

# 1 Learning

Module 1 includes topics which focus on learning, study skills and academic and social life at university.

## Photocopiable activities

- IA Getting to know you p. 117
- IB Words that go together p. 118
- IC Tell us about ... p. 119

## Teacher's Online Material

- Test Practice Lesson: Listening 4
- Module Test 1

## Lead-in p. 7

### Warm-up

Write the word *learning* in a circle on the board and then write the following categories in circles around it, in a spidergram: *technology, people, websites, music*. Divide students into groups of three and ask them to discuss how they use the categories on the board to help them learn. You could give an example such as: *I often ask my father to help me with maths and calculations because he's an engineer*. Give students 5 minutes to discuss in their groups and invite different students to share their ideas with the class.

Refer students to the glossary under the infographic. Also check they understand the meanings of *early bird* (someone who always gets up early in the morning) and *night owl* (someone who enjoys staying awake all night). Briefly check understanding of the infographic by asking: *What does the graph show?* Students could then discuss the questions in pairs, groups or as a whole class.

- 1 most productive/most creative: 12.00–18.00
- least productive/least creative: 8.00–12.00
- 2 Students' own answers

## 1a Smart learners

### Reading pp. 8–9

**Lesson objectives:** to practise finding specific information in a passage; to practise a Short-answer questions task

### Warm-up

Draw a table with four columns on the board, and the following headings for the columns: *things that distract me from studying, things that motivate me to study, my preferred study places, good times for me to study*. Check that students understand *distract* and *motivate*. Give students 4–5 minutes to note down some ideas, then divide them into pairs to compare their notes. Get brief feedback by asking a few students to share their ideas with the class.

- 1 Divide students into pairs and give them 2–3 minutes to discuss the questions. Then invite some pairs to share their answers with the class.
- 2 Ensure students understand the questions by eliciting the meaning of *instructions, opinion* and *advice*. Give them 3–4 minutes to skim-read the passage and answer the questions, then check answers with the class.

1 B 2 C

- 3a Do the first item as an example with the class: give students 5 minutes to read the passage in detail and then elicit the answer. Ask students which words in the passage helped them identify the correct paragraph. Give students 5 minutes to complete the exercise individually and then get them to compare answers in pairs.

1 E 2 C 3 A 4 B 5 D

- 3b Get students to complete this exercise individually and then compare their answers in pairs.
- 3c You could do this activity as a whole class.

A 5 B 1, 3, 4 C 2

- 3d Write question 1 from Exercise 3b on the board and underline the key words. Ask students to complete the exercise individually and then discuss their answers in pairs. Check answers with the class.

1 paragraph A 2 find out more 3 always want to

### Expert IELTS

In Short-answer tasks, students must use words from the passage, not paraphrases or their own interpretations of the answers. Ensure students understand that they must copy the words from the passage, without changing them in any way.

- 4 Give students 10 minutes to answer the rest of the questions. Get them to compare answers in pairs, showing their partner the relevant section of the passage each time. Then check as a whole class, clarifying any answers as necessary.

2 confident 3 understanding the topic

4 their knowledge structures 5 other learners

- 5 Students could discuss the questions in pairs or as a whole class. Pay particular attention to question 4, pointing out that the words are usually different.

1 Reading the whole passage first shows you the structure of the passage and this should help you to find answers.

- 2 yes  
3 These words help:  
2 How, feel, chances, answer to a study problem  
3 What, boring learning tasks, worthwhile  
4 What, modify, learn more  
5 Who, explain new knowledge to  
4 Usually the words are different.

- 6 Give students 3–4 minutes to discuss the questions in pairs, then ask some students to share their ideas with the class.

### Extra!

For homework, ask students to re-read the passage and look up the meaning of 5–10 new words. They should record the new vocabulary in their notebooks and write an example sentence for each one.

Student's Resource Book > Reading pages 6–7

MyEnglishLab > 1a Reading

### Language development p. 10

Lesson objective: to practise the present simple

### Warm-up

Write three facts about yourself on the board where one is false and two are true, using the present simple. Ask students to guess which one is false and say why they think so. Then get students to write down three facts about themselves where one is false and the other two are true. Divide them into small groups to read their sentences to each other and guess which ones are true and false. As feedback, ask students to say if they guessed correctly and what they found out about their partners.

- 1 Before this exercise, refer students to the Expert grammar section on the present simple on page 183. Check that students understand *repeated*, *permanent* and *state*, and do this exercise as a whole class.

1 B 2 C 3 A

- 2 Get students to complete this exercise individually. You could ask them to compare answers in pairs before checking with the class.

1 is 2 have got 3 enjoy 4 studies 5 helps 6 remember  
7 watches 8 carries 9 has got 10 am, is

- 3a You could go through each question as a whole class or let students complete the exercise individually.

- 1 How **do** you travel to work or college?  
2 How many people **are there** in your family?  
3 Where does your family **live**?  
4 What **do** you like about your home town?  
5 **Is your house** big or small?  
6 correct  
7 **Have you got/Do you have** any hobbies?  
8 **Are you** good at sport?

- 3b Divide students into pairs to ask and answer the questions. If time allows, invite a few students to share their answers with the class.
- 4a Before students begin, you could do an example on the board (e.g. *I speak Chinese. – I don't speak Chinese.*) so students can see how to form the negative. Get students to complete the exercise individually and for feedback, ask different students to share their sentences with the class.

Students' own answers, but the negative sentences are:

- 1 My first language isn't English.  
2 I'm not very good at tennis.  
3 Most of my friends aren't British.  
4 I haven't got a very big family.  
5 I don't enjoy reading in another language.  
6 My best friend doesn't live in Canada.  
7 I don't study very hard every evening.  
8 My house hasn't got ten bedrooms.

- 4b Go through the example with the class and invite a student to expand on the first question. You may want to give another example of your own. Then divide students into pairs and give them 4–5 minutes to discuss their sentences.
- 5 Get students to do this exercise individually. Ask them to compare answers in pairs before checking with the class.

1 need 2 doesn't matter 3 don't understand 4 depends 5 are  
6 don't have 7 is 8 allows 9 need 10 takes

- 6 Go through the example exchange with the class. Before students begin, you may want to model an answer by telling the class about your day and then inviting a few students to ask you questions.

Student's Resource Book > Language development page 8  
MyEnglishLab > 1a Language development

### Vocabulary p. 11

Lesson objective: to develop vocabulary related to studying

### Warm-up

Divide students into pairs and tell them to talk to each other about what they want to study at university and why. For students already at university or those who have been to university, ask them to explain why students go to university and what the good and bad points are about studying at university. Give pairs 3–5 minutes to discuss, then ask a few students to share their ideas with the class.

- 1a Get students to complete the exercise individually and then check answers in pairs. They can use dictionaries if necessary. During feedback, check that students have understood the meaning of the target vocabulary, and drill the pronunciation of the words.

1 assignment 2 project 3 presentation 4 report 5 grade  
6 examination 7 essay 8 research 9 course 10 term

### Expert IELTS

It is important for students to develop good dictionary skills. They should be aware of the type of information available in dictionaries (pronunciation, part of speech, collocations, examples). Encourage students to make use of dictionaries both in class and at home, to help build their vocabulary.

- 1b Before students begin, point out that the words here are the same as those in Exercise 1a, so students can refer back to it if they need help with the meanings.

1 assignments 2 examinations 3 report 4 essay 5 presentation  
6 project 7 research 8 grades

- 2 Write *collocation* on the board and elicit or explain its meaning (the combination of two or more words to form a common phrase). Give a few examples such as *happy birthday*, *do homework*, *catch a cold*. Explain that students will be looking at collocations in this exercise, and ask them to complete it individually or in pairs. They could use dictionaries to help them find the correct verb by looking up the word in bold.

1 write 2 make 3 make 4 do 5 carry out 6 make 7 make  
8 have

### Expert IELTS

Students should keep a vocabulary notebook and add any new words they come across. Discuss with students how they could organise their vocabulary notebooks, how to record new vocabulary, and encourage them to regularly review their vocabulary notebooks.

- 3 You may want to do this exercise as a whole class, eliciting the correct verb for each noun from different students. Alternatively, students could complete the exercise individually, using dictionaries to help them.

1 do 2 prepare 3 have 4 ask 5 take 6 give

- 4 Go through the example with the class. Get students to complete the exercise individually and then compare answers in pairs before class feedback.

2 give your opinion 3 give/do a presentation 4 take notes  
5 prepare for, test 6 ask questions/have a discussion

- 5a You may want to do the first item as an example with the class. Divide students into pairs for the exercise and then check answers with the class. Write students' examples on the board.

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

### Other examples

- 1 cooking, dancing 2 making decisions, encouraging others  
3 using Word, creating a webpage 4 skimming, writing an essay  
5 understanding other people's feelings, building good relationships  
6 communicating in another language

- 5b Divide students into groups and give them 3–4 minutes to discuss the questions. Remind them to justify their answers. As feedback, elicit ideas from a few groups.

Student's Resource Book > Vocabulary page 9

MyEnglishLab > 1a Vocabulary

### Listening p. 12

Lesson objectives: to practise predicting answers to a listening task; to practise a Notes completion task

### Warm-up

Write on the board: *good ways to study – bad ways to study* and elicit an example for each. Then divide the class into two groups, A and B. Divide the students in each group into pairs and ask the pairs in group A to brainstorm ideas for *good ways to study* and those in group B to think of ideas for *bad ways to study*. After 3–4 minutes, put students in A–B pairs to discuss their ideas. If time allows, as feedback, invite a few pairs to share their ideas with the class.

- 1 Once students have discussed the questions in pairs, you could broaden this into a class discussion.
- 2a Give students 1 minute to look at the notes and think about the questions. Elicit the answers and ask students what information in the notes helped them answer the questions.

### Suggested answers

The situation is a tutorial. The two people talking are a student and a tutor/student advisor.

- 2b Ask students to complete the exercise individually, then compare their answers in pairs. During class feedback, ask students what helped them decide.

A 5 B 3 C 2 D 4 E 1

- 2c Before doing this exercise, ask students to match the words in the box with the categories in Exercise 2b – you could do this as a whole class. Ask students to complete the notes, then play the recording for them to check their answers.

1 exams 2 Dr Green 3 3.15 p.m. 4 Student Services 5 17 April

### Expert IELTS

Predicting answers is a useful strategy for the Listening Paper. Encourage students to try to predict answers as this will give them more of a focus while listening: after predicting answers, they will be listening to confirm or reject their predictions.

**3a** Divide students into pairs to read the task and discuss the information they need to complete the notes. You could also ask students to underline the key words in the notes.

**1** a noun (something to do with revision) **2** an activity  
**3** a time period **4** an activity **5** a day **6** a telephone number

**3b** Before playing the recording, point out the importance of reading the rubric carefully to make sure they use the correct number of words. Play the recording and get students to compare answers in pairs before checking with the class. During feedback, write the answers on the board so students can check their spelling. Point out the importance of accurate spelling in the Listening Paper.

**1** timetable **2** study group **3** 10/ten minutes **4** relaxation  
**5** Wednesday **6** 07768123656

**4** Once students have discussed the questions in pairs, you could broaden this into a class discussion.

**1** yes **2–3** Students' own answers

**5** Once students have discussed the questions in pairs, ask some pairs to share their ideas with the class, making sure they justify their answers.

**1** Students' own answers  
**2 Suggested answers:** read and take notes, look through class notes, test each other

MyEnglishLab > 1a Listening

## Speaking p. 13

**Lesson objectives:** to practise answering personal questions for Part 1 of the Speaking Paper; to introduce the concept of lexical resource

### Warm-up

Divide students into pairs and tell them they have 1 minute (30 seconds each) to find out as much information about their partner as they can by asking questions. When the 1 minute is up, ask students to change partners and repeat. They can ask the same questions or different ones. Repeat this one more time so each student has spoken to three classmates. As feedback, ask students what topics they asked about (e.g. family, hobbies, studies/work, favourite food/music). You could also ask a few students to share any interesting things they found out about their classmates.

**1a** Students could discuss the question in pairs, small groups or as a whole class. Make a list of their ideas on the board.  
**1b** Ask students to tick the topics in Exercise 1a they hear the speakers talk about and to note down any additional topics they discuss. Play the recording and check answers with the class.

The students talk about their studies. They also talk about their homes/accommodation, travelling to class and their interests/free-time activities.

**2a** Before listening, ask students what kind of words they should listen for (*wh-* question words or auxiliary verbs, e.g. *do*). During feedback, ask students what other question words they know.

**1** Do **2** Where **3** How **4** Who **5** Do **6** What

**2b** Ask students to listen again and notice how the speakers pronounce *do you*. Model the pronunciation and then drill the phrase.

*Do you* is weak and pronounced as one word: /dʒu/ or /dʒə/.

**2c** Drill the questions in Exercise 2a with the whole class and then divide students into pairs to practise asking them with the correct pronunciation.

**3a** Check the meaning of the adjectives and drill their pronunciation. Refer students to audio script 1.3 on page 210 and ask them to complete the exercise individually.

Adjectives to describe their course: hard, interesting, boring  
Adjectives to describe their accommodation: small, comfortable, great, convenient, expensive  
Adjectives to describe meeting people: easy, difficult

**3b** Before students begin, you could model an exchange with a stronger student. Remind students to focus on their pronunciation in the questions and to use the adjectives in Exercise 3a in their answers.

**4a** Give students 3–4 minutes to write some questions. Monitor and check they are forming the questions correctly.

**4b** Divide students into pairs for the test task and set a time limit. Get students to record their answers if possible.

### Expert IELTS

When doing Speaking tasks, encourage students to record their answers on their mobile phones or other device if possible. Students can then use these recordings in the task analysis sections and/or listen to them after class to analyse their performance.

**5** Students should discuss the questions in the same pairs. If they recorded their answers, get students to listen to them, to help analyse their performance. As feedback, ask some students to share their answers with the class.

MyEnglishLab > 1a Speaking

## Writing p. 14

**Lesson objectives:** to introduce students to essay writing; to present useful phrases for introducing advantages and disadvantages; to practise writing sentences for an advantages-disadvantages essay

### Warm-up

Write on the board: *People learn more useful things at work than at school or university.* Divide students into groups of three or four to discuss if they agree or disagree with the statement. Remind them to give reasons to support their ideas. After 3–5 minutes, invite different students to share their ideas with the class.

**1** Ask students if they have written an essay before. If so, when? Who for? What about? Get students to complete the exercise individually and then compare answers in pairs before class feedback. When discussing question 3, it is worth reassuring students that they do not need to know lots of hard/infrequent words to write a good essay.

**1** B **2** B, C **3** A, B, C

**2a** Get students to compare answers in pairs before checking with the class.

C

**2b** Divide students into pairs and give them 3–4 minutes to write one advantage and one disadvantage. When the time is up, join pairs together into groups of four to discuss and compare their ideas. They should then read the model answer and discuss question 3 in their groups. Check answers with the class. You may wish to list the advantages and disadvantages students come up with on the board.

**1–2** Students' own answers

**3** Advantages mentioned: earning money; gives students experience  
Disadvantages mentioned: it's hard; it can make you feel tired; less time available for study

**3** This activity could be done as a whole class. If possible, project the model answer onto the board so you can highlight the relevant language.

The main advantage is ... Another advantage is ...  
One disadvantage is ... Another problem is ...

### Expert IELTS

The Writing lessons in this book all have a lexical focus and give students a set of useful phrases for the different task types and functions. Encourage students to record these phrases in their notebooks so that they can build up a bank of useful phrases for writing.

**4** This activity could be done in class or for homework. If done in class, give students 10 minutes to write their sentences. Monitor to check accuracy and also help students with any vocabulary they may need. Students could then work in pairs to read each other's sentences and give each other feedback.

### Extra!

You could spend some more time analysing the model answer. Ask students how many ideas there are in each paragraph, how many sentences are in each paragraph and how many/which of the sentences are used to explain each advantage and disadvantage.

Student's Resource Book > Writing page 10

MyEnglishLab > 1a Writing

## 1b Studying at university

### Listening p. 15

**Lesson objective:** to practise a Notes completion task

### Warm-up

Divide students into pairs and ask them to make a list of the five most important subjects to study at school and why. Join two pairs together to compare their ideas and try to agree on a final list of five. As feedback, ask a few groups to share their lists with the class, explaining why they chose these subjects.

**1** Divide students into groups of three or four to discuss the questions. Ask a few students to share their answers with the class as feedback.  
**2** Get students to discuss the questions in pairs and elicit their answers. For questions 1 and 3, ask students to say what helped them decide on their answers.

**1 Suggested answer:** a student talking to a teacher/tutor/professor/student advisor  
**2** one word only (or a number)  
**3 Suggested answers:** **1** a subject **2** a subject or skill  
**3** an activity (something you might do on a course)  
**4** an organisation or a person **5** a name **6** a (room) number  
**7** a telephone number or a name **8** a date (a month)

**3** Before students do the test task, refer them to the Test strategies section on page 178 and answer any questions they may have. Also introduce the Help notes before they listen: explain that they can refer to these notes for help with some of the questions in test tasks. Play the recording and get students to compare answers in pairs before checking with the class.

**1** maths **2** English **3** lectures **4** employers **5** Lyatt  
**6** 251 **7** 76829331 **8** April

### Expert IELTS

In the real test, students will hear the recording once only. Depending on your students' needs, you may wish to let them listen twice in the early stages of the course. Then, once they have familiarised themselves with the task types and test strategies, you can play recordings once only, for realistic test practice.

**4** Divide students into pairs to analyse their performance. If possible, project the audio script onto the board during feedback, to highlight the correct answers and key words, and discuss any difficulties with students.  
**5** Set a time limit of 5 minutes for pairs to discuss the questions. You could then broaden this into a class discussion. Write any useful vocabulary on the board and ask students to record it in their notebooks.

Student's Resource Book > Listening page 11

MyEnglishLab > 1b Listening

## Language development p. 16

**Lesson objective:** to practise the present simple with adverbs of frequency and *can* for ability, possibility and permission

### Warm-up

Dictate the following sentences to students: *I \_\_\_\_\_ do my English homework before watching TV. I \_\_\_\_\_ revise a lot for my English tests. I \_\_\_\_\_ ask questions in my English class when I don't understand. Write always, sometimes and never on the board. Check that students understand the meaning of the frequency adverbs. Then divide them into pairs and ask them to discuss which word from the board completes each sentence most accurately for them. Get brief feedback from the class.*

- 1** Before this exercise, refer students to the Expert grammar section on using the present simple with adverbs of frequency on page 183. Answer any questions students may have, then ask them to complete the exercise individually. Check answers with the class and ensure students understand the meaning of the frequency adverbs.

*never* → rarely → occasionally → sometimes → normally/usually → always

- 2** Go through the example with the class and then get students to complete the rest of the exercise individually. They can then compare answers in pairs before class feedback.

- 2** We don't often study in the library.  
**3** She's rarely late for class.  
**4** He always goes to the library at 8 a.m.  
**5** Do you often write reports?  
**6** I am sometimes confused by the lectures.  
**7** He doesn't normally fail exams.  
**8** They occasionally have to give presentations.  
**9** We rarely write essays.  
**10** He never goes to tutorials.

- 3a** Do the first item as an example with the class, then ask students to complete the rest of the exercise individually.

- 1** I often get bad grades for assignments.  
**2** My lectures are usually very interesting.  
**3** I sometimes have to give a presentation.  
**4** I rarely study at weekends.  
**5** I always study in the library on Fridays.  
**6** I never have to do any homework.  
**7** I occasionally do exams.  
**8** I normally do research online.

- 3b** Go through the example with the class, highlighting where extra information is added. You may want to give another example or ask a strong student for an example first. Give students 3–4 minutes to change the sentences individually. Monitor students as they do this and correct any errors in their sentences. Then divide them into pairs to say their sentences, adding extra information.

- 4** Refer students to the Expert grammar section on *can* on page 183 and clarify any points as necessary. Briefly check the grammar of modal verbs by eliciting that they are the same in all persons and are followed by a bare infinitive. Do this exercise as a whole class and give or elicit more examples for each function (e.g. ability: *I can play the guitar.* possibility: *You can't buy tickets here.* permission: *Can I ask you a few questions?*).

**1** PE **2** A **3** PO **4** PO **5** A **6** PE

- 5** Go through the example with the class. Get students to complete the exercise individually, then compare answers in pairs before class feedback. After checking answers with the class, you could ask students to match the sentences with the functions in Exercise 4 (see answers in brackets in the answer key below).

- 1** *I can't speak French very well but I can understand it a little.* (ability)  
**2** *We can leave the lecture early.* (permission)  
**3** *Do you think Xi can help us with this assignment?* (possibility)  
**4** *Some people can't read quickly.* (ability)  
**5** *You can't study economics without a good grade in maths.* (possibility)  
**6** *Can you hear what's she's saying?* (ability)  
**7** *They can't use the computers in the library.* (permission)  
**8** *You can't see Professor Gibson now. Can you come back later?* (possibility)  
**9** *Some people can't work in a team.* (ability)  
**10** *Can you use material from the college website?* (possibility)

- 6a** Students could do this individually or in pairs. Elicit some of their ideas and write them on the board for students to add to their lists.  
**6b** Go through the example with the class and if necessary model it with a stronger student. Give pairs 5 minutes to ask and answer the questions. Monitor and note down any errors for brief class feedback afterwards.

Student's Resource Book > Language development page 12  
 MyEnglishLab > 1b Language development A and B

## Vocabulary p. 17

**Lesson objective:** to develop vocabulary related to higher education: people, places, subjects, collocations

### Warm-up

Tell students that they are going to make a mind map for learning. Write *education* in a circle on the board, then write *people*, *places* and *activities* in smaller circles around it. Divide students into pairs and set a time limit of 3–4 minutes for them to think of as many words as they can for each category. Get feedback from the class, adding students' ideas to the mind map on the board. Ask students to copy the mind map into their notebooks.

- 1a** Divide students into pairs for this exercise and encourage them to use their dictionaries if necessary. During class feedback, check that students understand the meaning of the words.

Places: admissions office, campus, department, faculty, laboratory, library

People: advisor, classmate, lecturer, professor, tutor

- 1b** Students could do this individually or as a whole class.

**1** C **2** A **3** E **4** B **5** D

- 1c** Give students 1 minute to read through the text first and help them with any unknown words. Then ask them to complete the text individually and compare answers in pairs before class feedback.

**1** campus **2** faculty **3** laboratory **4** library **5** degrees  
**6** tutor/advisor **7** admissions office

- 2a** Clarify the meaning of any unknown words in the box, and drill their pronunciation. Students can then complete the exercise individually or in pairs.

**1** engineering **2** architecture **3** dentistry **4** law  
**5** business studies/economics, economics/business studies  
**6** accountancy **7** computer science **8** medicine

- 2b** Divide students into pairs and give them 2–3 minutes to discuss the question. Then invite some pairs to share their answers with the class.

- 3a** Students could do this activity individually or in pairs.

**1** miss **2** make **3** do **4** make **5** attend **6** doing **7** failed  
**8** passed

- 3b** Go through the example with the class. Then divide students into pairs and give them 4–6 minutes to discuss the questions. Remind them to give full answers, including reasons and/or explanations.

Student's Resource Book > Vocabulary page 13  
 MyEnglishLab > 1b Vocabulary

## Reading pp. 18–19

**Lesson objective:** to practise a Short-answer questions task

### Warm-up

Write on the board: *Why do students go to university?* Divide students into pairs and give them 2–3 minutes to make a list of reasons. Then join pairs together into groups of four and give them another 2–3 minutes to compare their lists. Get feedback from the class.

- 1** Students could discuss the question in pairs, small groups or as a whole class.  
**2** Ask students to make their choices from the list and then compare their ideas in pairs. In their pairs, they then write a question or two for each topic. Elicit questions from a few students as feedback.  
**3a** You could get students to compare answers in pairs before checking with the class.  
**3b** Get students to do this exercise in pairs. Elicit the answers and write them on the board for students to refer to when they do the test task.

### Suggested answers

- 1** a qualification; something people get after graduating  
**2** a quality or something else people may have  
**3** an element of a course  
**4** a time  
**5** a type of business department  
**6** a person or group of people

- 4** Before students do the test task, refer them to the Test strategies on page 179. Set a time limit of 15–20 minutes, depending on the level of your class, and point out the Help notes before they begin. Allow students to check their answers in pairs before class feedback. During feedback, ensure students can show where the answers are in the passage. If possible, project the passage onto the board to facilitate this.

**1** (a) job **2** business experience **3** practice **4** three months  
**5** sales **6** employers

### Expert IELTS

It is important to start setting time limits for the reading tasks, to give students an idea of how they will need to read in the real test, i.e. using strategies and techniques such as skimming and scanning rather than fully engaging with the passage.

- 5** Give students 3–4 minutes to do this individually, then get them to compare answers in pairs before class feedback.  
**6** Once students have discussed the questions in pairs, ask one or two to share their ideas with the class. You could broaden this into a class discussion and ask about the merits of studying other subjects.

### Extra!

Ask students to read the passage again at home and review their incorrect answers, thinking about why these answers were wrong. You could also ask them to choose 5–10 new words to look up and record in their vocabulary notebooks.

MyEnglishLab > 1b Reading

## Writing pp. 20–21

**Lesson objectives:** to practise giving supporting points in an essay; to practise writing the main body paragraphs of an advantages-disadvantages essay

### Warm-up

Tell students that they are going to survey the class on sports and hobbies. Ask them to write the following four questions on a piece of paper: *What sports do you enjoy? What hobbies do you have? Why do people do sport or have hobbies? What sports or hobbies would you like to try in the future? Why?* Explain that students should interview five other students in the class and make a note of their answers. Set a time limit of 5 minutes for this. When the time is up, ask a few students to report back on what they found out.

**1** Elicit the activities in the photos (polo, playing music, dancing, pottery). Go through the questions with the class and check students understand the meaning of *extra-curricular activity*. Divide students into pairs and give them 3–4 minutes to discuss the questions. As feedback, ask different pairs to share their ideas with the class.

**2a** Before doing this exercise, you might want to refer students to page 200 of the Expert writing section, which provides a model of a Task 2 advantages-disadvantages essay. Use this to show students how a typical essay of this type is organised and what it contains. Then ask students to complete the exercise individually.

A

### Expert IELTS

The Expert writing section gives examples of different question types, with a model answer, key points to remember about the particular question type and key elements to include. Use this section with students to highlight what is expected of them in IELTS Writing tasks. Also encourage students to refer to this section for writing tasks they complete for homework.

**2b** Ask students to complete this exercise individually, then compare answers in pairs before class feedback.

#### Suggested answer

Many students like to get involved in extra-curricular activities at university such as social clubs or sports. What are the advantages and disadvantages of this?

**3a** Students could do this exercise individually or in pairs. Check answers with the class and make sure students justify their responses.

A 2 B 4 C 1 D 3

**3b** Give students 2–3 minutes to read the model answer again, then do the exercise as a whole class. If possible, project the model answer onto the board and highlight the answers to question 2.

**1** Yes, it does.

**2** Advantages: making friends, cheap way to learn new skills  
Disadvantages: takes time away from study, no time for paid work

**3c** Divide students into pairs to brainstorm ideas. During feedback, ask some students to share their ideas with the class, and write them on the board. Ask students to decide on two advantages and two disadvantages for their paragraphs – they can use their own or choose from the list on the board. Have students copy down the ideas so they can use them if they write their paragraphs outside class time.

#### Suggested answers

Advantages: can do things that can be good for career, positive use of time

Disadvantages: uses all your energy, can be a waste of time

**4a** You could ask students to do this alone or do it as a whole class. Again, if possible, project the model answer onto the board and highlight the relevant parts.

#### Paragraph B

You get on well with each other ... same interest.

Obviously, it is a good idea ... opportunity.

#### Paragraph C

It is easy to take on ... or write your assignments.

This means that ... with big debts.

**4b** Give students 5 minutes to do this. You may want to monitor in case students have any questions as they do the exercise.

**5** Before students do the writing task, refer them to the Test strategies on page 181 and answer any questions they may have. Also remind them that they can refer to the Expert writing section as they write. Go over the bullet points with the class, and highlight the word limit. Give students 20–25 minutes to write their paragraphs, depending on the level of your class. Alternatively, you could set this exercise as homework.

### Expert IELTS

It is worth asking students to do the writing tasks in class as this will give you a chance to monitor and notice students who are struggling with time, ideas, vocabulary or other issues.

**6** Instead of doing this as a self-assessment exercise, you could ask students to swap their paragraphs with a partner for some peer correction.

Student's Resource Book > Writing page 14

### Speaking p. 22

**Lesson objectives:** to introduce useful language for giving opinions; to practise answering personal questions for Part 1 of the Speaking Paper

#### Warm-up

Write *non-academic classes/courses* on the board. Elicit some ideas from students (e.g. art/painting, martial arts, knitting, photography, swimming, cooking, learning an instrument, dancing) and write them on the board. Divide students into pairs and give them 3–4 minutes to discuss which three courses they would like to take part in and why. When the time is up, ask a few pairs to share their ideas with the class.

**1a** Students could do this activity in pairs or small groups. During feedback, elicit adjectives from different students and write them on the board.

**1b** Give students a minute to read the questions, then play the recording. Check answers with the class.

**1** He is talking about his studies/his course. **2** B

**1c** Ask students to complete this exercise individually. If possible, project the audio script onto the board during feedback, and highlight the answers. Ask students if they can add any new adjectives to the list.

exciting, new, great, hard, difficult, easy, interesting.

**2a** Play the recording again for students to complete the sentences and then get them to compare answers in pairs before class feedback. For weaker students, you may need to play the recording twice.

**1** I think **2** in my opinion **3** I don't think **4** I believe

**5** To be honest

**2b** Students could do this exercise individually or in pairs. Again, if possible, project the audio script onto the board during feedback, highlighting the answers.

because, one of the reasons why, as

**2c** Give students 2–3 minutes to complete the exercise individually, then check answers with the class.

Giving opinions: I think, in my opinion, I don't think, I believe,

To be honest

Giving reasons for opinions: because, one of the reasons why, as

**2d** Go through the example with the class. Divide students into pairs and give them 3–4 minutes to discuss their opinions. Remind them to give reasons. Monitor to check they are using the phrases from Exercise 2c.

**3** Before students start this activity, refer them to the Test strategies on page 182, and answer any questions they may have. You could follow this by going through the exercises in Expert speaking on page 194, which give students extra practice in Part 1 of the Speaking Paper. Divide students into pairs for the test task and give them a minute to read the questions in the box and think about their answers. Then give them 3–4 minutes to ask and answer the questions, and get them to record their answers if possible.

**4** In the same pairs, students analyse their performance. If they recorded their answers, they should listen to them to help them answer the questions. You could also briefly discuss these questions with the whole class.

Student's Resource Book > Speaking page 15

MyEnglishLab > 1b Speaking

### Review 1 p. 168

The aim of the Review page is to check students' progress in using the vocabulary and grammar from the module. This section covers vocabulary related to studying, the present simple and *can*. It could be given as homework and checked in class. Alternatively, it could be used as an informal class test. If done in class, give students 30 minutes to complete the exercises.

- 1** 1 department 2 professor 3 library 4 lecturer 5 campus 6 laboratory 7 tutor 8 faculty
- 2** 1 My university hasn't got very good sports facilities. 2 The library isn't open today. 3 My family lives near the university. 4 I don't usually work at the weekends. 5 My best friend doesn't study the same subject as me. 6 I usually go to the library in the afternoon. 7 My tutor doesn't speak Chinese. 8 The buildings on campus aren't very modern.
- 3** 2 I don't usually get the bus but I occasionally take it when it rains. 3 I am often the first to finish my assignments. 4 My friend is always late to lectures because she always gets up late. 5 I sometimes use the sports facilities before lectures; they are always too busy later in the day.
- 4** 1 worries 2 are not 3 feel 4 don't get 5 spend 6 don't eat 7 rarely sleep 8 don't have to 9 doesn't matter 10 are
- 5a** 2 I can understand other people's problems. 3 She can't cook (well). 4 I can't tell people what to do. 5 I can't write this report. 6 I can help my friends with their computer problems.
- 5b** 1 language skills 2 people skills 3 practical skills 4 management skills 5 writing skills 6 IT skills
- 6** 1 carrying out 2 writing 3 take 4 doing 5 complete 6 give 7 prepare 8 get 9 do 10 fail

MyEnglishLab > Module Test 1