

 MACMILLAN EXAMS

Ready for **IELTS**

teacher's book

Sam McCarter

2

Technology – now and then

Content overview

Themes

This unit is concerned with the past, technology, and making things.

Exam-related activities

Reading

Topic The Chinese Bronze Age
 Question type TRUE/FALSE/NOT GIVEN
 Classification
 Global multiple choice

Listening

Topic Museum competition
 Section 2 Multiple-choice questions
 Matching items

Writing

Task 2 Discussing both views and giving your own opinion

Speaking

Part 2 Describing something you have made

Other

Language focus 1 Past simple and present perfect
 Language focus 2 Habit in the past
 Adverbs of frequency
 Vocabulary Verbs of cause and effect
 Word building Qualifying adjectives

Vocabulary: Verbs of cause and effect Page 18

Lead-in

With books closed, ask students to list as many examples of technology as they can in two minutes. Encourage them to think of the past as well as the present, e.g. the wheel. Tell them that spelling doesn't matter nor even the language (the latter will illustrate that many of them are loan-words from English in their own languages). This will show you how wide their vocabulary is before starting the unit, and will prepare them for the unit topic.

1 In pairs, students discuss the first question. Monitor them, ensuring they know what the items have in common. After a maximum of five minutes, get whole class feedback. Individually let them choose three items and discuss their choices in pairs. Draw two columns on the board entitled 'Items' and 'Reasons'. Ask students to come out and write their ideas on the board.

Answers

- 1 wheel
 - 2 abacus
 - 3 telescope
 - 4 combustion engine
 - 5 (laptop) computer
- They are all inventions.

2 Write an example on the board of each suffix, noting the schwa on /mənt / and /ən/. Students then complete the exercise. When they have finished, elicit answers and write them on the board under the headings 'Verbs' and 'Nouns' to check spelling. Drill the pronunciation of both verbs and nouns.

Answers

- 2 destruction
- 3 shape (shaping)
- 4 result
- 5 effect
- 6 harm
- 7 enhancement
- 8 promotion
- 9 damage
- 10 ruin/ruination
- 11 production
- 12 fostering
- 13 advance (advancement)
- 14 deterioration
- 15 achievement
- 16 attraction

3 Do the first one as an example and let the students complete the activity. Don't give them too long for this. Alternatively, you could just do the exercise orally around the class. Discuss any problematic items.

Answers

- 1 positive
- 2 negative
- 3 neutral
- 4 neutral
- 5 neutral
- 6 negative
- 7 positive
- 8 positive
- 9 negative
- 10 negative

- 11 neutral
- 12 positive
- 13 positive
- 14 negative
- 15 positive
- 16 neutral

4–5 Students complete the activity after doing the example as a whole class. They can do this individually, but careful checking needs to be done afterwards. Alternatively, they can work in groups of three or four with an OHT. Divide the sentences between the groups so that each group is responsible for three or four sentences. They can then be projected onto the board, if possible, for peer correction and discussion.

Answers

4

- 1 The demand for fuel is destroying the way of life of the inhabitants of rainforests.
- 2 People constantly debate whether television influences society positively or negatively.
- 3 The company restructuring will improve profits significantly.
- 4 Climate change has ruined many crops.
- 5 The fire did not harm the mountainside as much as people first thought.
- 6 Relations between the two countries deteriorated sharply as a result of the conflict.
- 7 The affair damaged his reputation enormously.
- 8 Many people like Einstein and Newton shaped the world.
- 9 Artificial intelligence is impacting on the development of technology hugely.

5

- 1 promotion
- 2 destruction
- 3 Improvements
- 4 achievement
- 5 attraction
fostering/shaping

Remind them that in the exam itself they will only hear the recording once. It is especially important to highlight the point that they should leave a missed answer as dwelling on that may cause them to miss the next couple of answers. Students can always make an intelligent guess once the task is completed.

Check students' underlining in the multiple-choice questions 11–15, and go over the synonyms suggested for A–F in questions 16–20. Play Section 2 right through and let them check their answers before listening for a second time. Using a different colour, the students should fill in any answers they missed the first time. They can then compare their answers in pairs. Play Section 2 again, pausing at each question so they can hear where the answer is in the text. Focus on any questions that were generally problematic for the class as a whole.

An additional listening activity to build your students' confidence before they listen to the recording is to ask the students to study all the questions and in groups describe as much information as they can about what they will hear. After they have done the listening exercise, ask students to listen and read the script on page 226 for self-study or read the script and locate the answers before listening again.

Answers

Questions 11–15

- 11 A
- 12 B
- 13 B
- 14 A
- 15 C

Questions 16–20

- 16 F
- 17 A
- 18 C
- 19 D
- 20 E

Listening

IELTS Section 2

Page 19

Go through the 'What to expect in the exam' advice with the students. Tell them that the 'How to go about it' section refers to Questions 11–15. Ensure that they have all grasped the importance of the pre-listening preparation in the exam.

2 Technology – now and then



Welcome to Radio South here in South London. My name is Darren Timpson, and I'm here with you for the next hour to bring you some local cultural news. Our first item is

about a group of seven young people packing in the visitors of all ages at Penwood Museum. They have won first prize in the sixth summer show art competition, and their installation is on display along with the other four prize winners.

In case you don't know, the museum runs a competition as part of the yearly summer show. Each year the competition has a specific theme. The theme of this year's competition has been 'improving links between the local community and the museum'. The competition was open to groups of young people from organizations like schools and youth clubs, who were aged between 15 and 19 years of age on the final entry date for the competition, which was the 13th of May. While preparing their competition entry, the competitors were allowed to use the educational facilities at the museum and to look for help from local sponsors but were not allowed to buy any equipment.

The first prize was won by a group of youngsters from Tigers Community Centre, who called their entry *Technology – now and then. What use is it?* They took various exhibits from the museum's collection of equipment from the 1950s to the 1970s and arranged them with modern versions. The teenagers then recorded their own reactions and comments to the exhibits and did the same with the comments made by older people in their seventies and eighties. The prize-winning exhibits are having a big impact on Penwood Museum attendances, which have been up 45 per cent since the summer show opened.

Some of the video commentaries are very moving and some very funny.

.....

I particularly liked seeing the recording of the reaction of several elderly people in their seventies when they talked about an early wooden-framed TV. They remembered the excitement of their first TV, which they thought still fitted in with today's trends. They remembered how they would sometimes all go round to someone's house to watch TV as a special treat. But they thought the modern TV plasma screen with the remote was much easier to watch. As for the collection of old radios, it has to be seen. They are really huge old wooden frame radios in perfect working order and in perfect condition. The youngsters' reactions to the radios were very funny; they couldn't believe how big they were. And the older people, all of whom used to have one,

said they liked them. But they also thought they were too big to fit into living rooms these days. A few more items worth looking at from the display are old kitchen items. The young people thought the cooker from the 1950s looked funny. The older interviewees nearly all used microwave ovens, which they thought were much handier. Seeing old typewriters on display next to slim laptops made them look weird and cumbersome. Even the older people preferred the laptops, which they thought were thrilling. The other electronic items on display were a collection of old and fairly recent cameras. The older people thought the older cameras were 'well made, and better than the newer ones'.

Reading

IELTS Reading Passage

Page 21

Review the reading skills studied in Unit 1. Stress again that there is no time to read the texts in detail so selection of the significant sections of the text based on the questions is imperative.

Ask the students to discuss the statement and questions before the reading in small groups initially before whole-class feedback. Then go through the 'How to go about it' section carefully. Check their predictions and underlining choices carefully. Let them do the task, timing them and giving them a '5-minutes left' time check after 15 minutes. If after 20 minutes, many still haven't finished, give them an extra 5–10 minutes, but get them to put a mark against the question they were on after the initial 20 minutes. This way they can see how much time they need to cut by the time they do the actual exam.

In pairs, let them compare answers, and, if there are differences in their answers, go back to the text and examine it carefully to justify their answers. If they change their own answer based on this discussion, get them to write it in a different colour.

Go over the answers again by projecting the text onto the board if possible. Using the explanations in the answer key, check the TRUE, FALSE, NOT GIVEN answers carefully. At this stage you can go over any difficult words in the text, pointing out that there is no glossary in the exam except for one or two words. Tell them it should be possible to predict the meanings from the context, and that precise dictionary definitions are not necessary in order to answer the questions.

Students fill in their analysis grid.

Answers

Questions 1–6

- 1 TRUE. Paragraph 1: *In the early stages of this development, the process of urbanization went hand in hand with the establishment of a social order.*
- 2 FALSE. Paragraph 2: *The Shang dynasty was conquered by the people of Zhou.*
- 3 FALSE. Paragraph 2: *... seven major states contended for supreme control of the country.*
- 4 NOT GIVEN. However, see paragraph 3: *Although there is uncertainty as to when metallurgy began in China, there is reason to believe that early bronze-working developed autonomously, independent of outside influences.* This is talking about bronze. We don't know about iron.
- 5 FALSE. Paragraph 4: *Many versions include ...*
- 6 FALSE. Paragraph 5: *... the great patience and skill of the earlier period seem to be lacking.*

Questions 7–12

- 7 B
- 8 B
- 9 A
- 10 C
- 11 A
- 12 A

Question 13

B

Reacting to the text

Discuss the question as a whole class.

Language focus 1: Past simple and present perfect

Page 23

1 Elicit the reasons for the tense choices from the reading passage. If there is still confusion, revise the differences between the simple past and present perfect, and active and passive voices, eliciting as much as possible from the students. Refer students to the Grammar reference on page 219.

Answers

Past simple. It is used because the text is talking about specific events in the past. The two examples of the present perfect relate to general/indefinite observations made at an unknown time.

Although the passive is used a lot, the active voice is more common when events are being mentioned.

2 Students discuss their answers in pairs.

Answers

- 1 began
- 2 were, didn't have, have become
- 3 have started
- 4 transformed
- 5 went, have never visited
- 6 Have you ever seen
- 7 have improved
- 8 did, have not done, spent

3 Give students a time limit to write the five sentences and monitor for accuracy. Make sure they use some time phrases.

4 Encourage students to embellish their answers for the 'wh-' questions asked by their partner. This is good preparation for the speaking component of the exam. Monitor for accuracy as they work together. Give them a time limit before they change roles. Question forms are often demanding for students and they may need extra practice. Also ensure that answers are given as fully as possible.

Word building: Qualifying adjectives

Page 24

Photocopiable wordbuilding exercise on page 00.

Elicit the concept of prefixes and suffixes referring back to the suffixes in the vocabulary section at the beginning of the unit. Note that some adjectives, like *necessary*, double the initial consonant to become *unnecessary*. Drill the vocabulary.

1–4 Follow the instructions in the Coursebook and check the answers. Drill the vocabulary. Explain why other alternatives are incorrect if necessary.

Answers

- 4
- 2 impractical
- 3 unimportant
- 4 unnecessary
- 5 insignificant
- 6 harmless
- 7 valueless
- 8 useless
- 9 ineffective
- 10 unappealing

- 11 unworthwhile
 12 uninspiring
- 2
 crucial, vital, essential, key, critical
- 3
 trivial
- 4
 1 impractical
 2 effective
 3 convenient
 4 worthwhile
 5 harmless
 6 inspiring

Language focus 2: Habit in the past

Page 25

1 Make any necessary clarifications. Elicit examples from the students for concept checking. Check with the Grammar reference on page 219 for the structure of questions and negatives with *used to*.

Answers

*They remembered how they would all go round to ... b
 all of whom used to have one ... c*

2 In pairs, students discuss in detail what is wrong with some of the sentences and correct them. Bring together as class discussion.

Answers

Correct:

1, 2, 4, 7, 8.

Incorrect:

- 3 *Used to* is used to talk about states (e.g. occupations), not *would*.
 5 You don't say *would build* or *used to build his own car*, but *built*.
 6 *Didn't go to* is needed, not *didn't use to*. The action is neither repeated nor a state.

Further practice

In pairs, students make sentences from their own childhoods. Each student says one to the rest of the class. Peer correct here where possible.

Adverbs of frequency Page 25

1–2 Write the list on the board. Students discuss the question as a class. Ask them to think of other words to add to the line.

Answers

- 1
 sometimes
 It should go in position 4.
- 2
 2 usually
 3 regularly

3 Fill the line in on the board as students come up with the answers. Drill the pronunciation of *occasionally*, *frequently*, *regularly*, and *rarely*. Do this as a class exercise. Monitor student responses for potential confusion and provide clear explanations if necessary. Refer them to the Grammar reference on page 219.

Answers

- 2 normally, regularly
 3 frequently, commonly
 4 occasionally, not often
 5 not often, hardly ever, rarely

4 Students do the exercise individually. Get whole class feedback.

Answers

- 1 never read
 2 usually/normally/regularly play
 7 regularly used to watch

5 Monitor the accuracy of the students' written sentences, before they compare in pairs. Correct pronunciation and fluency of the spoken part of the activity. Ask two or three students to tell the whole class their sentences.

Speaking

IELTS Part 2

Page 26

1–3 Ask students to read the task card and make notes. Remind them that they only have one minute so notes must be brief (refer them back to the practice in Unit 1). Monitor their notes and ensure each point on the card is covered. Encourage them to keep within the time for notes and for the speaking itself with them timing each other in their pairs or groups.

Writing

IELTS Task 2

Page 26

1 When planning an argument essay, several simple stages need to be followed. Once students get used to this basic structure, they can follow

this for all Task 2 questions. Encouraging them to plan in this way will give them more confidence in the basic skills and will allow more time to reflect on the detail required of the essay title.

Give students the following simple guidelines:

- Analyse the question carefully. Underline key words and pay attention to the focus of the topic. What kind of argument/discussion is required?
- Brainstorm ideas and write them down on a piece of paper as they occur to you. Write two headings on the board: 'technology – taking control' and 'technology – positive developments.' Elicit ideas to put in each list. From this the students can see the structure of the essay and where their viewpoint lies. Note that one list may have the most points, but there may be one very strong argument in the other list which outweighs all of them.
- Put one or more of the ideas from list 1 in Paragraph 2. Paragraph 3 contains one or more ideas from list 2, with paragraph 4 giving your own opinion. Then write the introduction.
- Ensure each paragraph in the body (paragraphs 2–4) has a topic sentence followed by one or two supporting ideas with reasons and examples as stated in the rubric.
- Check for cohesive devices so your ideas are linked together.
- Planning is essential, so ensure in all practice writings that the students hand in their plan as well as the essay. In timed practice sessions, 4–5 minutes for Task 2 planning, and 2–3 minutes for checking are reasonable.

After going through the 'How to go about it' section with the class, students answer questions 1–10.

Answers

- 1 You will lose marks if you write less than 250 words, as you will not have completed the task properly.
- 2 The instructions ask you to discuss both views so it is important to support your ideas with reasons and examples. As in Speaking Part 3 the ideas and examples should be abstract and about people in general, not about what happened to you.
- 3 Yes. You can support your ideas and reasons by showing the results, causes and effects and express any reservations or doubts you may have.
- 4 There is no specific limit, but ideally aim to write an introduction, three main paragraphs in the body

of the essay, and a conclusion. As this is formal writing you will lose marks if you do not write in paragraphs.

- 5 There are three parts: a discussion of the first view (some people fear that technology is gradually taking over control of our lives); a discussion of the second view (while others think that it has led to many positive developments in all aspects of their lives); and your own opinion.
- 6 Three main ideas – one per paragraph. However, you could have two ideas in some paragraphs. Avoid listing ideas without developing them by giving reasons and examples.
- 7 Yes you can and then support it.
- 8 If you write around 30 words each for the introduction to the essay and the conclusion, this leaves a minimum of 190 words to write for the body of the essay, roughly 65 words per paragraph. Note these are just rough estimates. So learn how much 60/70 words is in your own handwriting so you can estimate how much you write. Even draw a line on your writing paper which represents an approximation of 250 words in your handwriting and aim to cross the line as you are writing.
- 9 There is more than one way of writing any essay. Try to follow the way described here and then develop different ways of writing an essay.
- 10 Complex sentences are sentences with more than one clause. Or in other words a sentence with more than one idea linked by a connecting word. For example, a statement like *Technology is beneficial, because it ... , resulting in ...* has three ideas: statement/opinion–reason/result. Use a mixture of simple and complex sentences and avoid the overuse of the connecting word 'and'.

2–3 Follow the instructions in the Coursebook.

Answers

- 2
 - 3 and 4
 - 3
- It relates to introduction 4.

4–5 Stress the importance of linking words in writing to gain marks in the cohesion criteria of the marking key. Suggest students build up a table as they work through the book and add in new linkers in the appropriate function box as they encounter them. This way they can build up a bank of cohesive devices to draw on.

Do the activities as a whole class, monitoring accuracy in interpreting the functions of the linkers.

Answers

4

	Adverb	Conjunction
example	like, such as, for example, for instance	
reason		because
result	As a result	
additional information	Moreover	
purpose		in order to
contrast	However	

5

A good example is.../The best example is.../ Take.../ Take for example/instance/As far as/Where the impact of technology is concerned/namely

6 Students do the exercise in pairs so they can discuss the usage of the alternatives. Check answers with the whole class.

Answers

reason: since/as
 result: consequently/so (conjunction and adverb)/therefore/accordingly/and so (conjunction)
 additional information: similarly/furthermore/what is more/also
 purpose: to
 contrast: but, although (conjunctions)/despite (preposition)

7 Students write the essay. If you want them to do it at home encourage them to time themselves and to write the time at the end of the essay. At this stage taking longer than the required 40 minutes is to be expected. They can speed up later when they have more language at their command and more confidence in the layout, etc. As you mark the essays, use the marking scheme suggested in Unit 1, and get them to fill in their analysis grids.

Sample answer

Although technology has brought many benefits to our lives, it has some drawbacks like entering into people's privacy which has become a cause for concern for some people.

It is true that due to advances in technology, our privacy is increasingly violated with our personal details being constantly exposed in public. Take for example cameras which are found in the UK on the streets, in shops or in different premises. These devices working around the clock record pictures of all individuals passing in their visual field and they can be watched at any time for various purposes. This seems to be offensive to some people who fear that their pictures may be used in some unacceptable practices. Furthermore, most supermarkets like Sainsbury's provide loyalty cards to their customers offering them discounts according to points they gain when they purchase goods. As these cards contain customers' personal details, shops know what people consume therefore they can continuously control our lives.

However, besides these drawbacks there are numerous advantages resulting from technology in various aspects of the life, namely in education, banking, security or employment. For example these cameras found at the corner of the streets are used to tackle criminality. Once a crime is committed in an area, images are analysed by police to find the offender. Regarding communication for example, the internet has transformed the world into a small village. A person from Congo living in the UK can exchange with their family e-mails, photos or videos, they can even chat what was not possible some decades ago.

To sum up, I think that despite some violations of our privacy which are unavoidable, the advantages of technology are still greater. Therefore its utilisations should be encouraged but the authorities in charge of the community should protect people's privacy as much as possible and personal details or their images should only be disclosed in case of crime investigations.

Word count: 317

Possible score: 8.0

Examiner's comment:

A well-balanced and coherently presented response, with relevant examples being adduced in support of the chosen standpoint. Any grammatical errors do not impede communication, and the conclusion rounds the essay off effectively. Good range of vocabulary and sophisticated and well controlled use of language.

Review 2 answers Pages 28 and 29**Vocabulary**

- 1 affected
- 2 achievement
- 3 shape
- 4 result/impact/effect/consequence
- 5 affected/influenced/enhanced/improved
- 6 development/improvement/achievement
- 7 improving/affecting/ruining/damaging/harming/destroying
- 8 further/advance/enhance/improve

Word building

- 1
 - 1 convenient
 - 2 significant
 - 3 uninspiring
 - 4 necessary
 - 5 worthless
 - 6 appealing
 - 7 harmless
 - 8 ineffective
 - 9 crucial
 - 10 inconvenient / important
- 2
 - 1 harmless
 - 2 useful
 - 3 inspiring
 - 4 impractical
 - 5 crucial
 - 6 necessary

Past simple and present perfect

- 1
 - 1 revolutionized
 - 2 contributed
 - 3 led
 - 4 was first played
 - 5 was invented

- 6 created, shaped, lived
- 7 influenced
- 8 travelled
- 2
 - 1 played, haven't played
 - 4 have affected, made
 - 6 designed, have designed

Habit in the past

- 3 I knew
- 6 used to attend
- 10 used to rain
- 11 it never seemed
- 12 just carried on

Spelling check

- 1 convenient
- 2 worthwhile
- 3 appealing
- 4 ineffective
- 5 useful
- 6 unnecessary
- 7 impractical