

**Collins**

Fiona McGarry, Patrick McMahon, Els Van Geyte, Rod Webb

# Get Ready for IELTS

Teacher's Guide

Pre-intermediate to Intermediate  
IELTS Band 3.5-4.5

**NTV**

Công ty TNHH  
Nhân Trí Việt



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH



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## Introduction

Welcome to *Get Ready for IELTS*!

This exam preparation course has been specially designed to help pre-intermediate students working in an IELTS band score of 3.5–4.5 to move up to an intermediate level so that they are ready for an IELTS preparation course.

The resources for students and teachers include:

- Student's Book with audio CD
- Workbook
- Online resources for teachers
- this Teacher's Guide with audio CD

The course follows a flipped learning approach, in which students do pre-class preparation in order to maximise the usefulness of the time spent in class. According to Dr Paschalis Chliaras, writing in *IATEFL Voices*, Issue 244, two key features of the flipped learning approach are an increase in both students' motivation to prepare for class and their willingness to participate in class activities that encourage active learning. Here are the three steps to the *Get Ready for IELTS* flipped learning approach.

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## Using the flipped learning approach

### STEP 1 Pre-class preparation

Students prepare for their IELTS class with the language development exercises in the Workbook. By learning vocabulary and grammar in advance, students can focus on developing the key skills and exam strategies for passing the test in class.

### STEP 2 Skills development

In class, students learn the skills they need for the exam through the *Develop your exam skills* exercises in the Student's Book. You can support your students as they work through the course.

### STEP 3 Exam practice

Each unit in the Student's Book contains realistic exam practice, which gives students the opportunity to practise the skills they have been developing. The format of the *Practice for the test* sections for each skill follows the actual exam and you can use this to check your students' progress towards being ready for the test. This part of the Student's Book can also be set as homework, giving you further flexibility.

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## Resources for students

### Workbook

This contains all the **pre-class preparation** work for students with answer key. There are key grammar, vocabulary and pronunciation exercises in every unit that build language skills and improve accuracy. A **Punctuation guide** to help students improve their writing skills is also included. The **audio** for this component is included on the Student's Book CD (and on the Teacher's Guide CD) and the **Audioscripts** are provided at the back of the book.

## Student's Book

Each of the 12 units in *Get Ready for IELTS* is topic based and covers **common themes** that come up in the IELTS exam. The language in the units is carefully graded to help students improve the four **exam skills** assessed in the IELTS test: Listening, Reading, Speaking and Writing. Two regular features in the Student's Book are the **Exam Information** boxes containing explanations of what to expect in the exam and **Exam tip** boxes containing strategies for succeeding in the exam.

At the end of each of the skills sections, students are given the opportunity to do some realistic **exam practice** that allows them to implement the skills they have learned. This practice can also help you to assess your students' readiness for the exam, or for a higher level IELTS preparation course. This part can be done in class or given as homework depending on time. At this level, students may find the exam practice quite challenging and teachers should provide support and encouragement.

**Audio** for the Listening and Speaking exercises can be found on the accompanying CD. At the back of the book, the **Grammar guide** provides clear explanations and examples of key language in use. References to this section are included throughout the units. There are also a **Practice test** and the **Audioscripts** for this component at the back of the book.

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## Resources for teachers

This guide provides:

- Clear and easy-to-follow **lesson plans**, explanations and instructions for getting the most out of classroom time
- **Spot check activities** that you can use to check that the students have understood and retained the vocabulary and grammar preparation they have done before class
- **Extension activities** to provide further practices
- Notes on **typical mistakes** students make and how to correct them
- **Answers** to the Student's Book exercises within the lesson plans for easy reference
- **Model answers** for Writing and Speaking exercises
- **Audio** for the Listening and Speaking exercises on the accompanying CD
- **Photocopiable activities** to accompany the Spot checks are available online on

[www.nhantriviet.com/getreadyforielts](http://www.nhantriviet.com/getreadyforielts)

## Number of hours

The course contains approximately 40–50 hours of classroom material, with an additional 50 hours of material that can be offered as homework, or for consolidation or extension in class. This additional material provides a high degree of flexibility for all classroom situations.

We hope you and your students enjoy using this course to 'get ready' for an IELTS preparation course.



Unit	Page	Listening	Reading	Writing
<b>Guide to IELTS</b>	6			
<b>1 Family</b>	8	<b>Doing a presentation</b> Completing notes Answering multiple-choice questions Completing sentences Labelling diagrams  p. 10	<b>Family structures</b> Identifying information Developing the reading speed Answering True / False / Not Given questions  p. 12	<b>Family and society</b> Structuring paragraphs and essays Structuring a <b>Task 2</b> opinion essay  p. 15
<b>2 Leisure</b>	18	<b>Hobbies, sports and interests</b> Completing forms and tables Answering multiple-choice questions  p. 18	<b>Spending time with friends</b> Working with key words Answering multiple-choice questions  p. 23	<b>Trends and statistics</b> <b>Task 1</b> introductions Analysing and describing a table for <b>Task 1</b>  p. 26
<b>3 Different cultures</b>	28	<b>Comparing lifestyles</b> Recognizing contrasts Identifying categories Matching features Answering short-answer questions Answering multiple-choice questions p. 33	<b>British culture</b> Understanding text organization Understanding the topic of paragraphs Matching headings  p. 30	<b>Culture</b> Sentence structure Understanding essay questions Writing a <b>Task 2</b> opinion essay  p. 36
<b>4 Places to live</b>	38	<b>Living on campus</b> Following directions and identifying locations Labelling maps Answering short-answer questions Completing sentences p. 46	<b>Creating communities</b> Matching features  p. 43	<b>Living in cities</b> Comparing and contrasting multiple charts and graphs for <b>Task 1</b>  p. 40
<b>5 Arts and media</b>	48	<b>Communicating information</b> Listening for key words Recognising categories Answering multiple-choice questions Answering short-answer questions Completing tables p. 56	<b>Books</b> Working with paraphrasing Completing sentences  p. 51	<b>Films</b> Analysing and describing a pie chart for <b>Task 1</b>  p. 48
<b>6 The natural world</b>	58	<b>The ocean as a natural resource</b> Predicting meaning from context Completing diagrams Completing notes  p. 60	<b>Back to nature</b> Skim-reading Completing diagrams  p. 65	<b>Natural and unnatural processes</b> Using sequence markers Describing a process for <b>Task 1</b>  p. 62
<b>7 Education</b>	68	<b>Studying for exams</b> Following processes Answering multiple-choice questions Completing flow charts Completing sentences p. 75	<b>Studying abroad</b> Scanning Completing tables and flow charts  p. 72	<b>School, college and university</b> Analysing and describing a bar chart for <b>Task 1</b>  p. 68
<b>8 Work</b>	78	<b>Types of jobs</b> Listening for main ideas Listening for detailed information Distinguishing fact from opinion Completing notes Answering short-answer questions Matching p. 78	<b>Communication at work</b> Predicting answers Completing notes and summaries  p. 82	<b>Technology at work</b> Connecting agreeing and contrasting ideas Describing advantages and disadvantages in a <b>Task 2</b> essay  p. 85
<b>9 Holidays and travel</b>	88	<b>Completing forms</b> Predicting answers Recognizing number formats and spellings Completing forms and notes Answering multiple-choice questions p. 93	<b>Getting from place to place</b> Working with paraphrases Distinguishing between fact and opinion Identifying information Answering Yes / No / Not Given questions p. 95	<b>Where people go on holiday</b> Analysing and describing a line graph for <b>Task 1</b>  p. 90
<b>10 Health</b>	98	<b>Food and nutrition</b> Identifying stages in a process Completing notes, tables and flow charts Matching information  p. 98	<b>Body and mind</b> Keeping to word limits Answering short-answer questions  p. 102	<b>Healthcare and lifestyle</b> Using linking words or phrases to describe cause and effect Writing a cause-and-effect essay for <b>Task 2</b>  p. 105
<b>11 Taking responsibility</b>	108	<b>Time management</b> Paraphrasing and synonyms Using grammatical clues to complete sentences Completing notes and sentences Labelling diagrams p. 116	<b>Rights and responsibilities</b> Categorizing Matching sentence endings  p. 108	<b>Making choices</b> Writing a problem and solution essay for <b>Task 2</b> Checking writing for common mistakes  p. 111
<b>12 Money</b>	118	<b>Spending habits</b> Predicting words Completing notes Answering multiple-choice questions Short-answer questions p. 118	<b>Running a business</b> Understanding the function of information in different parts of a text Matching information  p. 125	<b>Money and happiness</b> Introducing, linking and contrasting opinions Writing about opinions for a <b>Task 2</b> essay  p. 122
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Speaking	Grammar	Vocabulary	Pronunciation
<b>Talking about the family</b> Talking about your own life and experience Understanding <b>Part 1</b> Exam practice: <b>Part 1</b> p. 8	Possessive 's and s' Possessive adjectives Adjectives Talking about future arrangements Direct and indirect questions in the present and past Verbs for talking about habits and ongoing situations Talking about possibility Modal verbs for ability First conditional for possibility	Vocabulary related to: the family, academic presentations and family relationships Vocabulary groups	Pronouncing the /ð/ sound Word stress
<b>How we relax</b> Talking about your free time Identifying key words in discussion Understanding <b>Part 2</b> and the task card Exam practice: <b>Part 2</b> p. 21	Direct and indirect questions in the present and past Talking about what you like and don't like Comparatives and superlatives <i>Much, many, a lot (of), a little, a few</i> Present simple	Vocabulary related to: hobbies, interests, sports and free time Classifying vocabulary	Minimal pairs: /p/ and /b/, /t/ and /d/
<b>Celebrations</b> Talking about special occasions Giving long answers Understanding <b>Part 3</b> Exam practice: <b>Part 2</b> and <b>Part 3</b> p. 28	Verbs for talking about the past Adverbs that introduce further explanation Modifying adverbs used with comparisons Linking words Expressing ideas and opinions Past simple	Vocabulary related to: special occasions, British culture, cultures across the world – food, dress, housing, places of culture Collocations with <i>make, have</i> and <i>do</i>	Verb forms ending in -ed
<b>Different cities</b> Talking about cities and city amenities Building fluency Exam practice: <b>Part 1</b> and <b>Part 2</b> p. 38	Adjectives Prepositions for when things happen Present perfect <i>There is / There are</i>	Vocabulary related to: following directions and identifying locations, describing city areas, population and amenities, describing change, university life and facilities	Syllables and word stress
<b>TV and radio programmes</b> Talking about types of TV and radio programmes Organizing your answer Exam practice: <b>Part 1</b> and <b>Part 2</b> p. 54	Modifying adverbs used with comparisons Nouns for describing quantities in graphs and charts Prepositions for talking about the purpose or methods Using adverbs to say how often you do something	Vocabulary related to: fractions, percentages and quantities, approximate quantities, literature genres and reading, types of TV and radio programmes, crime and protection Word formation	Linking words together
<b>The weather</b> Talking about the weather Giving relevant answers Expanding answers Exam practice: <b>Part 1</b> and <b>Part 2</b> p. 58	Talking about possibility Sequence markers Describing a sequence or process <i>Can / can't</i> The passive	Vocabulary related to: the natural world, the weather, ocean life, natural resources, minerals, exploration, statistics Linking words	Vowel sounds
<b>University study</b> Talking about studying Exam practice: <b>Part 1</b> , <b>Part 2</b> and <b>Part 3</b> p. 70	Adjectives and adverbs Verbs for talking about what is happening at the time of speaking Present perfect Comparatives Present continuous	Vocabulary related to: education, countries and nationalities Using collocations Using a range of vocabulary	Word stress
<b>Choosing a job</b> Talking about jobs Describing your job Exam practice: <b>Part 1</b> , <b>Part 2</b> and <b>Part 3</b> p. 80	Talking about duties and responsibilities ( <i>have to</i> ) Using phrases to give yourself time to think Phrasal verbs	Vocabulary related to: work and the workplace, communication, advertising and technology	
<b>Types of holidays</b> Talking about holidays Taking notes and preparing answers Exam practice: <b>Part 1</b> , <b>Part 2</b> and <b>Part 3</b> p. 88	Sequence markers Talking about past situations and habits Talking about future arrangements ( <i>be going to</i> )	Verbs for describing line graph trends Vocabulary related to: travel, holidays, places, countries and nationalities	/ə/ and sentence stress
<b>Sport and exercise</b> Talking about healthy activities Giving explanations Understanding questions in <b>Part 1</b> and <b>Part 3</b> Exam practice: <b>Part 1</b> , <b>Part 2</b> and <b>Part 3</b> p. 100	<i>Should</i> and <i>ought to</i> Talking about cause and effect First and second conditionals Countable and uncountable nouns	Vocabulary related to: health, food, cooking methods, numbers, weights, sports and feelings	Contractions
<b>Facing life events</b> Talking about important events Describing feelings Using the right tense Comparing Exam practice: <b>Part 1</b> , <b>Part 2</b> and <b>Part 3</b> p. 114	<i>Should</i> and <i>ought to</i> Comparing	Vocabulary related to: groups, time management, deadlines, studying, transport and important events	Giving emphasis
<b>Possessions</b> Describing objects Exam practice: <b>Part 1</b> , <b>Part 2</b> and <b>Part 3</b> p. 120	Phrases to introduce opinions Present perfect with <i>for</i> or <i>since</i>	Vocabulary related to: money, describing objects, shopping and spending habits Recognising words that go together (collocations)	Linking words together





# UNIT 1: FAMILY

## Speaking: Talking about the family

**Student preparation for this class:** Have students complete the Workbook language preparation exercises at home before the lesson begins.

**Teacher preparation:** If you have not met your students before, you may want to do the preparation material for this unit in class.

### Workbook language preparation

**Focus:** The purpose of these exercises is to introduce language for talking about family: words for family members and vocabulary for describing people; introduce the pronunciation of /ð/; and introduce possessive adjectives.

### Develop your exam skills (Student's Book p. 8)

**Focus:** These exercises focus on Part 1 of the Speaking test: Introduction and interview. Exercises 1 and 2 focus on understanding the examiner's instructions; Exercises 3–7 train students to practise speaking effectively, to assess their own performance and identify strategies for improvement.

If this is your first time with the class, explain how the flipped classroom works. Point out that students will normally do their own preparation for the class in their Workbooks. Be enthusiastic about the idea and encourage students to see how it will benefit them: they will enjoy their classes more if they come along with some knowledge of the topic as well as an understanding of the vocabulary and grammar. Then work through the exercises with the class.

#### Introduction

- 1 Introduce the Student's Book unit by getting students to talk about the pictures on pages 12 and 15 in pairs. Ask them to try to describe some of the different families they can see. Elicit descriptions from students as a class.
- 2 If students did the Workbook preparation before the class, use one of the Spot checks to clarify their understanding. You can use the other Spot check at an appropriate time during the lesson. If they did the preparation in the class, you can use the two Spot checks whenever you feel appropriate in this lesson or the next.

#### Spot check 1

To check students' recall of adjectives for describing character, do the following activity.

1. Ask students to write three sentences describing themselves using the adjectives in Exercise 6 in the Workbook.
2. Put students in groups of 5–6 and designate one member of each group to act as facilitator.
3. Facilitators gather their group's sentences, shuffle them and, without giving away who wrote them, read the sentences aloud.
4. The other group members listen and guess who wrote each sentence.

#### Spot check 2

To check students' recall of possessive adjectives, do the following activity.

1. Write your own responses to the questions in Exercise 13 in the Workbook on the board, leaving gaps in place of all of the possessive adjectives.
2. Students work in pairs to fill in the gaps.



#### Exercise 1: Completing the examiner's instructions

- a) Go over the Exam information on Part 1 of the Speaking test on page 8. Explain that Exercise 1 is a typical start to the Speaking test. Have students work in pairs to try to complete the gaps.
- b) Play the recording (track 01) and let students complete the exercise. When you check their answers, find out what they had guessed incorrectly. Encourage them to discuss why they had different answers. Point out that it is useful to reflect on what they do in the classroom as this will help them learn more quickly.

#### Answers

1 name 2 full name 3 identification 4 family 5 do  
6 How 7 country 8 friends 9 live



#### Exercise 2: Matching the answer to a question

- a) Have students guess which question they will hear answered. Then play the recording (track 02).
- b) Elicit the question and then what they remember about the answer. Encourage students to guess what they are not sure about, pointing out once again that this is part of the process of learning.

#### Answer

What does your father do?



#### Exercise 3: Assessing a student's response

- a) Put students in pairs and get them to discuss the six ways of rating answers to exam questions. While they are talking, go round checking their understanding.



- b) Elicit what students think of the answer they heard in the recording. Then play the recording (track 02) again and ask them to rate the answers. Encourage discussion during feedback.

#### Answers

- 1 Most is relevant, but some is not relevant: 'He's very kind to people.'  
 2 OK  
 3 at normal speed  
 4 relevant: doctor, helps, people, hospital; not relevant: kind to people  
 5 clear  
 6 no errors

#### Exercise 4: Writing notes

- a) Help students with note-taking by showing them how to do it. Elicit information from different students and write their responses in note form on the board. Highlight words which are omitted in notes, particularly articles and prepositions. Refer students to the Grammar section: *Possessive 's and s' and Adjectives*.  
 b) Students write their own notes. Once they have finished, have them think about how they will use them to speak in full sentences.

#### Exercise 5: Asking and answering

Have students work in pairs to ask and answer the question. Listeners provide feedback using the six questions in Exercise 5. If they have mobile phones with recording facilities, have them record their responses.

**Typical mistakes:** Students may have difficulty with the pronunciation of /ð/ in *father* and the pronunciation of the final *s* in words like *works* and *he's*. Some students may forget to use the indefinite article with occupations, e.g. *He is doctor*.

#### Exercise 6: Improving an answer

Give students a few minutes to identify and practise at least one way of improving their response. Then have them repeat their answer, recording it if possible. Ask them to listen to their first and second attempts and note any improvements. If they have Workbooks, they can refer to the vocabulary, pronunciation and grammar parts in the Speaking section.

#### Exercise 7: Talking freely

- a) Highlight the Exam tip. Emphasize how important it is for students to feel free to talk about anything as long as it is relevant. Point out that if they would prefer not to give real information about their family, they can invent information. This is a useful strategy if they don't know the words to explain something about their family.  
 b) Have students practise answering one other question from Exercise 1 following the same procedure.

#### Extension activity (10–15 mins)

To provide further practice in answering Speaking test Part 1 questions, do the following activity.

1. Ask each student to come up with as many questions as they can for one of the following topics: your country, your family, your hobbies, your studies or your work.
2. Have students stand up and circulate, asking each other their questions. Instruct them to change partners every minute.



### Practice for the test (20–30 mins)

This can be done in class as pairwork or assigned for homework. Remind students to look back at the Exam tip in the unit.

#### Exercise 1

##### Model answers

- 1 I'm from Dubai. It's in the United Arab Emirates.  
 2 No, it's a small family. I'm an only child. There's just me, my parents and my grandmother.  
 3 My mother is a manager in an office.  
 4 Yes, we live in a big flat in the centre of the city.

#### Exercise 2

##### Questions

What do you do?  
 How would you describe your family?  
 Who is important to you in your family?

##### Model answers

- 1 I'm a teacher. I work in a language school.  
 2 My family is large. I have got two brothers and three sisters. My parents have got lots of brothers and sisters too.  
 3 My father is important to me. He works every day, but he always helps me with my studies. We like going for walks together.

### Listening: Doing a presentation

**Student preparation for this class:** Have students complete the Workbook vocabulary preparation exercises at home before the lesson begins.

**Teacher preparation:** None

### Workbook vocabulary preparation

**Focus:** The purpose of these exercises is to introduce vocabulary relating to academic presentations; train students to recognize word stress and parts of speech; and practise sorting words into vocabulary groups.

### Develop your exam skills (Student's Book p. 10)

**Focus:** These exercises focus on Section 3 of the Listening test. They train students to identify future plans and stages in a presentation. Students practise answering a variety of question types: multiple choice, note completion, diagram labelling and sentence completion.



## Introduction

Use one of the Spot checks to clarify students' understanding of the Workbook vocabulary preparation. You can use the other Spot check at an appropriate time during the lesson.

### Spot check 1

To reinforce students' awareness of word stress and how it relates to parts of speech, ask them to work in pairs and look at the answer key to Exercise 3 in the Workbook and then identify any patterns.

(Possible answers: nouns ending in *-tion* are stressed on the penultimate syllable. Two-syllable verbs are often stressed on the last syllable, e.g. *present*; two-syllable nouns are often stressed on the first syllable, e.g. *present*.)

### Spot check 2

To reinforce how to learn words in vocabulary groups, do the following activity.

1. Ask each student to come up with a word (any word) and either write it on the board themselves or say it aloud for you to write.
2. Have students work in groups of three to sort the words into categories.

### Exercise 1: Answering multiple-choice questions

- a) Go over the Exam information on page 10 and the Exam tips. Highlight the importance of identifying the names of individual speakers as this then makes it much easier to identify what each one is saying, their opinions, etc. Ask follow-up questions about the second Exam tip, e.g.

*What makes multiple-choice questions difficult?*

*What strategies can you use to help?*

- b) Introduce the topic of the recording. Point out that group presentations are common in academic study. Ask:

*Have you ever had to prepare a group project?*

*What do you have to do to prepare a presentation?*

- c) Give students a minute to read the questions. Then play the recording (track 04) and check answers. You may want to refer students to the Grammar section: *Talking about future arrangements*.

**Typical mistakes:** Sometimes students choose an incorrect option (e.g. for question 3, they may choose b or c) because they have not waited for the negotiation to be completed. Explain that in this section of the test, speakers often discuss several options before making a decision.

Follow up by giving students additional practice in following a conversation involving several speakers. Have students work in groups of five. Ask one student in each group to close their eyes and listen. Instruct the remaining members to swap seats and talk about an everyday topic of their choice. After a few minutes, the listener reports who said what.

## Answers

1 b 2 b 3 a 4 b



### Exercise 2: Completing notes

- a) Highlight the instruction to write no more than two words or a number. Give students a minute to read the notes and predict the kind of words they will hear.
- b) Play the recording (track 05). Pair students up to check their answers.

## Answers

1 a comparison 2 8 / eight 3 similar 4 different



### Exercise 3: Labelling a slide

Follow a similar procedure to the one in Exercise 2.

**Typical mistakes:** If students have used more than two words for any of the gaps (e.g. for gap number 2: *blue bullet points*), remind them to follow the instructions exactly and cross out extra words.

## Answers

1 title box 2 bullet points 3 image(s)



### Exercise 4: Choosing multiple answers

- a) Draw students' attention to the Exam tip. Then give them a minute to read the options in Exercise 4.
- b) Play the recording (track 07) and have them complete the exercise.

## Answers

a, e

### Extension activity (60 mins)

This activity can be assigned for homework. Ask students to work individually or in small groups to prepare a presentation about families. In the next class, have students present their information informally to each other. If they have access to PowerPoint and a laptop, have them create some slides for their presentation.



### Practice for the test (30 mins)

This can be done in class as pairwork or assigned for homework. Remind students to look back at the Exam tips in the unit.

## Answers

1 b 2 c 3 b 4 b 5 Advantages 6 Accidents  
7 Suggestions 8 7 / seven minutes 9 2 / two minutes  
10 same style

## Reading: Family structures

**Student preparation for this class:** Have students complete the Workbook vocabulary preparation exercises at home before the lesson begins.

**Teacher preparation:** Download and print out Spot check definitions and answer cards. Then cut up as shown. You will need one set of cards and definitions per group of four. (15 mins)



## Workbook vocabulary preparation

Focus: The purpose of these exercises is to introduce words to talk about families and family structures.

### Develop your exam skills (Student's Book p. 12)

Focus: These exercises introduce students to *True / False / Not Given* questions and help them develop their reading speed.

#### Introduction

Use the Spot check to clarify students' understanding of the Workbook vocabulary preparation.

#### Spot check

To reinforce vocabulary related to the family, do the following activity.

1. Put students in teams of four.
2. Place the set of cards with the definitions of the words from the Workbook vocabulary preparation in front of one team, face up. Place the set of cards with the words in front of another team, face up.
3. One team starts by reading out their first definition. The other team chooses the appropriate word or phrase from the cards in front of them. If it is correct, they turn the card face down; if it is incorrect, the other team takes the card from them.
4. The 'definition' team then reads out their next definition and the game continues until all twelve definitions have been used.
5. Any cards that have been 'taken hostage' by the opposing team have to be defined in order to be kept: the teams swap their lists of definitions and each team attempts to define their 'hostage' cards. If they cannot do this, they have to hand them back. The team with the most cards at the end of the game wins.

Note: If there is any disagreement about whether a definition is correct, the teacher's decision is final.

#### Exercise 1: Answering *True / Not Given* questions

- a) Go over the Exam information on *True / False / Not Given* answers. Highlight to students the importance of using information from the text and not making use of their own knowledge. Emphasize that this is a reading exercise.
- b) This exercise raises awareness of when it is necessary to choose the option NOT GIVEN; there are no false options. It will be helpful if you remind students of this type of activity throughout the course.
- c) Ask students to do the exercise individually and then compare their answers in pairs. During feedback, talk about which questions give full information and which ones involve speculation. You may then want to refer students to the Grammar section: *Direct and indirect questions in the present and past*.

#### Answers

1 ✓ 2 NOT GIVEN 3 NOT GIVEN 4 ✓ 5 NOT GIVEN 6 ✓

#### Exercise 2: Answering *True / False / Not Given* questions

- a) Have students do the exercise following the instructions in the book and then compare their answers in pairs. Explain that this exercise is preparation for the timed reading task in Exercise 3.
- b) Deal with any issues that arise during class feedback. Refer to the Grammar section: *Verbs for talking about habits and ongoing situations*.

Typical mistakes: Students may find this type of question difficult if they don't read the question carefully enough. It is important to read every word in the question and to pay attention to key words such as *sometimes, always, never, all, some, may, must*, etc. to ensure full understanding.

#### Answers

1 FALSE 2 TRUE 3 NOT GIVEN 4 NOT GIVEN 5 NOT GIVEN 6 TRUE 7 NOT GIVEN 8 TRUE 9 FALSE

#### Exercise 3: Talking about family structures

- a) Have students work in groups and discuss what they have learnt about families in different cultures. Point out that it is important to take an interest in the information they read in the exam questions as it will help them understand the topic better and answer future questions.
- b) Ask a few questions about the information in Exercises 1 and 2, e.g.  
*What is a nuclear family?*  
*What are the advantages of having many brothers and sisters?*

#### Exercises 4 and 5: Skimming and scanning

- a) Focus on the Exam tip and have students read about skimming and scanning. Elicit the difference and discuss why these techniques are important.
- b) Have students read Part 1 of the text using one of the techniques and then answer the questions. Point out that for these questions it is useful to scan for the words for parts of the world, e.g. *North America and northern Europe and other parts of the world*. Having found these phrases, students might need to read in detail.
- c) Students then do the same for Part 2. Have them compare answers and discuss any improvement in their reading speed for Part 2. Ask them about what prevents them reading quickly; a common problem is reading sentences or sections twice. Share ideas on what helps students read faster.

Typical mistakes: Students may spend too long on this type of question because they waste time searching for information. If the question refers to a topic or opinion that they did not notice when they skimmed the text and that they cannot find when they scan, the answer is probably *Not Given*.



## Answers

### Part 1

Paragraph 1: TRUE Paragraph 2: FALSE  
Paragraph 3: FALSE

### Part 2

Paragraph 1: FALSE Paragraph 2: TRUE  
Paragraph 3: NOT GIVEN

### Extension activity (40 mins)

To provide further practice in answering *True / False / Not Given* questions, have students write similar questions for each other.

1. Put students in groups of 3–4 and have them look at one of the texts in **Practice for the test** in Units 2–10 (a different text for each group).
2. Have students read their text and devise *True / False / Not Given* questions, one question for each paragraph. They should think carefully about the wording of each question.
3. Have groups swap reading texts and questions. See which group can correctly answer all the questions fastest.

## Practice for the test (30 mins)

This can be done in class as pairwork or assigned for homework. Remind students to look back at the Exam tips in the unit.

### Answers

1 TRUE 2 NOT GIVEN 3 NOT GIVEN 4 FALSE  
5 TRUE 6 FALSE 7 TRUE 8 TRUE

## Writing: Family and society

**Student preparation for this class:** Have students complete the Workbook language preparation exercises at home before the lesson begins.

**Teacher preparation:** Download and print out the Spot check 2 handout and cut out the modal verbs and sentences. Make one set for each group of 3–4 students. (15 mins)

## Workbook language preparation

**Focus:** The purpose of these exercises is to practise spelling words for family relationships; introduce a range of modals; and introduce the use of modals to indicate the strength of opinion.

## Develop your exam skills (Student's Book p. 15)

**Focus:** These exercises focus on writing a Task 2 essay. Exercises 1–3 provide information about the structure of individual paragraphs and practice in writing them; Exercises 4–6 provide practice in structuring multiple paragraphs within an essay.

## Introduction

Use one of the Spot checks to clarify students' understanding of the Workbook language preparation. You can use the other Spot check at an appropriate time during the lesson.

### Spot check 1

To check students' ability to recall and spell words for family relationships, do the following activity.

1. Write the eight words from Exercise 1 in the Workbook on the board with gaps as follows:  
*mot\_\_ \_\_, d\_\_ \_\_ \_\_ter, \_\_ \_\_ndm\_\_ \_\_er,  
m\_\_t h\_\_ \_\_-in-l\_\_ \_\_, gr\_\_ds\_\_n, \_\_ath\_\_ \_\_ \_\_n,  
p\_\_r\_\_t\_\_*
2. Give definitions of the words in random order, e.g. *the mother of your parents, your father's wife*. Students respond by completing the words.
3. Ask students to use the words on the board to make four more words for family relationships, e.g. *father-in-law – parents-in-law, grandfather – granddaughter*.
4. Put students in groups of 3–4. Have them tell each other names of family members using the language in Exercise 1 in the Workbook, e.g. *My grandmother's name is Lara*.

### Spot check 2

To check students' understanding of the use of modal verbs to express possibility, necessity and opinion, do the following activity.

1. Put students in groups of 3–4. Give one set of the Spot check 2 handout (cards with modal verbs and cards with sentences) to each group.
2. Groups match all six modals to the sentences – only one option is allowed for each card. (Answers: 1 should 2 might 3 don't need to 4 mustn't 5 need to 6 will)
3. Encourage groups to discuss different options and clarify any issues during feedback, e.g. a student might say: *My friend's young children will go to university rather than might go*. There is also a fine difference between the use of *should* and *need to*: *should* is a general obligation while *need to* implies that something is necessary in order to have a good outcome.

## Exercise 1: Understanding the structure of a paragraph

- a) Read the Exam information to students, clarifying anything you feel necessary as you read. Ask students why it is important to follow a standard structure. Point out that to succeed in IELTS, they must do what the examiners require.



- b) Ask students to read the example of a good paragraph, ignoring the underlined phrases, and answer the question. They should think about whether they agree or disagree with the author. Elicit opinions. Refer to the Grammar section: *Talking about possibility*.
- c) Ask: *What might happen to children who don't have love and support from their parents?*
- Have students find an example in the text. Then have them identify the three underlined parts of the text and the function of each one.

### Exercise 2: Showing understanding of paragraph structure

Have students answer the six *True / False* questions to check their understanding of paragraph structure. Deal with any issues that arise.

#### Answers

1 F 2 T 3 T 4 F 5 F 6 T

### Exercise 3: Assessing three paragraphs

- a) Ask students to work individually and decide which paragraph follows the rules in Exercise 1. Tell them to put a tick against anything that follows the rules and a cross against anything that breaks the rules.
- b) Have students check their answers in pairs. Highlight the phrase at the beginning of Paragraph C: *Rules are important (for children)*. Prompt students to produce different ways of saying this and write their ideas on the board, e.g.
- Children need (to be taught) rules.*
- Parents should teach their children rules.*
- It is important for children to learn rules.*
- Refer to the Grammar section: *Modal verbs for ability* and *First conditional for possibility*.

#### Answers

Paragraph A follows the rules in Exercise 1. Paragraph B uses definite language, e.g. *children will be really terrible, rules must be taught*. The sentence containing the main idea is at the end of the paragraph. Paragraph C contains more than one main idea (rules, morals and social skills) and the ideas supporting the main idea aren't clear.

### Exercise 4: Beginning a paragraph

- a) Go through the Exam tip. Give students a few minutes to discuss whether this advice follows on from what they learnt in Exercises 1 and 2.
- b) Introduce Exercise 4 by pointing out that each sentence can start with an opinion like the ones they wrote on the board in Exercise 3. Have students read the first paragraph to see how the first sentence summarizes it.
- c) Students complete paragraphs 2–4 in the same way and then check their answers in pairs.

#### Suggested answers

- 2 Women should stay at home to care for the children and their home.
- 3 It is important for children to grow up with brothers and sisters. / Parents should have more than one child.
- 4 Children should not help with housework.

### Exercise 5: Ordering paragraphs

- a) Students read the essay question. Check their understanding of what it is asking them to do.
- b) Draw attention to the Exam tip. Point out that this will help them identify the introduction. Before they do the exercise, tell students to think clearly about the reasons for their choice and be ready to explain them. They then do the exercise individually and check their answers in pairs.

**Typical mistakes:** Students often fail to follow advice on writing essays. For example, they may have a very short or weak conclusion because they don't see it as important, or they may simply repeat what they wrote in the introduction. This might be because writing follows a different style in their own culture, because their teacher has told them something different, or simply because they want to make their essay more interesting. Make it clear that they will only get a good mark if they follow the standard procedure for writing.

#### Answers

Paragraph 1: c Paragraph 2: d Paragraph 3: b  
Paragraph 4: a

### Exercise 6: Matching definitions of paragraph functions

- a) Tell students to think carefully about the definitions of different paragraph functions while doing the exercise. They can then use some of the language themselves when checking in pairs.
- b) Do feedback as a class to provide a further opportunity to use the language of explanation.

#### Answers

1 The introduction: a 2 The main body: c 3 The conclusion: b

#### Extension activity (30 mins)

Have students look back at an essay they have already written and see if it can be divided into paragraphs in the same way as the structure they have looked at. Alternatively, use one essay that a student has already written that would be suitable for such a task and have all students work on it.

### Practice for the test (60 mins)

This can be done in class or assigned for homework. Suggest that students spend up to 60 minutes on the task to allow them to develop the skills they need to produce good-quality work. As students become more proficient, the amount of time they spend on practice exam tasks can be gradually reduced until they can complete the work within the time allotted in the exam.



## **Task 2**

### **Model answer**

Some people say that children should always follow their parents' advice; others claim that this is not always right. I believe that children should follow their parents' advice when they are young, but they should become more independent when they are older.

Young children do not know the difference between right and wrong, and a parent is the best person to teach them this. For example, young children do not know that it is wrong to take things that do not belong to them. Parents can also teach children about dangers, both in the home and outside.

However, when children grow older, they should pay less attention to their parents. This is because parents might tell a child which career to choose, and this should be the child's decision. Parents sometimes want to tell their children how to live, but when they are grown up, they can decide for themselves. If a child does not make their own decisions, they might grow up to be less independent and strong.

In conclusion, parents need to give young children advice on morals and safety, but not on how to live when they are older.

## UNIT 2: LEISURE

### Listening: Hobbies, sports and interests

**Student preparation for this class:** Have students complete the Workbook vocabulary preparation exercises at home before the lesson begins.

**Teacher preparation:** For the vocabulary Spot checks, create cards with vocabulary items from Exercises 1 and 2 in the Workbook written on them (one item per card), sufficient for students to work in groups of three. See Spot check 1 and Spot check 2 for more information. (15 mins)

### Workbook vocabulary preparation

**Focus:** The purpose of the exercises is to introduce vocabulary related to hobbies, interests and sports; train students to listen to activities with a focus on spelling; and focus on identifying words which sound the same but are spelt differently.

### Develop your exam skills (Student's Book p. 18)

**Focus:** These exercises train students to complete tables and forms for the Listening test; they also focus on the differences in pronunciation between /l/ and /r/, and /p/ and /b/.

#### Introduction

- 1 Introduce the unit by getting students to talk about the pictures on pages 21 and 24 in pairs. Ask them to discuss what they can see and how it relates to the unit topic of *Leisure* and the Listening section, *Hobbies, sports and interests*. Elicit information from students and clarify the difference in meaning between *hobbies*, *sports* and *interests*.
- 2 Use one of the Spot checks to clarify students' understanding of the Workbook vocabulary preparation. You can use the other Spot check at an appropriate time during the lesson.

#### Spot check 1

To reinforce the vocabulary related to hobbies, interests and sports, have students talk about the ones that they like and dislike.

1. Review or pre-teach sentence stems for talking about likes and dislikes, e.g. *I'm really keen on ...*, *I find ... fun / exciting / boring*.
2. Put students in groups of three. Place face down one set of cards with the hobbies / interests / sports vocabulary on them.
3. Players take it in turns to pick a card and make a full sentence that includes the name of the activity and whether they like it or not, e.g. *I'm not very keen on listening to music*.

4. Monitor the activity, making a note of mistakes you hear.
5. Write mistakes you heard on the board without saying who made them and put students in pairs to get them to correct the mistakes.
6. Check the corrections with the whole class.

#### Spot check 2

To reinforce the terms *hobby*, *interest* and *sport*, play 'snap' with the same cards you used in Spot check 1.

1. Review the words *hobby*, *interest* and *sport*. Put students in groups of three. Place face down one set of cards with the hobbies / interests / sports vocabulary on them.
2. Students take it in turns to pick a card and turn it over quickly, putting it face up on the table so everyone can see it.
3. Students immediately say one of the three words (*hobby*, *interest* or *sport*) that is appropriate to the word.
4. The student who says the correct word first keeps the card. Play continues.
5. The student with the most cards at the end wins.



#### Exercise 1: Words with similar sounds

- a) Draw students' attention to the Exam tip. Write the words *right* and *light* on the board next to each other and say them aloud, pointing to each one as you do so. Do the same for *pat* and *bat*.
- b) Let students look at the pairs of words in Exercise 1 and have them say the words quietly to themselves to prepare them to hear the difference.
- c) Play the recording (track 11) twice before letting them compare their answers in pairs.

**Typical mistakes:** Students may still find it difficult to hear the difference between /l/ and /r/, and /p/ and /b/. If they need more practice, put them in pairs to say the words in Exercise 1 to each other. One student says one of the words while the other student listens and then points to the word that their partner is saying.

#### Answers

1 fry 2 pray 3 lead 4 blade 5 correct 6 play  
7 read 8 fly 9 played 10 collect



#### Exercise 2: Identifying words in conversations

- a) Ask students to guess which words in item 1 might be heard in the context of hobbies, e.g. *flying* could be heard in connection with flying a plane, *frying* in connection with cooking. Remind them that they should always try to predict what they are going to hear.