supporters say this will make considerable savings at all stages of this chain, particularly for distribution.

C With such a major technological revolution on the horizon, it seems strange that the industry is still not sure what to call itself. This may appear a minor point, but the choices, 'digital' cinema and 'electronic' cinema (e-cinema), suggest different approaches to, and

aspects of, the business. Digital cinema refers to the physical capture of images; e-cinema covers the whole chain, from production through post-production (editing, addition of special effects and construction of soundtrack) to distribution and projection.

D And what about the effects of the new medium? The main selling point of digital cinema is the high resolution and sharpness of the final image. But those who support the old-fashioned approach to film point to the celluloid medium's quality of warmth. A recurring criticism of video is that it may be too good: uncomfortably real, rather like looking through an open window. In 1989, the director of the first full-length American digital high-definition movie admitted that the picture had a 'stark, strange reality to it'.

E Even the money-saving aspect of e-cinema is doubted. One expert says that existing cinemas will have to show the new material and not all of them will readily or rapidly furnish themselves with the right equipment. 'E-cinema is seen as a way of saving money, because print costs a lot,' he says. 'But for that to work, cinemas have to be showing the films because cinemas are the engine that drives the film industry.'

F This view has prompted some pro-digital entrepreneurs to take a slightly different approach. HD Thames is looking at reinventing the existing cinema market, moving towards e-theatre, which would use digital video and projection to present plays, musicals and some sporting events to the public. This is not that different from the large-screen TV system that was set up in New York in 1930, and John Logie Baird's experiments with TV in the late 1920s and early 30s.

Questions 7–11

Complete the summary below using **NO MORE THAN THREE WORDS** from the passage.

There are big changes ahead for cinema if digital production takes place and the industry no longer uses 7 and gets rid of the old-fashioned 8 and used to show movies. The main advantage is likely to be that the final image will be clearer. However, some people argue that the digital picture will lack 9 In addition, digital production will only reduce costs if cinemas are willing to buy new 10 As a result, experiments with what is called 11 '.....' may mark a change in the whole entertainment industry.

Writing skills

Academic Writing Task 1

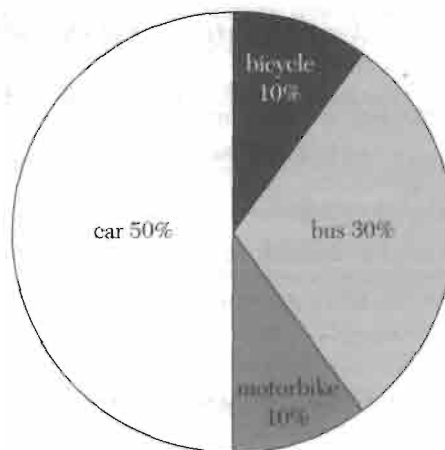
You should spend 20 minutes on this task.

The table and pie chart below give information on transport and car use in Dangleford.

Write a report for a university lecturer describing the information shown below.

People's reasons for using the car in town

Travel to work	40%
Shopping	15%
Leisure activities	15%
Taking children to school	55%
Business	45%



You should write at least 150 words.

Progress Test 4

Listening skills

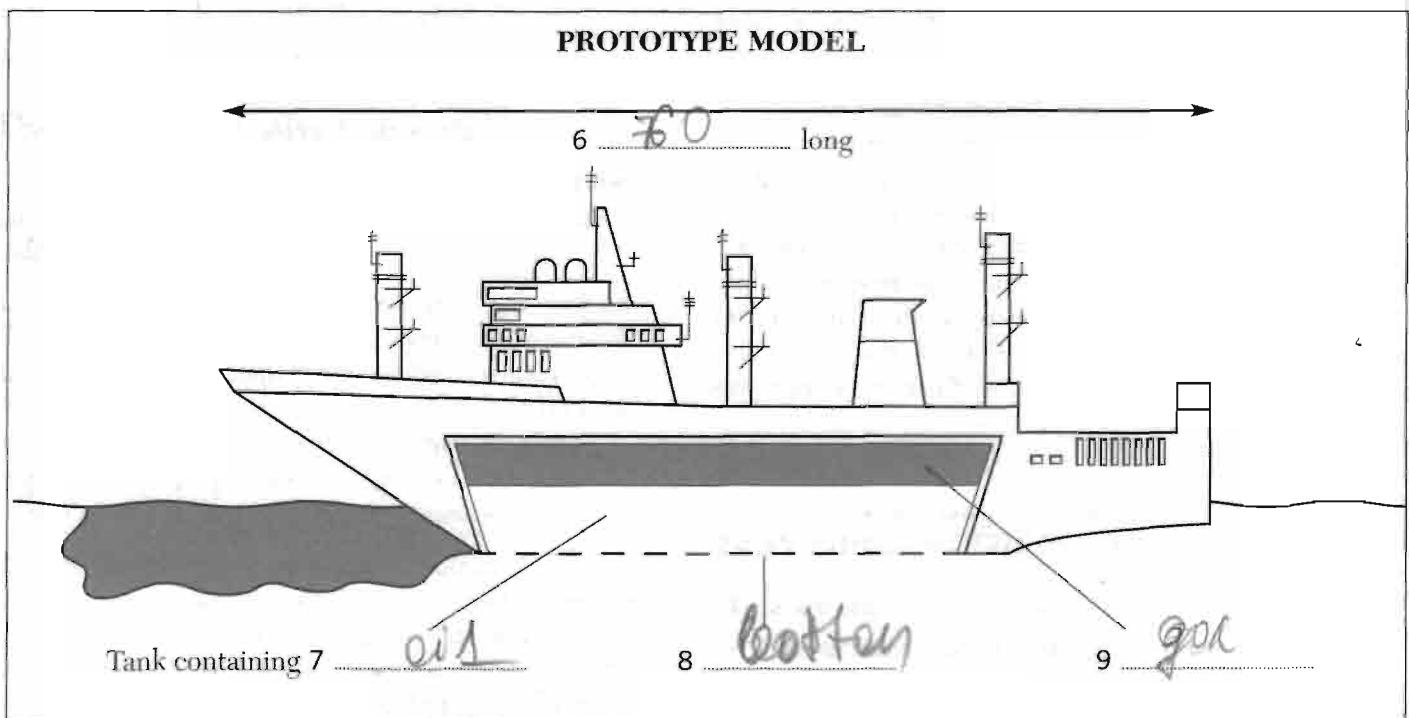
Questions 1-5

Complete the sentences below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 1 Most of the spilt oil in the sea comes from oil tanker.
- 2 One barrel of oil in every fourth is spilt into the sea.
- 3 The new process would also provide _____.
- 4 Earlier projects have found it difficult to avoid smell as well as oil.
- 5 Standard methods harm the environment because they use collecting water to get rid of the oil.

Questions 6-9

Label the diagram. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.



Question 10

Write the correct letter **A**, **B** or **C**.

- 10 Which problem does the speaker highlight at the end of his talk?
- A insufficient financial resources -
 - B lack of interest from other countries
 - C difficulties in setting up the trials

Writing skills**Task 2**

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Film stars and music celebrities may earn a great deal of money and live in luxurious surroundings, but many of them lead unhappy lives.

Do you agree? To what extent is this the price they pay for being famous?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

Reading skills

Old steamboat 'Delta Queen' keeps rolling along

The *Delta Queen* is America's oldest continuously operating authentic steamboat offering overnight accommodation. At the ripe old age of 77, she's still chugging up and down some of the most scenic rivers of North America. The *Delta Queen* is listed on the US National Register of Historic Places, but it is the only national landmark found in a different place each day. However, life hasn't always been easy for this old boat.

The *Delta Queen* was launched in 1927 and started life as a night boat, ferrying passengers on the Sacramento River between San Francisco and Sacramento, California. Then, during World War II, she was painted grey and served in the US Navy to transport soldiers and marines out to the troopships in San Francisco Bay.

For a short while after the war she enjoyed a more glamorous role when she was used to accommodate delegates from around the world who had come to the United States for the launch of the United Nations. Still commissioned a vessel in the US Navy, she served as a floating gun platform to help put down a prison riot at Alcatraz, in San Francisco Bay.

In 1946 her fortunes changed when the *Delta Queen* was sold at auction for the sum of \$46,250 and taken to Cincinnati in Ohio. Getting her there was quite a task. Her superstructure was boarded up to protect her from waves and she was towed by a sea-going tug 8,000 kilometres from the Pacific through the Panama Canal, into the Gulf of Mexico and up the Mississippi River to New Orleans. There the boarding was removed and she continued her journey under her own power up the Mississippi and Ohio rivers to Cincinnati and on to Pittsburgh, where her Navy grey paint was stripped and she was fitted out in the traditional style of the old paddlewheelers to begin her new life. Since then she has carried thousands of passengers up and down the rivers and waterways of North America.

In 1968 the *Delta Queen* survived her first real crisis when she ran into trouble with the law. The U.S. version of the Safety of Life at Sea convention bans wooden vessels of any kind from carrying overnight passengers, so her days looked numbered. However, a million signatures on petitions from loyal passengers, steamboat fans and faithful crew members resulted in a special Act of Congress which exempted her from this law and so the *Delta Queen* lived to see another day.

In 2001, the *Delta Queen* and her sisters, the *Mississippi Queen* and *American Queen*, survived the most sinking blow of all when the company that owned her went bankrupt, threatening to leave the paddlewheelers high and dry in New Orleans. Fortunately, responding to yet another petition from steamboat fans around the world, the *Delta Queen Steamboat Company* was purchased by Delaware North Companies, a leader in hospitality services. Today she continues the proud tradition of Steamboatin' on America's Heartland rivers. "I guess she's just charmed," said her master, Capt. Gabe Chengery.

Do the following statements reflect the claims of the writer of the passage?

Write:

- YES** if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 1 The 'Delta Queen' is a unique floating national landmark.
- 2 The 'Delta Queen' was originally designed for river transport.
- 3 People have used the 'Delta Queen' as a floating hotel.
- 4 \$46,250 is very little money to pay for a paddle steamer.
- 5 The 'Delta Queen' went from San Francisco to New Orleans under her own steam.
- 6 It is against the law for a ship made of wood to carry paying passengers in the US.
- 7 It is difficult to make a profit in the paddle steamer business.

Progress Tests: Recording scripts

Progress Test 1 Listening Section 1 CD2 tracks 24–25

Man: Good evening! Red Dragon Restaurant – David speaking.

Woman: Oh hi! I was wondering if I could book a table for a group of people for next Saturday. I'm trying to organise a surprise party for someone.

Man: Certainly. Now let me see, what date is that?

Woman: I think that's the 18th ...

Man: Just let me have a look. The 18th of November ... looks fine. And how many people is that for?

Woman: I think there'll be about 20 of us.

Man: Twenty? I see. It's quite a big party then!

Woman: Yes. Perhaps more ... it might be better to say 25.

Man: OK ... 25 people. I'm sure we can manage that. And what time would you like to come?

Woman: About twenty past seven or thereabouts.

Man: Let's say seven thirty, shall we? We usually take bookings on the half hour.

Woman: Oh! Alright! Seven thirty.

Man: And can I have your name, please?

Woman: Ah ... Jenny Fields.

Man: Fielder, did you say?

Woman: No, Fields. That's F-I-E-L-D-S.

Man: Right. And can I have a contact number for you?

Woman: Sure. Best if I give you my mobile number. That's 0414 443 552.

Man: 0414 443 522.

Woman: No, 552.

Man: Right ... got it!

Woman: Now we'd quite like a set menu, if that's possible, so that we know what it's going to cost us. Do you do that sort of thing?

Man: Yes, we do.

Woman: What are the choices?

Man: Well ... you've got a couple of choices with the set menu. We offer what we call our Golden Banquet for £25 per person. That includes a full seafood buffet – eat as much as you like, that kind of thing – with tea or coffee.

Woman: Right! I see. What else can you offer us? That's a bit expensive.

Man: Well, you could go for the Red Dragon Special at £18 per person. That gives you five main dishes to share, including, if you want it, our speciality roast duck. But you need to let us know in advance if you want to order the duck.

Woman: Oh, that sounds better. But £18 is still a little over our budget. We're students, you know. Do you offer a student discount?

Man: No, but I suppose as there are 25 of you coming we could do something for you. Let's say, £15 each. How does that sound?

Woman: Oh, that sounds reasonable. Thank you.

Man: So we'll see you on Saturday then.

Woman: Yes. Oh! One last thing. What's the exact address ... so I can tell everyone how to get there?

Man: We're at a hundred and eleven, Church Road. That's next door to the bank on the corner of Barclay Street.

Woman: A hundred and eleven, Church Road?

Man: Yes, that's right. We'll see you on Saturday.

Progress Test 2 Listening Section 2 CD2 tracks 26–27

Lecturer: Welcome to our regular piece on food and drink. Today's programme is about milk. People all over the world drink milk, but not all that milk comes from cows. In Tibet, for example, children drink yak's milk and near the Arctic circle people get their milk from reindeer. Even buffalo milk is drunk in some countries. So ... how did milk drinking begin?

Well, the first animals that were milked – that we got our milk from – were sheep. That was about 11,500 years ago. About 2,000 years later, people started keeping goats and drinking their milk too. Then there were donkeys and mares, or female horses. In fact cows were not used for their milk until 4,000 years ago, which is really quite recent when you think about it. We know this because rock drawings have been discovered in the Sahara Desert in Africa that show pictures of dairies with people milking cows and making cheese. Some old cheese has even been found in Egyptian tombs dating back 2,300 years. Imagine how that must have smelt ... pooh!

Until the 1800s, milking animals and turning the milk into butter and cheese were jobs done mainly by women. This was because there were no machines to help with the process and, of course, it took a lot of time. The men were busy doing other things. However, milking machines were invented in about 1830, and so soon after that the cheese was made in special factories.

Lecturer: These days, yoghurt is a very popular milk product. But when did we start making yoghurt? Well, there is a legend – a very old story – that the first yoghurt was made by a nomad as he crossed the desert in Africa. Apparently he set out with some milk in a bag made of sheep's stomach, which he attached to his camel. As he rode for quite a long time on his camel, the warmth of the sun turned the milk into thick, slightly sour yoghurt. It was probably very sour in those days but now we add fruit and sugar to make it taste better.

So how much milk do we need? Generally speaking, growing children need to drink half a litre of milk a day in order to develop healthy teeth and bones. It doesn't matter whether this milk comes in the form of cheese, butter or yoghurt. You can even add flavouring to milk and it will still be good for you – but remember that most flavouring contains a lot of sugar which can be bad for you.

Dairy products, as they are known, are good for us and help keep us healthy, though in many countries it is more common to find soya milk products than dairy products. Soya milk is also very good for you. Ultimately, it is all a matter of taste.

Progress Test 3 Listening Section 3 CD2 tracks 28–29

Student 1: Excuse me, I wonder if I could ask you a few questions? Um, I'm doing a small research project as part of my course on the environment ...

Woman: Yes, OK, what would you like to know?

Student 1: Well, we're looking into how much waste people in the town recycle. Do you recycle anything?

Woman: Yes, I do, I've got these boxes here to put things in.

Student 1: Oh. That's great.

Woman: I use this one here for things like old envelopes, letters, that kind of thing, and I have to keep them separate from newspapers and magazines – they all go in this one. But I like to keep novels and children's books ... I'm a bit of a collector in that respect ... so I don't recycle anything like that. I suppose I should recycle glass and plastic bottles: that's pretty important, but I still haven't got round to it. But I do put any dresses and jumpers that the children have grown out of in this box – and footwear too.

Student 1: That's three products, then, that you recycle.

Woman: I guess so.

Student 1: Have you only just started recycling, or have you been doing it for some time?

Woman: Ooh, let me think ... I think I've been doing it for about 12 months ... No, I remember, it was after I had that big clear out in the study and there were piles of old documents everywhere – that was six months ago. I thought, this year I really must do something with this stuff – not just throw it out.

Student 1: OK. And we're also interested in the method that people use to do recycling.

Woman: What do you mean?

Student 1: Well, does the Council come and collect it or do you take it to a recycling centre?

Woman: I wish it was collected ... that would save me a lot of time. I take it to the depot in Stoneham – usually on a Monday, though sometimes I forget and then it piles up! I usually take the stuff for the old man next door, as well. He's eighty, so it's almost impossible for him to do these things by himself.

Student 1: That's nice of you! All the more reason for getting the Council to come and collect it.

Woman: But a lot of people round here don't bother, you know. They think there's no point because there isn't a proper system or anything.

Student 1: Do you feel there should be?

Woman: Of course. Then I'd be more motivated to recycle other things like aluminium cans and tin, which are really just as important. I feel quite guilty about that.

Student 2: So how did your research go?

Student 1: Quite well. I've got some data to present in the tutorial.

Student 2: That's good. Let's have a look.

Student 1: I've done a couple of pie charts. The first one, here, shows the ages of the people in our city who say they regularly recycle goods. It's quite interesting.

Student 2: I suppose families do the most recycling.

Student 1: Well, the majority of people are between 36 and 65 and then the old and the young seem to be equally bad at it. Only 15% of young people recycle anything!

Student 2: I think older people take a bit more time to get used to the idea but younger people have no excuse. What about the things they recycle?

Student 1: When I was talking to people they mentioned quite a few things, but overall ... well, as you can see on this chart, it's mainly glass and newspaper – not surprising really. I expected plastic to be quite significant, but instead it's clothes and then plastic. After that there are things like aluminium cans and books. Hardly anyone recycles tin – it's the least popular.

Student 2: Mmm. Maybe people don't eat as much tinned food as they used to.

Student 1: Then I also went to the recycling depot and interviewed some of the people there so that I could find out what sort of things people usually take in ...

Progress Test 4 Listening Section 4 CD2 track 30

Introductory speaker: Today we are most fortunate to have with us a guest lecturer from the United Arab Emirates who has been working with a team of colleagues at the university in Al Ain, on oil recovery. He's here to talk to us today about this most valuable work.

Lecturer: Thank you, and good morning. I'm going to talk about the work we've been doing on oil recovery, in an attempt to reduce the environmental damage caused by crude oil being spilt into the sea. This is mainly oil that has been spilt from oil tankers, and, as I'm sure you are aware, this results in large oil slicks floating on the surface of the oceans, which are a huge hazard to wildlife and the environment generally. It is an alarming fact that for every thousand barrels of crude oil which is transported around the world, one of those barrels ends up in the sea.

Our feeling, here at the university, was that this damage could be dramatically reduced if a recovery ship were able to follow behind and mop up the slick. And not only would the damage be greatly reduced, but at the end of the process we would have a saleable product because we would be able to sell this oil.

So we set ourselves the task of designing a ship that could capture oil floating on the surface of the ocean. I might add that people have been trying to do this for over 30 years, so far without any great success, because they always run up against the same problem – how can you do this without collecting water? At present, the standard way of mopping up oil spills is by surrounding the slick, and then the salvage team gathers up the oil. But the effectiveness of this method depends on the type of oil and you always get a certain amount of water in it. And as well as that, there is further damage to the environment because any oil which is left behind has to be dealt with using chemicals and these chemicals are harmful to the environment.

We've been working on a prototype design and we think we may be close to solving the major problem. So far, we have only produced a model, but we are pretty confident that it can work. Here is a picture of the model. The model is to scale and is 60 centimetres in length, from one end to the other. We floated it in a bath of water which contained a one-litre slick of crude oil. In order to simulate the conditions that you would find at sea, the bath was agitated to create waves. The ship floated over the oil and in only a couple of minutes it had recovered 99% of the oil slick.

Let's have a look at how the technique works. On board the ship there is a large tank. Before the ship leaves the dock this tank is filled with seawater. You can see that here in the diagram. When the ship approaches an oil slick, it opens a series of holes in the bottom of the hull to connect the water in the tank to the water outside. As the ship moves along, its specially designed hull shape forces any oil it meets underneath the boat, past the holes. The oil rises through the holes in the base of the ship, displacing the water in the tank. Because oil is less dense than seawater, the oil rises up through the holes to the top of the tank. Then, as it builds up in the tank, it gradually displaces the seawater until the tank contains nothing but oil. Then the holes are closed and the ship can return to dock to unload its cargo!

There's been a fair bit of interest in our ship and we are working on building a larger version to test in open water. Obviously that's going to require funding and a number of countries are interested. However, the real challenge now is of a practical nature; there are very few countries in the world that will permit oil to be spilt deliberately into the ocean so that they can test out new technologies in realistic conditions. This is a problem that we need to overcome in order to ensure the success of our project.

Now ... are there any questions?

Progress Tests: Answer key

Progress Test 1

Listening

- 18 November // 18 Nov // 18th November // 18th Nov // 18.11
- 25 // twenty-five
- 7.30 (pm) // seven thirty // half past seven
- F I E L D S
- 0414 443 552
- £25 // twenty-five pounds
- tea, coffee (*must have both words*)
- (roast) duck
- £15 (each) / (per person)
- 111 Church Road/Rd

Academic Writing Task 1

- be built
- be found
- are cut
- be made
- are used
- (are) placed
- are added
- are moved
- lifted
- has been done / is done
- be filled in
- is smoothed

Reading

- (almost) 50 kilometres/km
- 75 metres/m
- Calais
- (French) (Emperor) Napoleon
- 1987
- steel (and) concrete
- barge(s)
- 100 metres/m
- concrete
- sand (and) mud

Progress Test 2

Listening

- sheep
- 4,000 years ago
- (some) old cheese

- women
- (about) 1830
- Africa
- fruit AND sugar
- half a litre
- sugar
- Soya milk

Writing

See page 80.

Reading

Vocabulary

- preventing from being successful
- copy
- Normally
- a very large number of (too many to count)
- kept ... secret
- beauty / outward appearance
- distinguish
- notice/discover

IELTS Task

- design (or) colour (*must have both*)
- plastic
- circulation
- Russian roubles
- distribution
- the public
- cash (NOT money)
- automated machines
- central banks

Progress Test 3

Listening

- C } in
- E } any
- H } order
- B
- C
- A
- B
- newspaper(s)
- plastic
- tin

Reading

- iv
- vii
- i
- ix
- iii
- vi
- celluloid (film)
- projectors, screens
- warmth
- equipment
- e-theatre

Writing

See page 80.

Progress Test 4

Listening

- oil tankers (NOT ships)
- thousand // 1000
- a saleable product
- collecting / picking up water
- chemicals
- sixty/60 cm/centimetres
- sea(-)water / seawater
- (series of) holes
- oil
- C

Writing

See page 80.

Reading

- Yes
- No
- Yes
- Not Given
- No
- Yes
- Not Given

Sample answers for Writing Progress Tests**Progress Test 2****General Training Writing Task 1 – Sample Band 9 answer**

Dear Frank,

I was so sorry to hear about your accident! I hope you're feeling a lot better today and that it's not too boring in hospital.

(Expresses sympathy and asks about the reader's health.)

The match on Saturday was disappointing. The score was 2 all, probably because you weren't there to score that extra goal! The awful thing was that we were winning until 10 minutes before the end, when suddenly they scored another goal. I was so shocked when I saw the ball hit the back of the net.

(Tells him the score and briefly describes how you felt about the match.)

I think the weather was to blame. It was a really wet day and the pitch was very muddy. By the end of the game you could hardly see the grass and we were sliding around in the mud. Everyone was exhausted.

(Mentions the weather and conditions.)

Let us know when you're going home and we'll arrange for someone to bring you to watch the next game. The rest of the team send their regards and we all wish you a speedy recovery.

(Finishes with good wishes.)

Best wishes,

Charlie

(161 words)

This is a good answer because it covers all the points in the question, though not necessarily in the same order, and introduces some original ideas. It is well paragraphed and both the introduction and the closing paragraph are appropriate to the situation. The use of adjectives to describe how the writer felt is excellent and there is a good range of structures used. The tone and overall communicative quality of the letter are good.

Progress Test 3**Academic Writing Task 1 – Sample Band 9 answer**

The table shows the reasons why people in Dangleford use their cars in the town and the pie chart explains what type of transport people prefer to use most of the time.

(Introduces the information and explains what it shows.)

Looking at the pie chart first, it is clear that the car is the most popular form of transport in this town. Fifty per cent of the people say that they prefer to travel by car. The second most popular form of transport is the bus, while motorbikes and bicycles are the main means of transport for the rest of the people.

(Describes the main features of the pie chart.)

The table gives more detailed information about why people use their cars. Surprisingly, 55 per cent of people need to take their children to school by car. Cars are also used a lot for work or business purposes. Only 15 per cent of drivers are doing their shopping and, similarly, 15 per cent need to travel by car for leisure.

(Describes the main features of the table.)

Overall, people in Dangleford make good use of alternative methods of transport but there is a heavy dependence on cars for school.

(Short summing up that is relevant to the data.)

(176 words)

This is a well organised answer because it deals with the pie chart first (which is logical) and then describes the table. It is well paragraphed and both the introduction and the closing paragraphs are relevant and appropriate. The use of adverbs such as 'surprisingly' and 'similarly' help explain the data and there are some figures to support the points made.

Progress Test 4**Task 2 – Sample Band 9 answer**

Newspapers and magazines are full of stories about famous people and the wonderful lifestyles that they enjoy. I think it's something that we get used to. We expect to see them wearing very expensive clothes and, going to amazing parties. It seems natural that if you have a lot of money, you will spend it in these ways.

(Opening paragraph agrees with first part of premise.)

Some people who are rich and famous do manage to have a happy life as well. They get married and have children and, although they have to work hard, they still have time to give to their family. Victoria and David Beckham are just one example of a happy celebrity couple.

(Second paragraph disputes second part of premise.)

However, money doesn't always bring happiness. In fact, sometimes the opposite is true. Stars often talk to the press about the pressures of being rich and famous. Some of them end up drinking too much or taking too many drugs. The actress Elizabeth Taylor, for example, has been in clinics many times for these problems. The divorce rate is also very high among celebrities. Often their marriages last only a short period of time and they re-marry very quickly but the same thing happens again.

(Third paragraph agrees and gives two clear examples.)

Ultimately, I think it depends on the person. I don't really believe that being unhappy is a consequence of fame but I do think that it may be very difficult to cope with having a lot of money and fame. Celebrities are ordinary people underneath and perhaps some of them are not strong enough to deal with their fame.

(Conclusion provides a possible explanation and gives a personal view.)

(254 words)

Acknowledgements

The authors and publishers are grateful to the following for permission to use copyright material in *Step up to IELTS Teacher's Book*. While every effort has been made, it has not been possible to identify the sources of all the material used and in such cases the publishers would welcome information from the copyright owners:

For the Igloo Builder's Guide on p. 67, with the kind permission of Geir Drange: <http://home.no.net/gedia>; for the listening material about food and drink on pp. 69 and 77, adapted from the *Food Fun Book* by Rosemary Stanton PhD, well-known Australian nutritionist; for extracts on p. 70 from 'Crisp and Even', *The Economist* © The Economist Newspaper Limited, London December 22nd 2001; for the article on p. 72, 'The end of the silver screen' by Kevin Hilton, *Focus magazine* July 2001 www.focusmag.co.uk; for the listening material on pp. 74 and 75, 'A slicker way to clean up oil tanker spills' by Duncan Graham-Rowe, reproduced with permission from *New Scientist* magazine; for the extract on p. 76, Delta Queen Steamboat Company, Inc., www.deltaqueen.com.

CAMBRIDGE

Step Up to IELTS is a short preparation course for students at an intermediate to upper intermediate level, offering essential skills and language practice for the International English Language Testing System (IELTS). It offers comprehensive preparation for both the Academic and General Training modules.

The Teacher's Book provides:

- a useful insight into what is expected of candidates in the IELTS
- photocopiable progress tests
- 'IELTS Info' sections, suggesting how to avoid typical IELTS candidate errors
- ideas for extra classroom or homework activities.

CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 0-521-53301-5



9 780521 5330