

Content overview

Themes

This unit acts as an introduction to the different parts of the IELTS exam and is thematically focused on finding out about the world.

Exam-related activities

Reading

Skimming
Matching headings
Identifying information: True/False/Not Given
Choosing items from a list
Short-answer questions

Writing

Task 1 Describing a chart

Listening

Section 1
Numbers and letters
Multiple choice
Choosing items from a list
Sentence completion

Speaking

Part 1 Talking about transport
Part 2 Talking about places you like to visit

Language development

Language focus and Vocabulary

Places to visit
Talking about the present
Word building: Adjectives for describing places
Past simple

Skills development

Reading

Skimming

Study skills

Listening: Numbers and letters
Writing/Describing: rise and fall

MACMILLAN
EDUCATION

Sample marketing text © Macmillan Publishers LTD

Vocabulary 1 page 6

Places to visit

Aim

The aim of this section is to introduce students to vocabulary that will be useful throughout the unit, especially for Speaking Part 2 on page 11.

Pre-activity

Before students open the book, put pictures of different places on the board and elicit adjectives to describe these places. Write these in a column down the side of the board and check pronunciation.

- 1 Ask students to look at the pictures in the book. Working in pairs, they can use some of the vocabulary on the board and add some of their own if they wish. As you monitor the students, add any useful new words you hear to the list on the board.

Sample answers

- A The place is very green with lots of trees and a river or stream. It is very wild and looks an exciting place.
- B There is a beautiful blue sky with a palm tree and a beach with white sand. The sea is blue/green. It looks very relaxing.
- C It's really built-up with a very modern building, which might be a museum. It's an exciting-looking building.
- D It's got a huge mountain with snow on the top. It's perhaps a volcano.

- 2 Check the answers as a whole class and draw students' attention to the additional vocabulary on the board. Check comprehension by asking students to explain their answers.

Answers

1 C 2 A 3 B 4 D

- 3 If necessary, drill the question and different answers. Then students practise in pairs.

- 4 Students can do this individually. Tell them not to worry if they don't know all the vocabulary at this point. They should predict the answers using the words they know. If necessary, allow students to use a dictionary.

Answers

- 1 *garden* → grass, flowers, plants, birds
- 2 *beach* → sea, waves, shells, sand dunes
- 3 *countryside* → trees, fields, rivers, lakes
- 4 *city* → roads, offices, museums, theatres
- 5 *mountain* → rocks, valley, cave, waterfall

- 5 Before students check their answers in pairs, elicit the meaning of unknown words. Encourage students to keep an electronic or hard copy vocabulary book. You could suggest they make a page headed 'Places' and you might like to show them how to do a spidergram or mind map. Tell them that grouping words under subjects is a more efficient way of recording words than alphabetical lists. Throughout the course, check that students are updating their vocabulary books.

- 6 Tell students to do this exercise individually and then check their answers in pairs. Point out that there is more than one answer.

Answers

- 1 beach/sand dunes; waves/sea
- 2 rocks
- 3 countryside
- 4 theatres
- 5 garden; birds

- 7 Ask students to make the questions individually after putting the examples on the board and reviewing question forms. Monitor students and give help where necessary. They can then ask and answer questions in pairs while you monitor and correct any mistakes. Encourage several pairs of students to answer the questions in their own words as a demonstration for the whole class.

Extension

As an extra exercise at the end of the section, students can work in pairs or groups. One student describes somewhere famous in the world, eg, New York, Paris or somewhere local that everyone knows, and the other student(s) has(have) to guess where it is.

Listening 1 page 7

Numbers and letters

Aim


This section aims to give students practice with listening to and saying numbers and the letters of the alphabet, which is useful for the Listening module.

Suggestion

As a class awareness exercise, put students into groups and ask them to make a list of a maximum of seven difficulties they may have in dealing with numbers or the alphabet in English. For example, there might be confusion between writing the numbers in English for Farsi speakers, eg, a confusion between 6 in English, which is written like a 7 in Farsi. If the class is monolingual, follow the same process.

- 1 Go over the instructions, using the first item as an example or eliciting some numbers and letters from students. Let them work out the others in pairs and then get class feedback. Illustrate how *FFF* might be said as *double ef ef*; *66* as *double six*, etc. Ask students to identify sounds that may be ambiguous, eg, *W = double u* not *vee/wee*. You might like to do choral drilling here.

Keep a record of some specific problematic areas of pronunciation and focus on them throughout the course. As a whole class, students can make a list of the alphabet and the pronunciation of the letters. They can do the same for numbers and add the lists to their vocabulary books.

- 2 As an example, dictate one or more of the items 1–6 from exercise 1. Use an appropriate speed for this level. To check comprehension, ask students to dictate sequences of numbers and letters for you to write on the board.
- 3  1.1 Play the recording once and let students fill in the spaces individually. After comparing their answers in pairs, students can listen again to check their answers. To monitor comprehension, ask selected students to read the completed notes.

Answers

- 1 TLM 19772
- 2 XY331373TV
- 3 07967 55 33 79
- 4 49
- 5 BE5 9KV

1.1

- 0 flight number TA5557
- 1 flight number TLM 19772
- 2 booking reference XY331373TV
- 3 mobile number 07967 55 33 79
- 4 My address is 49 Malory Park.
- 5 The code is BE5 9KV.

Listening 2 page 7

IELTS Listening Section 1

Aim

This section aims to introduce students to the first section of the IELTS Listening module.

Suggestion

To help students develop their listening skills, encourage them to listen to different types of listening material, not just material that is available for IELTS. If your school has a resource centre, arrange a visit specifically to introduce students to the listening material available. Encourage students to do one listening exercise, no matter how short, each day.

Some students may feel nervous about listening, so it is important to build up their confidence as early as possible in the course.

Exam information

In the IELTS Listening module, there are four sections. Sections 1 and 2 are usually about social topics, while Sections 3 and 4 are more academic. There are 10 questions in each section. Students need to use correct spelling in their answers.

- 1 **1.2** Go over the Exam information on page 8 carefully and check students understand the format. Regarding the Strategy, they should underline key words in the preparation time given before the dialogue starts.

Explain to students that they will always have 30–40 seconds before the dialogue starts. They should use this time wisely to find key words in the questions and underline them.

Questions 1–5: Multiple choice

Use the example to show how to look at the distractors, find the differences between them, and see how they relate to the stem. In this case, the differences are in the tenses and negative/positive words used.

Questions 6–8: Choosing items from a list

Ask students to put a box around 'three' in the rubric. Encourage them to box numbers or important information in the rubrics throughout the course and in the exam.

Point out that they will not get extra marks if they tick four items.

Questions 9 and 10: Sentence completion

Ask students to look at the gaps and predict the type of word that is missing, eg, noun/verb/number, etc, and the word itself.

Now play the recording all the way through once, monitoring which questions students are having difficulty with. Get them to check their answers with their partner. Play the recording again so they can fill in any questions they missed previously. Again, they check their answers in pairs. Finally, play the recording a final time, stopping at each answer on the CD to check. Make sure students understand the answers and explain the textual clues that help. Ask them to add up their scores and make a note of the question types they found more challenging.

Answers

- 1 B 2 B 3 A 4 C 5 B
6–8 A, B, D
9 3/three
10 ZB7334921G

1.2

(A = Ann; J = John)

- A: Hi, John, is that you?
J: Yes, Ann?
A: Yes, it's me. Did you pack everything last night?
J: Yes, I did. But I'm just putting the last few things in my suitcase here at work, like books and things.
A: It's really exciting. I can't wait to get there.
J: Me neither.
A: I had a look at the weather forecast for the holiday and it looks as if it's going to be wonderful. It's going to be 30 degrees Celsius and sunny with no clouds at all.
J: That's fantastic!
A: Yeah! The beaches there are marvellous with white sand, large sand dunes and blue sea and no offices or skyscrapers. We can spend some time on the beach. It's very relaxing.
J: Definitely. So don't forget your sun cream. When I'm on holiday I always lie on the beach and read books and listen to music. Then I do some shopping and I eat a lot; in fact, I do all the things that I don't really have time to do here.
A: Me too, but I want to visit a few historical sites as well.
J: As you know, you'll have to do that on your own! I just lie around and do nothing.
A: No problem. I find it difficult just sitting or lying around all day doing nothing at all.
J: Yeah. OK. So where shall we meet and when?
A: I think it's best at the airport itself. Let's meet on the departure level.
J: But where?
A: Well, there's a shopping area just on the left as you come to the departure level.
J: Yeah. I think I know it.
A: And the first restaurant as you go in on the left is Chinese. It's got this map of China with one big star on it.
J: Are you sure I won't miss it?

A: You won't. I can't remember the name, but anyway, we'll have our mobile phones.

J: Yes, so no need to worry.

A: OK. What time then?

J: Say 5 pm?

A: But the plane doesn't depart until 8 o'clock.

J: Yes, but we are supposed to be there two hours before check-in and baggage checks. That can take a good hour at least.

A: Yeah. I suppose so.

J: One thing. Do you think that they're strict about the baggage allowance?

A: Yes, I think so. We're only allowed 25 kilograms each.

J: I thought it was more.

A: Try putting some heavy things in your hand luggage, but don't overdo it!

J: Yeah; that's an idea.

...

A: Remember not to forget your passport and currency. You know what you're like about things like that.

J: I won't. I've already packed them!

A: Don't forget the mmm ... the guidebook!

J: Oh yes. It's still in the drawer here at work. I'm getting it out now as we're talking. Just as well you reminded me.

A: I knew you'd forget something!

J: So what time are you leaving the flat?

A: Mmm ... I think I'd better leave about three.

J: Yeah, that'll give you plenty of time. I can leave work at three if I want, but as we're not that far from the airport, it won't take me as long. So, I'll leave the office at about four.

A: Are you sure that's going to give you enough time?

J: Yeah, plenty.

A: OK. And what's the ticket reference?

J: Yes, we need the ticket reference to collect the tickets from the machine. Here it is, in my diary. It's ZB7334921G.

A: I think I'll write it down too just in case. ZB7334921G. Is that right?

J: Yes, that's it.

Review

Play the recording again so students can listen to check comprehension. Weaker students can listen and read the script at the same time, if necessary. To help students practise for the exam, they can transfer their answers to a sheet of paper. Check that the spelling is correct. Write the answers on the board.

Speaking 1 page 8

IELTS Speaking Part 1

Aim

This section introduces students to the first part of the Speaking module.

Suggestion

Point out to students that they do not have to give long answers for this section, perhaps no more than one or two sentences. To help students to get used to answering questions rather than just describing things, you can elicit two or three extra questions about transport or places, write them on the board and ask students to ask each other the questions. Take feedback on the answers students give.

Exam information

Part 1 takes between four and five minutes. Both the students and the examiner introduce themselves. The examiner will check some basic information (name/nationality) and then he/she asks the students about themselves, their family, their job/studies, their interests and a variety of familiar topics.

- Go over the Exam information with students, giving some examples of the types of questions the examiner will use to find out basic information. Students can also do the exercise individually and check their answers in pairs before whole-class checking. Ask individual students the questions. Monitor their answers for pronunciation and intonation.

Answers

- | | | |
|---------|-----------------|-------------|
| 1 name | 3 country | 5 transport |
| 2 Where | 4 types/methods | |
- You can ask students to use their own answers for the questions. Monitor their answers and elect some stronger students to model good responses to the class.

Language focus 1

page 8

Talking about the present

- Go through the questions as a class and ensure students understand the differences between the form and function of the two tenses here. For more information, refer them to the Grammar on page 150.

Answers

- present continuous
 - present simple
- The present simple relates to habit and the present continuous relates to a temporary action.
- Check the answers as a class. Ask students to explain the answers to you to check comprehension.

Answers

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

- 4 Check the answers with the whole class, eliciting the reasons for the correct alternatives.

Answers

- | | |
|-----------------|--------------|
| 1 do people get | 4 is touring |
| 2 departs | 5 don't swim |
| 3 is happening | 6 are having |

- 5/6 If necessary, go over the Grammar on page 150 again before students do the rest of the Language focus exercises.

Monitor students as they complete these exercises and ensure their justifications for their decisions are logical.

Answers

- reads; read (a a habit/repeated action)
- eat (a a habit/repeated action); is becoming (e a temporary action (happening at this moment))
- do not fly; travel (a a habit/repeated action)
- Do you watch (a a habit/repeated action)
- study (a a habit/repeated action); am/'m taking (f a temporary action happening around now)

- 7/8 Monitor students for pronunciation and intonation in 7. If necessary, do the additional exercise on page 150. To review this section, read the statements 1–6 in exercise 3 aloud and ask students to name the tense and explain why it is used.

Answers

- What are you studying at the moment?
- Where do you spend your time in the holidays?
- Are you learning a language at the moment?
- Do you lie on the beach when you are on holiday or do you go to museums?
- How do you travel to class each day?

Vocabulary 2 page 10

Word building: Adjectives for describing places

Aim

The aim of this vocabulary section is to prepare students for the next section, Speaking Part 2, so that students can describe how they feel about a place as well as describing it physically.

- 1/2 Give students time to look at the picture and come up with adjectives, which you can write on the board. During feedback, add new adjectives to the list already on the board.

Sample answer

The place is relaxing and pleasant. It is exciting because it is very wild. It is also very beautiful.

- 3 Before students complete the table in pairs, ensure they are familiar with the column headings. Monitor for spelling at this point and check the meaning of the words.

Answers

- | | |
|---------------|---------------|
| 1 excitement | 7 relaxation |
| 2 appealing | 8 attractive |
| 3 appeal | 9 attraction |
| 4 boredom | 10 impressive |
| 5 interesting | 11 impression |
| 6 interest | |

- 4/5 Students can do exercise 4 individually and then check in pairs before whole-class checking. As students do the pairwork in exercise 5, monitor for accuracy and give feedback.

Answers

- relaxing/peaceful
- excitement
- impressive/thrilling/interesting
- appeal/attraction
- interest
- relax
- boring/dull

Review

To review the section, give students an adjective and ask them to tell you a related noun or verb. Remind them to add any new words to their vocabulary books, with examples of the context. Point out how word forms can help in guessing the meaning of new words.

Extension

To check comprehension at the end of the section, write a list of short sentences on the board with a mixture of adjectives, some from the table in exercise 3 and some adjectives describing physical attributes. Ask students to distinguish between the two types of adjectives.

Speaking 2 page 11

IELTS Speaking Part 2

Exam information

In Part 2 of the Speaking module the examiner gives students a card with some prompts. They are usually asked to talk about a person, an event, a place or an object. They have **1** minute to make notes and then speak for **1–2** minutes. The examiner does not ask them any questions.

- Go over the Exam information and explain the procedure. Look at the sample Task Card and point out the question words used. These are typical and each one needs to be answered. Encourage students to talk about each prompt in order. Ask them to do the activity in pairs, then check as a class.

Answers

Describe somewhere that you like to visit. *lake*
 where the place is *countryside*
 when you visit the place *weekends*
 who you visit the place with *friends*
 why you like the place. *relax, study, impressive, appeal, attractive, peaceful*

- Students complete the gaps individually and check their answers in pairs and then as a whole class. Elicit the meaning of any unknown words. Students do the underlining in 3 as a pairwork activity. Check the answers as a whole class.

Answers

- lake
 - countryside
 - weekends
 - friends
 - peaceful
 - relax
 - study
 - appeal
 - attractive
 - impressive

3

Sample answers

- I'd like to describe
- Some people find
- it is a good place to
- appeal to me a lot
- Another reason I find the place attractive

- The words to stress here are *brief notes*. Remind them they only have a minute. Time students as they write and ask them to count their words.

- Before students start, elicit what they need to listen for and give feedback on. Ask one or two students to talk about the card to the class. Then give your own example.

Reading page 12

Aim

The purpose of this section is to introduce students to the Academic Reading module. The reading passage is considerably shorter than passages students will encounter in the IELTS exam. The vocabulary has been simplified, but the text structure has not been changed and the format of the exam questions remains the same.

Suggestion

To help build students' awareness of the exam, focus on one type of question that has been introduced, eg, paragraph or section headings. Elicit the structure of the headings, the types of words used, whether they are like newspaper headings, whether they use sentences or phrases, what types of phrases (usually noun phrases) are used, and why these phrases are used.

Exam information

In the Reading module there are three reading passages, with a maximum of about 2,700 words in total. Each passage has 12–14 questions.

Pre-reading

- When explaining the Exam information, show students a sample text so they can see what the length looks like. Discuss the exam Strategy. Stress that they may not have time to read the whole passage in detail in the exam, so they need to learn to skim. Point out that the title and the questions 1–13 are a summary of the reading passage. They can also skim the questions before they skim the passage.

These pre-reading strategies are extremely important to develop efficient reading skills. Go over them one by one and ask students to justify their answers.

Answers

- Section A**
- Yes. Africa.
 - Yes. Yes.
- Section B**
- Yes.
 - Yes. No.
- Section C**
- The people.
 - Because rock art was made so long ago, we do not know who the earliest artists were. However, there are some exceptions to this. We know that most of southern Africa's rock art was made by ancestors of modern San people. In North Africa, we know that the earlier art, dating from more than 7,000 years ago, was made by people who hunted and gathered wild food. Paintings, including those of cattle dating from between 7,000 and 4,500 years ago, may have been made by ancestors of Black West Africans. Much of the art of the last 3,500 years, particularly the engravings of Niger and Mali, was produced by ancestors of the Amazie people.
- Section D**
- Possible explanations.
 - Rock art is the only way we can tell how our ancestors thought and how they saw their world. However, because most rock art belonged to cultures that disappeared long ago, it is now difficult to understand why the artists painted and carved, or what their art meant to them. Many

researchers believe that the art had religious connections, expressing the artist's thoughts of reality and their position in the world around them.

It must have been a means of communication, but with whom? Bushmen artists showed their visions of a combined natural and spiritual world. Did they do this to tell others what they saw during dream-like states or was it a means to contact the earth's spirit and control nature? During the 20th century in eastern and central Africa, people used and still use rock paintings to bring rain, strengthen themselves and assist their souls through those difficult moments of birth, becoming adults, sickness and death. Perhaps our modern beliefs have ancient origins.

Reading

- 2** As in the Listening module, encourage students to underline key words in the questions. Introduce each question type separately before moving onto the next one so they get an introduction to the different skills necessary. Refer students to the Glossary.

Questions 1–4: Matching headings

Ask students to underline words like *how* and nouns such as *overview* and *extent*. These give them some idea of the general information in the paragraph. They can then underline the words relating to content, such as *rock art* and *preserved*, which will help them scan.

Questions 5–8: Identifying information – True/False/Not Given

Indicate the differences between these and point out that they have to be careful with False and Not Given. During checking, ensure students understand the reasons why answers are given and where to find them in the text.

Questions 9–11: Choosing items from a list

Note the number of letters needed and key words in the items.

Question 12 and 13: Short-answer questions

Note the word limit. Tell students they can use the answers to the matching headings section to help them locate these answers in the text.

When students have finished answering the questions, ask them to select 7–10 words from the reading passage that they think are useful to remember. Write them on the board with some context to help them to remember the words. They can then write them in their vocabulary books.

Answers

- | | |
|-----------------|--------------------------|
| 1 Section A iv | 7 Not Given |
| 2 Section B v | 8 True |
| 3 Section C vi | 10–12 A, C, D |
| 4 Section D iii | 13 religious connections |
| 5 False | 14 ancient origins |
| 6 False | |

Language focus 2

Past simple

- 1** After students have answered these questions, put the form on the board, or, if they seem quite familiar with the past simple, get one or two students to write it on the board. For further information, refer students to the Grammar on page 150.

Answers

- 1 both irregular
- 2 You use *did you/he/she/it we/they* before the infinitive without *to*:
Did you pack everything?
With question words:
What/When/Where/How/did you ...?
With *who* as the subject of the verb:
Who packed (your suitcase)?
- 3 you use the *did + not/n't +* the infinitive without *to*
I did not/didn't (pack my suitcase).
- 2** This exercise can be completed in pairs, followed by class feedback.

Answers

Section A

- ... were over 8 metres high ...
- ... were very well made ...
- ... people who had no knowledge ...
- ... were made ...

Section C

- ... who the earliest artists were ...
- ... by people who hunted and gathered ...

Section D

- ... thought and how they saw their world ...
- ... belonged to cultures that disappeared ...
- ... why the artists painted and carved, or what their art meant ...
- ... the art had religious connections ...
- ... showed their visions ...
- ... Did they do this ...
- ... was it a means ...
- ... people used ...

- 3** Once students have finished this exercise and checked their answers in pairs, ask them to identify regular and irregular verb forms.

Answers

- | | |
|---------------------------|---------------------------|
| 1 made; went | 5 wrote; went |
| 2 Did (you) have; were | 6 did (you) visit; stayed |
| 3 did (the air fare) cost | 7 didn't fly; caught |
| 4 grew | |

4/5 Once students have done exercise 4, to check comprehension, select several students to answer the questions. Alternatively, students can ask you the questions. If necessary, chain drill the questions around the class to check for intonation and linking, before students do the pairwork in 5.

Answers

- 1 What were your favourite games when you were young?
- 2 How did you spend your weekends when you were at secondary school?
- 3 Why did you start to learn English?
- 4 Did you live in a town or the countryside when you were a child?
- 5 Who did you most admire when you were young?
- 6 What hobbies did you have as a child?

Writing page 14

IELTS Writing Task 1

Aim

This section introduces students to their first attempt at interpreting data. At this level, do not expect students to write an exam-length answer.

Suggestion

To help familiarize students with using data, you can use information gap activities as in the pairwork exercises in the photocopiable activity on page 110.

Exam information

In Task 1, students are asked to describe a graph, a chart, a map, a diagram of how something works, or a process. Sometimes there is more than one set of data, but the different sets are always connected in some way. Students need to write a minimum of 150 words and write in paragraphs. If they do not, it will affect their score. The introduction needs to paraphrase the description in the instructions.

- 1 Go over the Exam information with students. Show examples of the different types of data that are common in the exam: line graphs, bar charts, pie charts and tables.

Students could be encouraged to write new words in their vocabulary books under a new heading of 'Task 1'.

Go through the Strategy box with students, stressing the importance of not writing about everything, just the most significant points. Draw their attention to the Tip and point out that numbering, circling and drawing arrows on the diagram can help them plan their answers.

Students can do this exercise in pairs. Check the answers as a whole class and ask them questions about

the exam rubric or instructions and the graph using statements 1–8. Point out that the rubric is typical of rubrics they will see in the IELTS exam. Emphasize the words *summarize*, *main features* and *comparisons*.

Answers

- 1 a graph
- 2 percentages
- 3 Europe, North America and All other countries
- 4 1993 to 2007
- 5 illustrates
- 6 summarize the information
- 7 main characteristics
- 8 more

- 2 Ask students to match the phrases under each heading to the graph and to justify their answers. Check the answers as a whole class.

Ask students to write columns headed *rise*, *fall*, *go up* and *down* in their vocabulary books. As they work through the next seven activities, they can add words to the appropriate columns.

Answers

- 1 b 2 c 3 a

- 3/4 Go through these carefully when students have done the activities, and stress how this is essential vocabulary for Task 1.

Answers

rise: peak, increase, climb, go up, hit a peak, grow
 fall, drop, dip, became less popular, hit a low, decrease, decline, go down
 go up and down: fluctuate, rise and fall, vary, be erratic

- 5 Point out to students the importance of learning the nouns that can be made from verbs and vice versa. Encourage them to use both in writing and speaking. Stress that using synonyms accurately, and different forms of the same root, is a good writing strategy.

Answers

rise, peak, increase, fall, drop, dip, decrease, decline

- 6 Elicit the examples from students and ask them to explain their answers.

Sample answer

peaked at about 62 per cent around 1998
 fell significantly between 1999 and 2007
 fluctuated between 30 per cent and 40 per cent

- 7 When you have checked the answers, match the description to the graph in exercise 1. Ask a student to read the completed text aloud.

Answers

- 1 provides information about
 - 2 became less popular
 - 3 fell significantly
 - 4 55% to just under 40%
- 8** Elicit from students how to transform this into a verb phrase: ... *dipped* ...

Answer

there was a dip in ...

- 9** When students have done this, select some students with good examples to write them on the board.

Photocopiable activity page 110

Spot the differences

If your students are less able, you can let them look at each other's graph to check the differences. Encourage students to ask each other questions rather than just describing. You can also ask students to write a description of one of the graphs as additional writing practice.

Answers

see page 123

Study skills page 11

Listening: Numbers and letters

- 1** Explain that certain numbers can cause confusion when hearing them. Sometimes, it is easy to know from the context. Say some examples ending in *-teen* and *-ty* – 13/30; 14/40, etc, and get students to identify them. Then put some numbers on the board and get them to say them clearly as you point to them. They can then practise this in pairs.
- 2/3** As a follow-up, ask students to dictate numbers and letters for you to write on the board.
- 4** Review the sounds of the alphabet. If you have students whose language does not use the Roman alphabet, they may have pronunciation problems. There may also be some 'false friends' for students whose first language uses the Roman script. Monitor students and give feedback on errors.

- 5** **1.3** After checking the answers, allow students to listen again to the recording. Ask one or more students to read the items aloud.

Answers

- | | |
|------------------|--------------|
| 1 GV976 | 5 PB3379132F |
| 2 907776; 22 | 6 27 |
| 3 07551 66 63 33 | 7 17.40 |
| 4 24 | |

1.3

- 1 Flight number GV976 to Baghdad will depart from gate ...
- 2 The 907776 flight to Paris will depart from gate 22.
- 3 07551 66 63 33 is my mobile number.
- 4 Catch the bus number 24.
- 5 The booking reference is PB3379132F.
- 6 The flight will depart from gate number 27.
- 7 That will cost £17.40.

Writing/Describing: rise and fall

- 1/2** Emphasize how useful this vocabulary is, particularly for Writing Task 1.

Answers

- 1** 1 F 2 R 3 F 4 R 5 F 6 R 7 R 8 F

2 ticked verbs: plunge, jump, dive, leap

- 3** If students do this in class, get them to write their sentences on the board. Draw their attention to the tense.

Alternatively, you can use the final section of each unit as a self-study task if you feel your students are able to cope with this. You can advise them to do this in their own time as a review activity for the skills learnt in the unit. Give students a time limit for self-study at the beginning of the course and encourage them to make study plans and record their achievements and areas where they need to do some extra practice.

You can check this either as a whole class the next time you meet, or you can provide an answer key for them to self-check. The latter gives more learner autonomy, but for the first two or three units, students may need some guidance if they are not used to this method of learning.