

UNIT 1 A very modern world

IELTS Speaking Parts 1 and 2

Lead-in

As a lead-in to help students get to know each other, each student can ask another student his/her name and some personal details (e.g. where he/she comes from, interests, etc.). Then ask students to introduce their partner to the class.

- 1 Also encourage students to compare the scenes in the pictures, indicating their preferences. This will then lead into questions 1–5. After students have described the pictures, you can elicit vocabulary that students used, focusing, perhaps, on students' reactions, e.g. *The places are exciting/boring/dynamic.*

Point out the Exam information about Speaking Part 1. Emphasize that they do not need to give long answers as in Part 3, but they should be able to respond without hesitation. A sound tip for many students is to visualize what they are talking about as they speak. This can help them organize their answers.

In question 5, ask students to say one sentence about the place they have chosen to describe, e.g. *Progress is vital for my country, but there is a danger we may lose our traditions if old buildings are destroyed and everything becomes the same as elsewhere.* Time permitting, you might want to develop this into a wider group/class discussion about changes in the modern world.

- 2 As a lead-in, elicit what students know about Speaking Part 2, highlighting the information in the Introduction. Point out the Exam information about writing notes.

Check students' interpretation of the notes. You might want to elicit possible synonyms for the words in the list, where possible, e.g. *head* (mind), *night* (dark), *awe-inspiring* (breathtaking), *bring back* (recall). Analyse the part of speech for 1–11 and discuss how the words act as triggers. You can point out the importance of writing notes, especially brief notes. Advise students to limit their notes to no more than 10–12 words – they will not have time to write more. It is also essential that the notes are in an order they can access easily as they speak. If students have to try to work out what they wrote as they are speaking, they will hesitate, which will affect their fluency. You might also want to compare different ways of laying out notes, using vertical notes, horizontal notes and spidergrams. The latter may be time-consuming in the exam and difficult to access, but are useful in class. As an exercise, time students as they write their notes for Speaking Part 2, sticking strictly to the one-minute time limit.

- 3 If necessary, play the recording more than once. After checking the answers, discuss any synonyms and point out how the notes can be used to trigger other ideas and synonyms. Refer students to the Listening script and as further practice, ask them to read the script as they listen again. Also ask them to also follow the notes as they listen.

Key

- 1 memory
- 2 no synonym
- 3 at night
- 4 no synonym
- 5 magical
- 6 no synonym
- 7 wasn't very keen
- 8 remember
- 9 regret
- 10 no synonym
- 11 keep

Listening script 1.1

The view that I'd like to describe is one which is etched on my memory and that is ... mmm ... the view of the Acropolis in Athens at night, which I saw for the first time ... when I was staying there with my grandmother. I was only fourteen years old at the time. The hotel we stayed in had a ... mmm ... roof terrace like many buildings in the area and we watched the sun setting on the Acropolis. It was really magical and ... mmm ... certainly worth visiting Athens to see. I wasn't very keen on going there, because ... mmm ... I thought it'd be really boring, but I will always remember ... sitting there, watching the city darken and the Acropolis shining out. I enjoyed looking at the view, because the remains of the ancient buildings were very ... striking at night when everything was lit up. One thing I regret not ... mmm ... doing is taking photographs on that first evening as the sun was setting, but I managed to get ... mmm ... a few photographs later in the evening. I love this view because every time I think of it or see it, it reminds me of my first trip abroad, ... mmm ... and my grandmother. I keep thinking about the view, as it reminds me that some things can stay the same in a changing world.

- 4 Discuss the students' answers for questions 3 and 4 as a whole class.

Key

- 1 yes
2 yes
3/4 Student's own answers

- 5/6 Encourage students to choose a different card, but allow them to do the same card if necessary. Refer students to the Exam information. Before students speak, you could ask them to compare their notes with other students in the class and also to explain them and then match them to the points in the task card. You could also copy a few samples on the board and ask the relevant students to explain their notes to the class.

For further practice, you can ask students to compose their own task cards. You could cut and paste samples onto A3/A4 sheets. Keep the samples in a task card bank for future reference.

Refer students to the additional material.

Additional task

Ask students to make a list of topics that might be covered in Speaking Part 2. You can give them headings such as *events* (e.g. festivals), *making things* (e.g. craft). Avoid dealing only with topics that students like. Sometimes it is worth covering topics that students do not like, e.g. ask them to talk about places they do not like, as further development of exercise 5.

Refer students to online worksheet 1.4.

Language focus: Verbs followed by *-ing* and/or infinitive

- 1 Refer students to the Grammar focus and the downloadable Grammar Reference. The Grammar Reference is in PDF format and can therefore be displayed on the smartboard for presentation purposes. Elicit the answers from students and also elicit other examples of verbs they might have used while they were speaking in the previous section on page 7.

Key

- 1 both – with the *-ing* form the emphasis is on the process of the sun setting, with the infinitive without *to* the emphasis is on the point at which the sun sets.
2 both – with the *-ing* form the emphasis is on the period of time that the person spent sitting. You could not use *to sit* here, but you can say *I remembered to buy some milk* where the emphasis is on the act of buying.
3 *-ing*
4 infinitive
5 both – see 1

- 2 After checking the answers and addressing any problems, encourage students to make a master list of verbs using 1) *to*, 2) *-ing* and 3) both, with examples. The list can be electronic and can be updated periodically as a revision exercise in class. See also Progress test 1 on page 103.

Key

- ing*: enjoy, dislike, miss, mind
infinitive: afford, help, fail, appear
both: love, like, continue, seem, hate, remember, forget, stop, start

- 3 This exercise can be done by students on their own or as a pairwork exercise. Once the answers have been checked, read several of the sentences to the students and ask them to supply the correct answer.

Key

- 1 studying, to leave
2 going, to visit
3 working, to pay
4 to reduce, rising
5 to take up, doing
6 (to) overcome, meeting
7 studying, to wait
8 to be, staying
9 sightseeing, to see

- 4 This exercise can be done by students on their own or as a pairwork exercise. As further practice, read several of the sentences in exercise 3 (and 4) with and without mistakes and ask students to identify whether the sentences are correct or not, and then to correct any errors. Ask them to do the same in pairs and monitor the pairwork and give feedback.

Key

- 1 ✓
- 2 avoid buying
- 3 ✓ (can be either *like to work* or *like working*)
- 4 afford not to adjust
- 5 to updating
- 6 helps to find
- 7 ✓
- 8 stop to think

5 Monitor students as they speak. Write some of the places/activities on the board and elicit some possible questions and answers. Time permitting, you may want to ask students to swap partners. As an alternative exercise prior to the oral pairwork exercise, students could write their places/activities on large sheets of paper with questions they would like to be asked. Students could then display their places/activities and they could adapt their own questions, if necessary. At all times monitor for accuracy. You could divide the class into two groups, A and B. Students in group A stand next to their display 'posters' and students in Group B move from poster to poster asking the students questions. The groups then change roles. Give students, if possible, your own places/activities and allow them to ask you questions.

Additional task

If you have examples of students' work for Writing Task 2 from previous classes, give students a copy and ask them to underline examples of verbs followed by *-ing* and the infinitive with *to*. You can also use model answers from this book or other publications. This will help students notice the verb forms and will give them an idea of how frequently students use such verbs. You can ask them if students in the samples tend to use more verbs followed by *-ing* or the infinitive with *to*.

Refer students to online worksheet 1.1.

IELTS Listening Section 1

1 Ask students for evidence from the questions, in particular the example. The first three multiple-choice questions also contain clear references in the stems. Use the photograph to expand the discussion about the type of walking group it might be (e.g. a rural or urban walking club) and what type of activities might happen during the walks or what the focus might be (e.g. old/modern architecture or the changing face of cities). Students could be encouraged to give examples from their own countries.

Key

a walking club

2/3 Encourage students to predict answers, where possible. Point out the difference between guessing and predicting. The former is to do with selecting an answer without thinking, the latter involves using what you know, common sense and/or logic. Being good at predicting comes with practice. For example, ask students a few questions about question 1 to get them started: *Is the club for tourists? Or is the club for city workers/residents? Is the club likely to meet once a week? Will people working/living in cities have time to join clubs?* Students may not be able to predict the correct answer, but such questioning gets them to engage with the questions, start thinking about the answers and the likelihood of the alternatives. Over time, the analysis should become automatic. An alternative approach is to ask students to decide who is likely to give the information in the answers and predict the type of question that might be asked to elicit the information. (e.g. *question 1: a caller speaking to a club secretary, How often to does the club meet?*)

Other possible benefits of predicting include building student confidence and helping to exclude unlikely answers.

4 Point out the Exam information and elicit where students might make mistakes in the listening module in the exam, e.g. transferring the answers including introducing spelling mistakes and writing answers in the wrong boxes. You may want to encourage students to practise transferring their answers into their files/books and also give them some time to check their answers in pairs.

As additional pairwork practice, you can dictate a list of numbers and/or numbers and letters mixed (e.g. 343483484, 4473349, 0R95UEOFOK, 3-049TFEE03). You can then ask students to write 4 or 5 similar sequences themselves and get students to dictate them to each other in pairs.

Encourage students to do listening practice for IELTS in the library or at home. Watching the news on the internet is useful. Students can also read the dialogue in pairs. Play the whole dialogue again without questions so students can just listen.

Key

- 1 C 2 B 3 A 4/5/6 B, D, E
- 7 14th May/Saturday 9 p.trimble765g
- 8 9.30 10 07899875543

Listening script 1.2

(W = Woman; M = Man)

W: Hello. Can I help you?

M: Yes, ... mmm ... Hi, I got your telephone number from your newsletter for the Skyline Club. Are you the secretary, Mary Lloyd?

W: Yes, I am. How can I help you?

M: Hi, my name's Paul. I'm enquiring about the walking club and would like some more details.

W: Well, we meet once a month throughout the year, weather permitting, and the walks are usually either Tuesday evening or Saturday morning.

M: Oh, OK. Both those days suit me.

W: Well, we've tried arranging other days and times and those are the two that suit the lifestyles of nearly everyone in the group.

M: I see. And who leads the walks? Is it you?

W: Oh, no. We don't have the same guide each time. And if we can't get someone, one of our members is usually able to do it.

M: OK. It says in the newsletter that the walks are generally at least two hours long and that you have a wide range of different walks with different themes.

W: Well, yes, it depends on ... who we can get, but the theme is usually historical. Some of the walking in the club are interested in the changing cityscape of London in one form or another and we like to photograph the skyline of different areas being transformed.

M: It sounds really quite exciting.

W: Yes, we think so.

M: And how many people do you get going on the walks?

W: Anything up to twenty. After that, it's too large.

M: And do you pay the guides?

W: We pay leaders of the walks out of the newsletter subscription and sometimes people give the walk leaders tips, but that's really up to the individual.

M: How much is the newsletter subscription?

W: It's twenty-five pounds a year. We produce the newsletter twice yearly with the dates and the themes of the walks and we have a new website.

M: OK.

W: And for the twenty-five pounds a year, we normally manage to send out the newsletter by email twice yearly. And at the moment, there are ninety members on the newsletter list.

M: Do you send the newsletter by post?

W: No, it's all electronic. We don't send out paper copies.

M: How do I join?

W: Well, if you come to one of our walks, you can pay by cash or cheque. We don't have the facilities to accept payment in any other way at the moment.

M: When is the next walk and what is it?

W: It's on the fourteenth of May.

M: Next Saturday.

W: Yes. It's worth coming on that one. It's a ... river walk along the south side of the River Thames from London Bridge, looking at the enormous changes that have taken place there in recent years.

M: That sounds really interesting. I'll aim to come to that. Where are you meeting?

W: We are meeting at a place called Hays Galleria by the old telephone boxes at 9.30 am. Do you want to give me your email address?

M: Yeah, it's p.trimble765g@thomas.com.

W: Is that all lower case? And is that T-R-I-M-B-L-E?

M: Yes, that right. And I'll give you my mobile number. It's 07899875543.

W: We can text you walk dates.

M: See you on Saturday.

Additional task

Whether you are teaching a monolingual or multilingual class, make a list of letters and numbers that students have difficulty with. Point out how strings of numbers can be divided up into pairs, e.g. 99, 89, 33. Depending on class policy and the age of the students, they can dictate numbers and names to each other on their mobiles. This can also be done as a homework exercise. This exercise will show students how different it is to hear numbers and letters over the phone or in a recording.

Extension

Teach students the international spelling alphabet for letters in English, e.g. *Alpha for A, Beta for B* and so on. The alphabet can be found online at www.nationsonline.org/oneworld/international-spelling-alphabet.htm

You can practise dictation using the code words.

Additional exam information

Point out to students that if they are aiming to achieve a band score of 7 (approximately 30 out of 40), they need to get all of the answers in Section 1 correct. As they move

from section to section in the exam, it is likely that the number of correct answers will decrease as the exam becomes progressively more difficult.

Point out to students that the listening and reading modules are weighted. This means that the level is the same in every exam, but the correct answers needed to achieve band 7 vary from exam to exam. Point out that in some cases an incorrect spelling or a letter put in the wrong box on the answer sheet can affect the band score.

- 5 Briefly go over the benefits of prediction in exercise 3 and point out how the same ideas apply to prediction in the reading module.
- 6 In exercise 6, students can discuss all the questions, or each group can choose one question. When students have finished they can form pairs with a student from a different group and take turns to ask each other one or more of the questions, developing the answers in their own way. Monitor the whole process and give feedback to the whole class at the end. To help students take the feedback seriously, ask them to choose the kind of feedback that you give, but restrict yourself to three or four areas (e.g. fluency/hesitancy, accuracy, organization of the answer, clarity, vocabulary, grammar, the use of complex sentences). Refer students to the public marking scores for speaking at www.ielts.org and focus on the 6/7 bands. Answer any queries and discuss what the task of the examiner involves and what a student needs to do to achieve 6/7.

IELTS Writing Task 1

- 1 As a lead-in, you might want to point out the main types of tasks that students face in IELTS Writing Task 1. Students can do the exercise in pairs or groups. Take feedback from the whole class and collate the answers on the board.

When students have finished, ask them to work in pairs and describe the graph in their own words. Ask them about the graph legends (e.g. the title, the details in the vertical column and in the horizontal column). Elicit details about the graph using general questions, e.g. *What is the trend for ...? Describe the trend for ...* and specific questions, e.g. *What is/was the percentage for ... in ...?* Point out the difference between the two different types of information. This will help students write their answer by summarizing and using the specific data to give evidence for their summary, rather than listing the information in the graph.

Key

Model answers

- 1 The introduction paraphrases the rubric. (true)
- 2 The answer should contain an overview in the second paragraph, first sentence. (true)
- 3 The answer should contain comparative language, where possible. (true)
- 4 All the data should be summarized. (true)
- 5 Where possible, noun phrases should be used to summarize the data. (true)
- 6 The answer should contain complex sentences. (true)
- 7 It is possible to write less than 150 words. (false)
- 8 All the data can be described in at least two or three paragraphs. (true)

- 2 Students can do this exercise in pairs, or individually, and check their answers in pairs. As further practice, elicit how they decided on the order of the text after matching 1–6 to a–f. Also focus on how each of the sentences in the text begins (*The graph shows, Overall, As regards, Germany followed a similar pattern, While, Likewise, ...*). Point out that the overview at the beginning of the second paragraph can be put at the end as well.
Show students the combined text and ask them to work in pairs and select 3–5 phrases that they think they should remember, e.g. *Overall, there is a clear downward trend in the proportion of ..., ... there was a marked fall from ..., Germany followed a similar pattern to ..., ... experienced a more marked decline from ..., ... mirrored the decline of the latter falling...* Point out the use of nouns in each of these phrases to summarize the information.

Key

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

Combined text as model answer

The graph shows the proportion of the population in the 27 European countries along with selected countries who have never used the internet between 2005 and 2010.

Overall, there is a clear downward trend in the proportion of those who have never accessed the internet with the European average of 27 countries almost halving (from approximately 45 per cent to 25 per cent). As regards Denmark and the UK, which had the two lowest rates of non-usage of the internet, there was a marked fall from approximately 15 per cent to just under 10 per cent and from about 30 per cent to around 12 per cent respectively. Germany followed a similar

pattern to the United Kingdom with a drop from about 30 per cent to 15 per cent, while France experienced a more marked decline from approximately 48 per cent in 2006 to about 18 per cent in 2010.

Likewise, Spain, the only country above the European Union average, mirrored the decline of the latter falling to approximately 32 per cent from around 50 per cent.

- 3 Refer students to the possible statements in exercise 1 above. For further practice to prepare for exercise 4, ask students to paraphrase some of the phrases in the model answer, e.g. *As regards Denmark and the UK/with regard to Denmark and the UK; Germany followed a similar pattern to/the trend for Germany was similar to that of; while France experienced a more marked decline from/whereas the percentage who have never accessed the internet in France declined more noticeably*. Ask students to say whether the paraphrases are better or not and say why.

Key

Model answers

- The introduction paraphrases the rubric.
 - There is an overview in the second paragraph, first sentence.
 - The answer should contain comparative language, where possible, e.g. *the two lowest rates of/Germany followed a similar pattern to/while France experienced a more marked decline/Likewise, Spain ...*
 - All the data should be summarized. It is summarized. See the overview and statements like *Germany followed a similar pattern to/France experienced a more marked decline /mirrored the decline of the latter*
 - Where possible, noun phrases should be used to summarize the data. See the overview and the items in 4.
 - The answer should contain complex sentences. See the second paragraph.
 - It is possible to write less than 150 words (false). The text is more than 150 words here (154).
 - All the data can be described in at least two or three paragraphs. Three paragraphs are used.
- 4 Students can do this in class, time permitting, under exam conditions. Otherwise, this can be done as a homework exercise. Ask students to review their own and each other's answer using the statements in exercise 1. Ask them to count the number of words and check that their answer has an overview, has been divided into paragraphs and the data is included.

For further practice, give students the opportunity to read as many of their classmates' answers as possible and choose the best. If you can, display the best answer in the class and compare it with the model answer. Elicit the best features of both texts. For your future reference, ask for permission to copy the best answer in the class. You can give future students a copy of the text and ask them to grade and/or analyse it.

Key

Model answer

The chart shows the proportion of those using the internet who download and use a range of entertainment media in various European countries compared to the European Union average.

Overall, there is a clear upward trend in downloads across Europe, although at varying degrees. For example, in Bulgaria, the country with the highest proportion of downloads among internet users, there was only a small increase over the period from about 50 per cent to 52 per cent with a peak of about 58 per cent in 2009. By contrast, France experienced the most striking increase from about 20 per cent to 35 per cent between 2006 and 2011. In Germany, likewise, the rise in the proportion of downloads was gradual, from approximately 24 per cent in 2004 to just about the same level as France in 2011.

Although internet users in the UK did not follow exactly the same pattern as the European Union average, fluctuating around the 40 per cent level, the proportion of downloads among the former was the same as the latter in 2011, at about 40 per cent.

Additional task

For further practice, students can practise looking at graphs and charts without writing about them. Show students examples of a graph on paper or on the smartboard, one at a time. Limit the time that students have to look at the graphs, for example two minutes. Students can write notes about the data, or they can just study it without writing notes. Hide the data on the smartboard or ask students to cover the graph. Students work in pairs and describe the data. They can also ask other students to check information. The information can be discussed as a whole class, with or without writing notes on the board. Students can then be asked to give an overview of the data. The graph can be revealed and students in pairs or as a whole class can gauge how much they remembered or missed.

This exercise can be done with several pieces of data in quick succession to increase students' reaction time to data. The exercise can be done throughout the course and adapted and developed to suit your students.

For further sources of data, see:

www.ons.gov.uk

www.abs.gov.au

ec.europa.eu/eurostat

Vocabulary: Collocations with nouns

Lead-in

As a lead-in, elicit what a collocation is, e.g. words that are commonly used together. Also elicit the importance of focusing on collocations (it increases flexibility, enriches writing and speaking and helps with paraphrasing) and ask the class for some examples of common collocations, e.g. *the main advantage*, *have a huge effect on*, *numerous changes have taken place*. You could also ask students to suggest the best ways to organize collocations when recording them, e.g. by theme, by verbs, by nouns. Point out that the most common words combine with a large number of words.

- Students can do this exercise in pairs and then report back to the class. As an additional exercise, you can choose other words such as *changes* and *looking at* and ask for synonyms. Then check whether the collocations that go with *changes* work with synonyms such as *developments*. When noting synonyms of individual words from students, be aware of the collocation and possible rephrasing involving prepositions, e.g. *impact/effect on vs. consequences for*.

Key

enormous: huge/substantial/considerable
 have taken place: have occurred/happened

- Go through the example, pointing out the range of alternatives. Explain that students do not have to use all the words. This exercise can be done individually or in pairs. Check answers as a whole class.

Key

Model answers

- Unfortunately, very limited progress is being made in preparing schoolchildren for the modern world.
- Enormous change is taking place in people's lifestyles at the moment.
- The introduction of high-speed rail links between cities will promote the economic development of the continent.

- A substantial reduction in traffic can only be achieved if and when the focus of transport moves away from the private car.
- As cities develop, the gradual evolution of new ways of living and working will follow.
- Huge advances in design technology have improved the world we live in.

- Go through the example with the whole class, pointing out the transformation from noun to verb (*progress – is progressing*) and the grammatical implications for the rest of the sentence. Throughout the course in all four skills, point out the use of noun phrases, e.g. in paragraph/section headings in reading, summarizing in Task 1 and in notes completion especially in Section 4 of the Listening module. Where possible, take the opportunity to ask students to paraphrase a text by transforming verbs to nouns.

As further practice, ask students to close their books. Read one of the sentences and give students a word. Ask them to transform the sentence using the word. They can do this in writing, as a kind of dictation exercise, or verbally. Alternatively, ask students to work in pairs and write two or three sentences of their own, using phrases from the sentences in exercise 2. They then give the sentences to another pair to transform in their own way. Monitor and guide the students as they prepare the sentences.

Key

Model answers

- Unfortunately, progress is being made slowly in preparing schoolchildren for the modern world./ Unfortunately, the preparation of schoolchildren for the modern world is being made/is occurring/happening slowly.
- People's lifestyles are changing enormously at the moment.
- The introduction of high-speed rail links between cities will develop the continent economically./The continent will develop economically as a result of/because of/with the introduction of high-speed rail links between cities.
- The traffic can only be reduced substantially if and when the focus of transport moves away from the private car.
- As cities develop, new ways of living and working will evolve gradually.
- As design technology has advanced hugely, it has improved the world we live in.

4

Point out to students that the discussion topics are similar to those they will find in Part 3 of the Speaking module. Remind them that this part of the module lasts four to five minutes. The examiner generally asks questions that relate to Part 2, which in this case might be: *Describe a job you have done or would like to do./Describe a place/city/country you would like to work in/liked working in.*

Ask students to discuss their answers with another pair before you elicit answers from the whole class for one or two of the questions. You can also ask students to list the ideas in note form on the board.

Time permitting, you can add a Part 2 task card to these questions with the students creating the task card on the board.

Key**Model answer**

What kinds of changes are taking place in the job market in the modern world?

We could focus on the changes that have been brought about by technology with computers replacing workers, even in factories. Also people are able to work more and more from home, saving time and money.

- 5 Point out that there are many ways to begin answers and encourage students to give more than one answer. You might want to focus on the opening phrase: *The job market is changing rapidly ...*

Key**Model answers****Changes to the work environment**

It's going through a huge transformation with ...

I think the main reasons are that technology allows employees to work anywhere and ...

Flexible working

The main benefits are that workers can adapt their work to suit themselves.

Personally, I think it would be, as long as they are not taken advantage of.

It wouldn't be easy for certain key workers like university lecturers who need contact with their students.

- 6 Before students begin, remind them to develop their answers, giving reasons and examples, etc. Also encourage the student asking the questions to interject with additional questions where appropriate. Ask students to focus on one or two items to give feedback on. As an alternative, students can work in groups of three with one student prompting the 'candidate' to give reasons and examples at appropriate places in the answer, e.g. using *because, for example, in order to*, etc. The third student can also give feedback. The students change roles so each of them has a chance to answer the questions.

You might want to video one or more of the students and give feedback afterwards. If you want to use the video for demonstration in future classes, ask the relevant student's permission.

Use the additional material for further practice in class or homework. Or use them for students who finish any of the exercises quickly.

Additional task

Refer students to the *Macmillan Collocations Dictionary*, especially the article by the author 'Using the Dictionary in IELTS'.

Regularly focus on collocations related to one or two important words that are common in academic texts. As a guide for words to focus on, you can choose words from the *Macmillan Academic Word List (AWL)* by Averil Coxhead (See www.victoria.ac.nz/lals/resources/academicwordlist). Please also see the Academic Keyword List at www.uclouvain.be/en-372126.html

Give students a word such as the noun *benefit* or *effect* and ask them to research collocations using the *Macmillan Dictionary* and the *Macmillan Collocations Dictionary*. They decide on the seven most useful collocations and enter them in their notebooks. They can then add examples of these collocations as they come across them during the course. Aim to focus on one word per lesson, even if it is just to elicit examples that students already know.

Refer students to the online worksheet 1.3.

IELTS Reading**Lead-in**

As a lead-in, refer students to the Exam information. You might want to go through it with the class, or ask students to read and then discuss the information in groups. You can then highlight skills such as prediction, skimming, scanning and surveying, and the value of reading at different speeds. Some students may not understand the

value of prediction and may be used to reading a text word by word. Point out the difference between guessing – which does not involve thinking and is random – and prediction, which involves considering a question using one’s understanding of language and organization to give a possible answer. Students should not worry about making correct predictions – this comes with time. Having considered a question and made a prediction, students can look out for the answer more easily even though they may be wrong.

Additional task

To help students skim, give them a paragraph from a text and ask them to practise reading the nouns and verbs only and then to select three or four nouns in a paragraph which help to summarize it. To show students the value of this, dictate a sequence of nouns or verbs linked to a theme and ask students to stop you once they understand the link between the words. Alternatively, give students a sequence of words in any order and ask them to predict how they are linked together. Get them to compare their answers with one or more groups. Collate the answers on the board and show students the original text or just give them a title for the list of words, e.g. *The process of urbanization (skyscrapers, population increase, countryside, overcrowding, strain facilities, transport systems, wealth, migration)* and then ask them to make the links.

1 Elicit comments from the whole class. Highlight the similarities and the differences between the groups in the class to show how common ideas and events are. As alternative future practice, you can select three or four sentences at random from a reading passage and ask students to use them to build a picture of a text. Select sentences from the introduction, the first sentences of paragraphs, and sentences that show examples, effects or causes. As students become more sophisticated, you can ask them to predict where the sentences might come in a text. This shows students how much of the contents of a text they can predict from small amounts of information.

Additional task

As an alternative, give students two texts and divide the class into pairs. Give half of the pairs text A, and the other half text B. The pairs write sentences, phrases or nouns from their text that they think will help to reveal its content. Students then work with a partner from a pair with the other text. They give each other the sentences, phrases, etc. so their partner can try to guess the content of the text. When they have finished they read their partner’s text and check their predictions.

Key

Model answers

- 1 This is a large proportion of young people and the numbers are likely to increase.
- 2 I can’t say I am always happy but it is interesting to be online for a while, but after an hour or so it is boring.
- 3 This can be true but if you have a lot of friends online it takes away time from developing face-to-face friendships, which are more important.
- 4 I’d agree with this. We are used to using different media simultaneously, because we have grown up with them.

2 Encourage students to use this technique of prediction every time they are faced with a reading passage with questions.

Key

Young people in the modern technological age.

- 3 After checking the answers, the prediction process can be discussed as a whole class.
- 4 At this level, set a time limit of 20 minutes for students to answer the questions. Remind them that in the exam there is no time at the end to transfer their answers as in the listening, so they should write their answers on the answer sheet during the test. In class, or when practising outside class, encourage students to write their answers on a separate sheet of paper or in their files.

Refer students to the Tips before they answer the questions and encourage them to make sure they read the rubrics carefully. If students are familiar with the different types of questions you could spend some time analysing the types of questions and how they approached them. If students are not familiar with the type of questions in questions 1–5, help them to analyse the phrases: 1 and 2 relate to facts; 3 is an explanation, not a solution; 4 is to do with a reason or reasons; 5 is an explanation. For questions 6–10, students should locate the area of the text that relates to benefits and challenges and put a box around the words or paraphrases of the words in the text. For questions 11–13, students should not repeat words or paraphrases of words in the question. Note the spelling in the answer sheet needs to be correct.

Key

1 D 2 F 3 A 4 G 5 C 6 B 7 C 8 A 9 C 10 A
 11 reach and connectivity
 12 face-to-face communication 13 hybrid (lives)

- 5 Students can discuss one or more of the questions, followed by whole-class feedback.

Additional task

After students have finished reading any reading passage, ask them to select 5–7 words or phrases (including collocations), which they think might be useful in the future. To help students see which words are useful in a text, if you have a smartboard and access to the internet, feed a text into the AWL (Academic Wordlist) tool (www.er.uqam.ca/nobel/r21270/textools/web_vp.html) which will colour-code the text according to the most common 2,000 words in English, the academic words from the AWL and the less common words that they do not need to learn.

Students write the words and phrases they chose in context in their notebooks, alphabetically or under headings.

IELTS Writing Task 2**Lead-in**

Go through the Exam information, clarifying any points that the students are not sure of.

Emphasize the need to write at least 250 words. Students should resist the temptation to write considerably more than this. Point out that by writing less than 250 words, they lose marks by not completing the task properly. If they write considerably more, it probably means they are not completing the task properly, i.e. writing on the topic. They do not need to write more than about 280 words.

- 1 This exercise gives students the chance to analyse the writing task question. Students can do the exercise in pairs or individually. Take whole-class feedback.

Key

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

- 2 As part of the exercise, ask students to justify their choices and check their answers with other students. Take whole-class feedback. For future practice in Writing Task 2, students can be given similar statements and asked to match them to parts of the question. Alternatively, students could be asked to work in pairs/groups and write statements, topic sentences or ideas in phrase form in any order relating to different

parts of the question. As they do this, monitor the language produced for accuracy. Students then give their statements, etc. to another pair/group to match them to the question. Ask students to write on a flipchart page or A3 paper, or to type the answers on a computer for display on an electronic smartboard. You can collate good examples.

Key

2 c 3 b 4 a 5 a 6 c 7 c 8 c

- 3 Once students have compared their answers in pairs, they can present their statement and notes to students who chose a different statement, justifying their choice of reasons, examples and impacts.
- 4 Students can do this in pairs as an oral exercise. When they have finished, they can check their answers with another pair. Take whole-class feedback. Students do not need to write their answers; in fact, you might want to stop them from writing during this exercise so they can concentrate on thinking and speaking, using the table as a template for the process.
- 5 This exercise can be done individually as the students prepare for this in exercise 4.

Key

- 1 This phenomenon is happening as a result of
 2 enable people to change working practices
 3 Good examples of this are
 4 are able to access their main place of work
 5 The consequence of this is that
 6 airports

- 6 Students can do this task for homework, or in class without preparation. In both cases, ask students to peer-review each other's work, helping each other to correct or redraft the text, if necessary. Refer them to the model answer when they have finished.

For further practice, students summarize their answer (without looking at it) by making a list of phrases or sentences about the content of the essay. They work with a partner and use the list to describe what they have written to their partner. The students then read each other's essays to see whether the answers fit the summary explanation.

You might want students to create a Writing Task 2 checklist (see page 20) to help them analyse their answers in future.

Refer students to the Writing bank on page 115 for further practice now or as a revision exercise at a later date.

Possible checklist

- 1 Is the answer at least 250 words?
- 2 Is the answer too long (more than 280 words)?
- 3 Is the answer in clearly laid out paragraphs?
- 4 Is the introduction just a copy of the rubric?
- 5 Are there examples and reasons to support the main ideas?
- 6 Does the answer contain a range of vocabulary and grammatical structures?
- 7 Does the answer contain a range of complex structures?
- 8 Are there any mistakes? Have I checked for the mistakes I normally make?

Key

Model answer

A reduction in, and perhaps the elimination of, world poverty is a highly desirable aim. While some feel that the key is a shift in the perception of other countries, others feel that the most crucial impact is made through trade.

If nations around the world build better relationships, this can have a positive effect on world poverty.

Countries can, for example, have cultural exchanges such as art exhibitions or plays. At an educational level, young people from Australia or the UK can also go on visits to places like Kenya to learn about the language and the culture. This can increase contact between countries and bring about better understanding and development with jobs in poorer regions of the world, including those in rich countries.

Trade is also certainly a crucial factor in poverty reduction worldwide, because just like improving relationships with other nations, trade can also help to break down barriers. Through trade, different countries can learn to trust each other and build working relationships that lead to jobs. Rich countries, for example, can import agricultural goods from north and east Africa, thus leading to job creation and a reduction in poverty.

In my opinion, both the factors described above are important, but perhaps, another element is also crucial, namely a trade in skills and know-how. If poorer countries are always at a disadvantage through a lack of skills such as technological expertise, the imbalance between rich and poor will continue and poverty levels will remain the same.

As we have seen, building relationships and trade are both equally important, but the latter needs to include skills as well as goods.

Additional task

As students go through the course, ask them to keep a list of the types of Writing Task 2 questions, e.g. *Discuss both views and give your own opinion*, that they encounter. They can also keep a separate list of subjects that are likely to come up in the exam. This can be done as a master list for the whole class, which is revised periodically. Students can add brief notes about what the organization of each question type is. The lists can be used for revision at the beginning of any Writing Task 2 section, and the list updated at the end of the section.

When students are familiar with several question types, they can start constructing their own questions, which helps them understand what is being asked in each question type.

Refer students to the online worksheets 1.2 and 1.5.

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You can use the Review sections for further practice in the classroom, for students who have finished an activity early, or to help weaker students. You can also encourage stronger students to use the materials to peer-teach weaker students in groups, which will strengthen the relationships in the class. Students can also do the exercises outside of class, as homework.

Language focus: Verbs followed by *-ing* and/or infinitive

Key

- 1 altering 2 to save 3 to save 4 keeping 5 looking
6 to protect 7 constructing 8 living 9 working

Vocabulary: Collocations with nouns

Key

- 1 Fortunately, substantial progress has been made in educating young people about the demands of the 21st century.
2 ✓
3 The evolution of transport has occurred steadily over the past hundred years.
4 Changes that take place gradually tend to achieve more than abrupt transformations.
5 A substantial reduction in ignorance can only be achieved through education.
6 The enormous advances in medicine in recent years are improving the lives of everyone.
7 Too much control of the way children behave and think can hinder the development of creativity.
8 ✓

- 4 suggestions about how to promote the growth of creative industries
5 an awareness of the impact of technology on improving the way that people work
6 a reduction in the amount of time spent studying for a university degree
7 an explanation of the relative importance of knowledge and experience
2
1 The text or paragraph describes what effects or impact having a university education has on graduates' earnings in the future when they start working.
2 The text or paragraph describes how the different types of vocational courses for young people are created and then how they grow; or just how the courses grow.
3 The text or paragraph plots the progress that young people have made in education generally in the recent past.
4 The text or paragraph describes two or more ways that will encourage creative industries to grow.
5 The text or paragraph talks about an understanding of what effect technology has on making people's working methods better.
6 The text or paragraph talks about how the time devoted to studying at university is reduced or cut.
7 The text or paragraph compares the importance of knowledge with that of experience.

IELTS Reading: Understanding noun phrases

Key

- 1
1 the effect of a university education on the earning potential of graduates
2 the development of different types of vocational courses for young people
3 the progress made by young people in the field of education in recent years

IELTS Writing Task 2: The negative viewpoint

Key

- 1
1
2
The development (2 of home working) may be attractive to employees, but to some people the idea that such working practices give people freedom is an illusion. They quote the negative aspect of these practices (5 to the workers), namely the social impact of people working alone and the increased costs of having to pay for heating, lighting and equipment. (3 In the latter case, the costs can be considerable in both hot and cold climates, and if essentials such as computers or telephones break down.) This (1 situation) benefits companies, because less office space is needed (4, thus reducing costs for employers).