

2 ▶ Take note

To set the ball rolling ...

Discuss students' listening preferences briefly, either in pairs or as a class.

- Do you prefer listening to the news on the radio or watching it on TV? (why?)
- What kind of music do you play while you study? Or do you prefer silence?
- What everyday sounds really annoy you? (e.g. car alarms, someone listening to an MP3 player at maximum volume)
- What everyday sounds do you like most?
- What makes a 'good listener'?
- What kind of things does a 'bad listener' do?

Lead-in (p. 16)

Ask students to work through exercises 1 and 2 and check answers. Point out that, as with reading, we listen in different ways depending on what we're listening to and why, and that this also applies to the IELTS exam. Different exam questions require different listening techniques, and these will be introduced and practised during the course. Give students time to discuss question 3 and invite brief feedback.

Focus on listening 1 *Letters and sounds 1* (p. 17)

Key phonemic symbols are introduced gradually during the course as a way of helping students identify and refer to specific sounds. Familiarity with phonemic symbols will also help them understand the pronunciation information in dictionaries. Unless students are already familiar with these symbols, it's worth spending time practising each sound here thoroughly, and revising from time to time later.

Focus on speaking *Discussing likes and dislikes* (p. 17)

Focus on the Essential language first, and make sure students can use the phrases appropriately and confidently. Practise stress and intonation if necessary, using a different topic such as leisure activities or musical tastes.

1 Ask students to work in pairs and provide a suitable prompt question e.g. '*Do you often read ...?*' Or '*Do you like reading ...?*' to start the conversations. Monitor the pairwork and encourage students to extend their answers a little, if possible, by giving reasons or examples.

2 This is intended as a gentle introduction to the first part of the Speaking test (see p. 6). While it's not meant to be serious exam practice, it's worth introducing a little formality into the activity by asking pairs to sit facing each other if possible.

Read through the Exam Link and point out that the main aim of the task is to practise this key language. Check that students have chosen a set of questions and are clear about what they have to do. Monitor the interviews, helping as necessary, and note areas for remedial work.

Focus on listening 2 *Introducing listening skills* (p. 18)

Start by recapping the reading skills of skimming and scanning so that students can see the parallels with the listening skills introduced here.

Make sure that everyone is clear about exactly what's required in each task before playing the recording. Depending on your students' ability, you may want to help them along a little by establishing the correct answer for the first extract (public announcement) as an introduction. NB In exercise 3 it's worth clarifying that only a number is required, not the unit (dollars, degrees etc.).

Give students time to compare answers before checking, and follow up with some post-listening questions exploring which questions students found easiest and which hardest, and why.

Focus on grammar *Expressing frequency* (p. 19)

Read through the Exam Link first. With stronger students you could consider beginning with exercise 2, using it as a diagnostic test to indicate how much work is needed in this language area. With lower level students, you will need to work through section 1 carefully, as suggested below. Note that there is detailed information on adverbs in the Key language bank on p. 140.

- 1** Give students time to read through the introduction and tables, then ask them to suggest possible expressions to complete the three example sentences, e.g. **Initial** *Sometimes/Occasionally/Once in a while*. Make sure they are completely clear about how the table is organised before continuing.

Questions 1 and 2 provide a very useful tip, especially for lower level students for whom the range of options can seem bewildering. Give them time to consider the question but help them to the right conclusion if necessary. The middle position is safest because it is correct not only for 'middle position only' adverbs but also for 'all three positions' adverbs. Only adverbs of exact frequency and longer time expressions cannot appear in that position.

NB Negative expressions like *never* and *hardly ever* are sometimes used at the beginning of sentences in a special structure where the verb and subject are inverted. However, this is not part of the basic repertoire required at this level and is also potentially confusing, so it is not included here.

- 2** Allow time for students to check the sentences with reference to the information in the table and let them compare results in pairs. When checking, make sure they justify their answers by referring to the table.
- 3/4** For maximum talking time, both these exercises could be done in pairs with a brief open class stage. Exercise 4 could also be treated as a gentle introduction to Part 2 of the Speaking test (which is formally introduced in the Exam Link on p. 30).
- 5** Let students read through the instructions and check that they understand how the game will work. Organise small groups and allow time for students to compose three statements about themselves. It's best to check these quickly for accuracy if possible before beginning the activity. Monitor and note language areas for remedial practice.

Focus on writing 1 Introduction to Task 1 (p. 20)

- 1/2** Read through the Exam Link and give students time to study extracts A–F. Let them compare ideas for Exercises 1 and 2 in pairs before checking answers as a class. It would be useful to focus on some basic aspects of register and writing style in relation to academic English before moving on.
- 3** Read through the Exam Link as a class and then ask students to tackle Exercise 3 individually before comparing answers and working out corrections in pairs.

- 4** Let students study the Essential language and give extra practice if necessary using prompts such as:

- Population: UK (60 million) v Egypt (65.7 million);
- Airport Passengers: Changi, Singapore (24m) v Kimpo, S Korea (29m)
- Percentage of young children in primary education: Greece (91) v Malaysia (91)
- Daily newspapers: Germany (375) v India (3037)
- Tourists visiting each year: Mexico (19.4 m) v France (66.9 m)

Allow time for students to prepare suitable statements and check these for grammatical accuracy if possible before continuing.

- 5/6** Let students compare answers before checking Exercise 5 and encourage them to use this as a model for describing diagram D.

DIY Learning strategy Good learning habits (p. 22)

This section encourages students to consider different approaches to learning and to broaden their own range of learning strategies.

- 1** Remind students about the frequency expressions from the Focus on grammar section on p. 19 and recap briefly, if necessary. Point out that this activity is an opportunity to practise this language as well as discussing good learning habits. Make sure students can form questions (*How often do you .../Do you ... much?*) confidently and correctly before beginning.
- 2/3** Once students have discussed these points in pairs, open up a class discussion. It's important not to be too prescriptive but to accept that everyone has different learning styles and that what works for one person may not work for another. The key thing is to focus on the advantages of the good learning habits and to encourage students to experiment with one or two that they don't do on a regular basis.

For the DIY Learning project, make sure students have chosen a specific activity and have some practical ideas for implementing it. Put a date in your diary to discuss results in pairs and as a class (and also to encourage students to keep up the good work!)

Focus on writing 2 Task 2 (p. 23)

Read through the Exam Link and then let students work through each section, either individually or in pairs. Check answers as you go, discussing and clarifying the points as necessary.

NB When students have completed Exercise 6, it would be useful for them to look at the model answer in the Writing practice bank (p. 156), so they have a clear idea of what they need to aim at in a Task 2 answer.

The model answer is followed by questions focussing on organisation and language features, which relate directly to the Focus on writing sections, so it would be good if students could complete these as soon as possible, perhaps for homework. There are teaching notes and a key to the questions in this book (p. 55).

IELTS Vocabulary Builder (p. 25)

The exercises in this section can either be completed for homework or in class time.

Unit 2 Key

Lead-in (p. 16)

1 1 D 2 E 3 B 4 A (Example) 5 C 6 F

2 Suggested answers

- 1 1, 3
- 2 1 (when face to face), (3), 4
- 3 1 (when face to face) gestures for 'turn left', 'like this', etc; 2 (if on TV) picture, diagrams, etc; 3 notes on board, slides, etc; 4 (when face to face) facial expression, gesture, etc;
- 4 2 (when interested in specific items), 5, 6 (e.g. when concerning several journeys)
- 5 2, 5 (when driving), 6

Focus on listening 1 (p. 17)

1	/i:/	/ei/
1	three	2 eight
3	B C D E G P T V	4 A H J K

- 2 1 C 2 B 3 A 4 B
- 3 1 TOAD HALL
2 SANDRINGHAM
3 MANSFIELD PARK

Focus on listening 2 (p. 18)

- 1 1 i 2 d 3 h 4 b 5 g
- 2 1 Paris
2 Sydney
3 Japan
4 Washington
5 India
- 3 1 15 (degrees)
2 (\$) 800
3 12 (per cent/%)
4 57 million
5 1903

Focus on grammar (p. 19)

- 1 1 Middle position
2 Adverbs of exact frequency (e.g. *once a week*) and longer expressions generally.

2 1 I can never remember your address.

2 ✓

3 ✓

4 He hardly ever sleeps more than five hours.

5 She is never in her office when I phone.

6 You must always read the instructions.

7 ✓

8 The company holds a staff party every year/
Every year the company holds a staff party ...

Focus on writing 1 (p. 20)

- 1 A Part of a personal letter or note. Notice typical features such as informal expressions (*thrilled to bits, I'm dying to hear*); informal structures (*And what about ...*) and incomplete sentences (*Can't remember*). This is not an IELTS writing task type.
- B Part of a discussion essay. This could be from a Task 2 answer in the Academic version of the IELTS writing paper.
- C Study notes from a lecture or a text book. This is not an IELTS writing task type, although notes like these might appear in a completion task in the listening module.
- D Part of a description of how something works. The use of the letters A and B tells us that this would accompany a diagram. This could also be from a Task 1 answer in the Academic version of IELTS writing paper.
- E Part of a description of information in a graph. This could be from a Task 1 answer in the Academic version of the IELTS writing paper.
- F Part of a formal letter, probably from a student to his or her tutor, apologising and giving reasons for missing a week of term. Notice the use of fairly formal language and the absence of contractions (*I am, I will*, etc). This is a possible task in the General Training version of the IELTS test but not in the Academic version.
- 2 1 D, E 2 A, C 3 B, F 4 E 5 B

- 3** 1 F Americans spend (**considerably**) more time ... than ...
 2 T
 3 F People in Australia spend (**slightly**) less time ... than ...
 4 T
 5 F USA Today has a **slightly larger** circulation ... than ...
- 5** 1 approximately/just over a third; 36 %
 2 exactly a quarter/25%
 3 slightly smaller/2% less
 4 10%
 5 6%

6 Example answer

The best selling quality Sunday newspaper in Britain is the *Sunday Times*, which has a market share of just under 50%. The next most popular Sunday paper is the *Sunday Telegraph* which has a market share of just over a quarter. After these two market leaders, the *Observer* and the *Independent on Sunday* have smaller market shares of 15% and 9% respectively.

Focus on writing 2 (p. 23)

- 1** 1 b) 2 a) 3 d) 4 c)
- 2** **Para 1:** *At university ... included.* (line 5) Topic: Types of written work required at university.
Para 2: *All pieces ... tutor.* (line 8) Topic: The need to structure written work.
Para 3: *You will normally ... extra ones.* (line 12) Topic: The need to stick to a word limit.
- 3** 1 and, also
 2 so, because
 3 generally, normally
 4 but, conversely
- 4** 1 your tutor
 2 the (writing) task
 3 the appropriate structure to use
 4 the number of words you should write
 5 words
- 5** Greenland is situated in the north Atlantic. ~~Greenland~~ It has an Arctic climate and much of ~~Greenland's~~ its land is permanently covered with ice. Greenlanders are an independent people, and ~~Greenlanders~~ their origins are a mix of Inuit and European. Young ~~Greenlanders~~ people are increasingly rejecting the traditional lifestyle by moving to the towns, ~~The fact that they are rejecting the traditional lifestyle and moving to the towns which/and this~~ is becoming a problem for ~~Greenland's~~ the country's welfare system.
- 6** 1 g) 2 d) 3 f) 4 c) 5 e) 6 a) 7 h) 8 b)

IELTS Vocabulary Builder (p. 25)

- 1** 1 Sitcom (situation + comedy)
 2 Soap opera
 3 Reality TV
 4 Chat show
 5 Quiz show
 6 Documentary
- 2** 1 make 2 give 3 do 4 make 5 do 6 do
 7 make 8 give 9 give 10 do 11 give
 12 give 13 make 14 make
- 3** 1 do ... test/examination
 2 give ... advice
 3 make ... plan
 4 make ... mistakes
 5 do ... practice/exercises
 6 give ... instructions