

2 ► Food for thought

To set the ball rolling ...

Begin by introducing the general topic of diet and eating habits. You could discuss typical breakfasts in different countries, the more varied the better, e.g. *full English breakfast* (fried egg, bacon, sausage, tomato and fried bread) or Japanese *natto* (fermented soya beans). If time allows, you could also design a small quiz where students match breakfast to country (see websites such as www.breakfastandbrunch.com/countryhome.php). Use the discussion to explore students' knowledge of and interest in the topic, and to introduce useful vocabulary. If the subject of healthy versus unhealthy eating comes up, keep this brief to avoid pre-empting the *Lead-in* discussion.

Lead-in (p.18)

Before students look at the table, ask them the question *Who eats more healthily, men or women?* Take a straw poll of their views and make a note of the result.

- 1 Once students have looked through the table, check any unfamiliar vocabulary, e.g. *skimmed (milk)*, *fibre*, *cereal*, *wholemeal (bread)*, *confectionery*. You could help by telling them there are five healthy and five unhealthy habits. Make sure they discuss ideas with their partner, rather than working alone. Ask a few pairs to report on their decisions and reasons, before they check the answers on page 253.
- 2 Focus on the *Why?* part of the question, encouraging students to formulate a satisfactory answer. If necessary, prompt them with: *Women tend to eat more ... and consume less ...*. Point out the usefulness of qualifying expressions like *generally* and *tend to*.

Focus on writing 1 Interpreting data (p.19)

NB Since decisions about tenses are relevant in many writing tasks, it's important that students are familiar with the main tenses. If they are at all hazy in this area, refer them to the reference list of tenses in the *Key Language Bank*, page 211. You may also wish to go through the accompanying exercise in class or set it for homework.

Read through the *Exam Briefing* as a class and discuss any questions students have.

- 1 Give students time to read the paragraphs and study the graphs, and then let them compare answers and ideas. After checking their answers, ask what they think the two vertical scales represent (A: grams

per person per week; B: percentages). Then read through the two paragraphs again, highlighting each key expression. Focus on the word trend and point out that identifying overall trends is one of the most important aspects of interpreting graphs.

- 2 Read through the expressions in the *Useful language* box, checking understanding as necessary, before students do the task.
- 3 Monitor students' work and, after checking, focus on the organisation of the text, looking at how different components of the graph are linked (coherence).

If they are having problems, give extra practice with these or other graphs before doing exercise 4. This could be in the form of *Give me a sentence about the graph using the expression 'reached a peak'*, for example.

- 4 This is suitable for class or homework.

NB There is further practice of relevant language for describing data in *Key Language Exercises* 3 and 4 (see details below). These could be done in class or for homework.

KEY LANGUAGE

- **Names of tenses**
Exercise 2, page 211
- **Adjectives describing change**
Exercise 3, page 212
- **Reporting tenses**
Exercise 4, page 212

Focus on speaking Eating habits (p.21)

- 1 This is another opportunity to check how aware of tenses and grammatical terms students are. Again encourage them to use the reference list of tenses in the *Key Language Bank*, page 211 if necessary. There is more information about the use of *-ing* forms after certain verbs and also about conditionals in *Key Language*, Exercises 15 and 27 (pages 221 and 229 respectively) but it is probably best to leave detailed study of these points till later in the course.

When checking answers, invite a few suggestions for suitable endings and explain they don't need to stick to the food/eating theme exclusively. Draw their attention to key language patterns. Give controlled practice if necessary to build fluency before students begin pairwork. Afterwards, invite a few pairs to report back on what their partner told them.

- 2 These are typical questions that might be asked in Part 1 of the Speaking Test. Point out that answers should be as full as possible and monitor students' discussions carefully, giving appropriate feedback afterwards.

Focus on listening 1 Students' Union survey (p.22)

Students may be alarmed at the idea of only hearing the recording once in the exam; training needs to strike a balance between developing listening skills and confidence, and accustoming students to the once-only format. For the first few tasks, you could play the recording again on request. Later on, you could read out problematic sections of the recording script for clarification and as a support to weaker students.

NB The recording is in two sections and, unless your students are very able, you may prefer to prepare for, and possibly check, each section separately.

Read through the *Exam Briefing* and give students a few minutes to study the instructions and questions 1–7. It's also a good idea to ask a few check questions, e.g. *What's the survey about? How do you mark the correct answer? Are all the questions of the same type? How many words can you use to answer the last three questions?* You could also let them discuss the food illustrated in questions 2 and 3.

Allow time for students to compare answers before the checking phase. Afterwards, you could focus on a few useful or interesting expressions, e.g. *I've never been (that) keen on ... , once in a blue moon, to skip (breakfast), to have a sweet tooth.*

NB If students have difficulties with the spelling in question 8, it's worth giving further practice, e.g. British or Australian place names: *Leicester, Swansea, Bathurst, Kalgoorlie*, since this is a fairly regular feature of the exam.

Focus on listening 2 Healthy eating (p.23)

Allow plenty of time for the pre-listening phase. It's important that students guess answers in advance because this encourages the prediction strategy. In addition, by checking their answers when they listen, students will be practising the skills for a slightly different note completion task. (There is an example in Unit 4.)

Read through the *Exam Briefing*, the *Task Approach* and the task instructions.

Before students work together to guess answers, you could look at the first two questions and focus on the kind of word or expression that is needed. (question 1:

adjective modifying noun, e.g. *good, healthy*; question 2: either a general adverb like *much* or a more specific comparison like *three times*). Emphasise that it is the thinking which is important, not guessing the right answer. Even making a wild guess will make the listening process easier.

Before playing the recording, check that students have filled in all the spaces in pencil. You could also check a few predictions, especially for question 9, and deal with any unknown vocabulary, e.g. *poultry*.

Again, allow time for comparing answers before the checking phase. As a possible follow-up, you might want to focus on the difference between the two comparisons heard: *twice/three times as much* versus *ten/twenty times more*. NB See also *Key Language* Exercise 7, page 214.

Focus on writing 2 Paragraphing (p.24)

Remind students of the basic information about the Writing test in the *Exam Briefing* on page 19 if necessary.

- 1 Inappropriate paragraphing, or a failure to paragraph at all, is a common weakness in IELTS written work for Task 2. This introductory task is intended to underline the importance of paragraphing in communicating clearly to the reader. Discussions should cover both **when** to begin a new paragraph (with each main new idea) and **how** to do this clearly (indent or miss a line). Point out, if necessary, that paragraphing is highly relevant to Task 2 of the Writing module, but that it may be unnecessary to divide Task 1 answers into paragraphs when they are shorter and deal with a single topic.
- 2 Cohesion is a major factor in good writing, and this topic will recur later in the book. Ask students to study the two paragraphs and elicit ideas. In discussion, introduce the terms **grammatical** link, e.g. *which* and **logical** link, e.g. *but*. Then let them look through the reference list(s) in detail. You could point out that there is a fuller list of reference links in the *Key Language Bank*, page 217, but it's probably best to leave the exercises there till a later stage.
- 3/4/5 Give students time to work on the tasks alone and then compare answers. There are, of course, several acceptable ways of rewriting the text in exercise 5.
- 6 This is a useful revision task for students to work on in pairs. Make sure they check answers by reference to the *Useful language* and *Error Hit List*, and encourage them to add extra errors from their own written work for this unit. Check that the corrections are accurate!

Unit 2 Key

Lead-in (p.18)

- 1 See Student's Book, page 253.
 2 Women generally have healthier diets than men because they tend to eat more fruit and vegetables on a daily basis, and they consume less sugar and fat.

Focus on writing 1 (p.19)

1

Graph	Paragraph	Activity
A	2	consumption of fruit and vegetables
B	1	cigarette smoking

- 2 b 1 a slight rise (in)
 2 between 2000 and 2003; during the period 2000 to 2003
 3 a sharp/steep/rapid decrease/fall (in)
 4 to increase rapidly
 5 to be at/reach a peak
 6 to level out
 3 1 a significant decline 2 (corresponding) rise
 3 reached a peak 4 a steady/marked decline/fall
 5 exceeded 6 a marked fall/decline 7 in about 1984 8 a steady/significant increase/rise 9 1994

4 (Example answer)

Of the various methods of payment which don't involve cash, cheques were the most popular **at the beginning of the period**. After that there was a **gradual decline** in the use of cheques, from approximately 2.3 billion in 1991 to just under 1 billion in 2007.
 Credit and charge cards were the second most common non-cash method of payment in 1991 and their use **increased steadily** for about fourteen years before **levelling out** at about 1.8 billion.
 There was a **steep rise** in debit card transactions **over the period**. These totalled less than 1 billion in 1991, but **increased rapidly** to 5 billion by 2007, making debit cards by far the most popular non-cash method of payment at that point.

Focus on speaking (p.21)

- 1 1 a) present simple
 b) past simple
 c) present simple; *enjoy/like/prefer* + -ing
 d) present perfect (simple/continuous)
 e) second conditional
 f) past simple
 g) present simple; *in* + noun or -ing form
 h) (present simple +) present continuous/future simple

2 (Example questions)

- a) What do you usually eat for breakfast?
 b) When did you last have a meal in a restaurant?
 c) Do you enjoy cooking?
 d) How long have you been learning English?
 e) Where would you go if you could choose any country in the world?
 f) How long ago did you leave school?
 g) How interested are you in politics/joining the swimming club?
 h) When you finish your studies, what are you planning to do/will you do?

Focus on listening 1 (p.22)

- 1 B 2 C 3 B 4 C 5 C 6 B 7 A
 8 Buckingham 9 Travel and Tourism
 10 Second/2nd

Focus on listening 2 (p.23)

- 1 balanced 2 twenty (20) times 3 five (5)
 4 carbonated 5 dairy products 6 three or four (3/4) 7 salt 8 three times a/per 9 avocado (pear) 10 twice as much

Focus on writing 2 (p.24)

- 1 a New paragraphs should begin at: *The reason people put on weight ... Surveys show that ...*
 b 1 When writing about a subject where there are several aspects to be considered, for example an argument, a report or a detailed description; to enable the writer to organise his/her ideas clearly and to make it easier for the reader to follow them.
 2 When you want to introduce a main new idea or topic.
 2 Paragraph A is unnecessarily repetitive, and it is not clear which of the three sentences contains the main idea. By comparison, in paragraph B the three sentences have been linked together grammatically (*which*) and logically (*but*), making it easy to identify the main idea.
 3 A although; Moreover
 B Because; To; When
 4 C (Before) that; such (societies); These (communities); those (prevailing); They D the (meat eaten); that (found); which
 5 (Example answers)
 A We know that pizzas were eaten in ancient Pompeii, since brick pizza ovens have been uncovered there by archaeologists. However, early pizzas would have lacked one of their main modern ingredients because the first tomato seeds were not brought to Europe from Peru until 1,500 years later.

B Although tomatoes were held in low esteem by most Europeans, the poor people of Naples added them to their yeast dough and created the first modern pizza. By the 17th century, pizza was popular with visitors, who would go to poor neighbourhoods to taste the peasant dish, (which was) made by men called *pizzaioli*.

6 UL = *Useful Language* p.21; EHL = *Error Hit List* p.26

1 *Example* (UL)

2 which they were out of date ... (EHL)

3 an increase in expenditure. (EHL)

4 fell last year. (EHL)

5 for ten years. (UL)

6 have increased/risen (EHL)

7 go for swimming (EHL)

8 a slight decrease (UL)

Reflective Learning 1 (p.27)

Useful vocabulary: reflect (on), reflective, goal, monitor, factor, consolidate

Motivation is everything, so it's essential that students are completely clear about the point of these sections and that they see them as interesting and relevant to their studies.

For that reason, it's worth spending time on this introductory section in order to underline the importance of reflective learning, not only in preparing for IELTS as effectively as possible, but also as the basis for their future academic study. (See main *Introduction* page 6.)

- 1** Read through the introduction here together and clarify the terms *reflect (on)* (= think carefully about) and *reflective* (= thoughtful). When students have completed the task and checked answers on page 258, discuss the issues in more detail.

Additional notes:

- A mistake can only be productive if you take time to reflect on it and establish exactly what went wrong. This may be a simple matter or it may mean revisiting a more complex area of grammar, but in that way it should be possible to eliminate the mistake in future.

- The need to accept ambiguity and uncertainty is inevitable in academic study but is also relevant to IELTS, where you may need to rely on your 'best guess' as to the meaning of a word in a reading or listening text.

- 2** Give students time to read through all three sections and make brief notes, then let them discuss experiences in pairs.

Afterwards open a class discussion. Point out that we all tend to develop rigid ideas about the right way to do things, based on what we've experienced in the past, and that this can be a handicap to successful study. It's essential to keep an open mind and be ready to experiment with any new approaches that can assist learning.

- 3** Let the scores students award themselves remain private, but do monitor the learning goals they list and stress the importance of follow-through. Encourage them to keep a record of learning, and to make a point of reviewing goals regularly. The **Plan/Do/Review** cycle could be recorded in the form of a little chart. You could give an example layout with one line completed as an example.

Key: See Student's Book, page 258.