

IELTS INTENSIVE



**A SHORT COURSE
FOR IELTS SUCCESS**

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NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

IELTS Intensive

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INTRODUCTION

IELTS Intensive is a short course in IELTS (academic) training and test practice. It's designed for students aiming to achieve an IELTS band score of between 5.5 and 6.5.

TO THE STUDENT

IELTS Intensive is ideal if you're approaching the standard of academic English you require to achieve your target IELTS band score, but you need a short course to help you become familiar with the tasks in the test and the techniques needed to tackle them. *IELTS Intensive* offers thorough training and realistic practice to give you the confidence and skills you need for the IELTS test.

The IELTS quiz

How well do you know the IELTS test? If you're familiar with the format of IELTS tasks, try the quiz on pages 6–9 before you start. If not, follow the references to this quiz throughout the course (look for the Test check icon ►). They appear at the start of each skill section and help familiarise you with the task types that appear in each unit.

TO THE TEACHER

IELTS Intensive is designed to help you strike a balance between training in test techniques and practice in all four skills areas. For short courses, we recommend using only the main lessons in Units 1–8. This will provide approximately 40 hours of teaching material. The Test files and Writing task bank can then be set for homework. For longer courses, you can incorporate the Test files and Writing task bank into the main lessons. This will provide approximately 20 hours of additional classroom-based materials.

Reading

In each Reading section, the *Skills focus* section introduces a new question type, providing a strategy for each task, and reviews a question type introduced in previous units. Because candidates often find it challenging to complete 40 questions in one hour, each question is accompanied by a target time to help students maintain an adequate reading speed. Students are also given an opportunity to set a target score.

Listening

Each Listening section has a *Prepare to listen* task to help students predict possible answers and avoid some of the most common mistakes. As with the Reading sections, students are asked to set a target score before each task to help them monitor their progress towards their required band level. (See *IELTS quiz: Listening* question 2 for assistance in target setting.)

Speaking

The Speaking sections have a vocabulary task to make students aware of higher-level vocabulary they might exploit. They then study tasks from the test and analyse extracts from two candidates' answers. Students use the *You're the examiner* boxes to help them think about marking criteria. This is then followed by either a *Fluency focus* or a *Pronunciation focus* – important marking criteria that students are often less familiar with. *Boost your band score* boxes provide students with tips to help them apply these skills in the test. The section ends with an opportunity for realistic test practice.

For Part 1 and Part 3 Speaking tasks (in both the main units and the Test files), students have the choice of either using the audio transcripts to work in pairs, asking and answering the questions, or listening to the questions on the audio and replying individually. The latter option is a better simulation of the IELTS Speaking test, but the former is more interactive in the classroom environment. If students are working with the audio, there is a 15-second pause for them to answer each Part 1 question and a 25-second pause for them to answer each Part 3 question.

Writing

Most Writing sections focus on a particular genre of writing task. Students analyse tasks in depth and, as with the Speaking sections, assess sample answers with help from the *You're the examiner* feature. This is followed by a *Language focus* section to help students acquire language that is particularly useful to the task genre. The tips in the *Boost your band score* box suggest how students can use the language to gain higher band scores. Lessons end with an authentic writing task or a reference to a related task in the Writing task bank (see pages 90–97).

Test files

After every two units there's an opportunity to practise the skills that students have developed. The tasks in the Test files are presented in a format that closely reflects the IELTS test, and students are encouraged to attempt them under test conditions.

Writing task bank

In addition to the Task 1 questions from Units 1, 3, 5 and 7 plus the Test files, this provides four further Task 1 questions and eight further Task 2 questions for students to practise. Each of these tasks features a set of questions to help guide students through the stages of task planning.

Sample answers

For each *Over to you* writing task in the main units and the Writing tasks in the Test files, there's a sample answer at the back of the book. Students are encouraged to attempt the task by themselves before comparing the sample answer with their own. The samples are accompanied by questions to help students compare them with their own writing and there's also a tip that may help students increase their band scores.

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Reading

Time: 60 minutes

Format:

- 40 questions
- Three long passages (from books, journals or newspapers)
- Can include diagrams, graphs and pictures

1 Choose the correct options to complete the paragraph.

The three reading texts contain a total of around two and a half ¹*thousand* / *hundred* words. They are of ²*general* / *specialist* interest, and any technical vocabulary is explained in a glossary. There are ³*eleven* / *seven* common question types.

2 Approximately how many marks do you need to get out of 40 for each of these band scores?

Band score	Mark out of 40
5	_____
6	_____
7	_____
8	_____

3 Are these statements about matching tasks true or false?

- 1 The two lists of items you have to match are equal in length, for example, seven letters to seven numbers.
- 2 Sometimes the options can be used more than once. The instructions will tell you if this is possible.
- 3 When matching sentence endings, the answer to the first question will be found in the text before the answer to the second and so on.

4 Choose the correct options in these sentences about *True / False / Not Given* and *Yes / No / Not Given* tasks.

- 1 **True / False / Not Given** tasks test whether the candidate can identify *facts / opinions* in a text. **Yes / No / Not Given** tasks test the candidates' ability to identify *facts / opinions*.
- 2 Any prior knowledge that candidates have from outside the text *can / cannot* be relied on when answering the questions.

5 Are these sentences about gap-completion tasks true or false?

- 1 Spelling and grammar are not important.
- 2 If candidates write more than the number of words asked for, they'll lose the mark.
- 3 Contracted words are not tested.
- 4 Hyphenated words count as single words.

6 Complete the paragraph about multiple-choice questions with a number from 1 to 5.

In multiple-choice tasks, candidates select either the best answer from ¹_____ alternatives, the best two from ²_____ alternatives, or the best ³_____ from six. Multiple-choice questions can test specific parts of the passage or the main ideas of the text. Questions that focus on one part of the text usually come in the same order as the information in the text.

7 Are these sentences about matching-headings tasks true or false?

- 1 You'll be given more headings than paragraphs.
- 2 You'll have to match headings to all paragraphs.
- 3 One of the headings may already be matched as an example.

8 Summary tasks may or may not include a word pool. Are these statements true for summaries with pools (P) or without pools (WP)?

- 1 Choose words from the reading passage so that the summary and passage have the same meaning.
- 2 Select words that have similar meanings to words in the reading passage.
- 3 The instructions tell you how many words to write.
- 4 There are often a lot of options in the list (but only a few will fit each gap).

9 Choose the correct options to complete the information about matching-information tasks.

In matching-information questions, sections of the text have ¹*numbers / letters*. You ²*have to / may not have to* find information in every paragraph or section of the text. There ³*may / won't* be more than one piece of information in a given paragraph or section.

10 At the end of the Reading test, do you have time to transfer your answers to an answer sheet?

Listening

Time: 30 minutes + 10 minutes to write answers on answer sheet

Format:

- 40 questions
- Four recordings (two monologues, two dialogues)

1 Complete the gaps with the correct number.

The questions and the corresponding information you need from the recordings come in the same order. The first ¹_____ recordings focus on everyday social contexts. The final recordings focus on academic contexts. In Sections ²_____ and ³_____, candidates listen to a single speaker. The recordings are heard ⁴_____ time(s) only.

2 Approximately how many answers will you need to get correct out of 40 to attain each of these band scores?

Band score	Mark out of 40
5	_____
6	_____
7	_____
8	_____

3 In which way will Section 2 differ from Section 1 (A, B, C or D)?

- A You will hear more speakers.
- B The task will be more challenging.
- C The topic will be more academic.
- D You will have more questions to answer.

4 Answer these questions about Section 3 of the Listening test.

- 1 Are you likely to hear a conversation about holidays?
- 2 Where will the recording probably be set?
- 3 In what context might you hear a third speaker?

5 Which of these topics might the speaker discuss in Section 4?

- A The local area
- B Binomial theorem
- C A famous scientific discovery

6 Which type of multiple-choice question does not appear in the Listening test?

- A Choose one answer from four possible answers.
- B Choose three options from a longer list.
- C Choose one answer from three possible answers.
- D Choose a category (A, B or C) for each question.

7 Match the question types (1–4) with the type of information they test (a–d).

- | | |
|------------------|---|
| 1 a form | a Used to summarise information which relates to clear categories, eg place/time/price. |
| 2 a set of notes | b Used to summarise a process which has clear stages. |
| 3 a table | c Often used to record factual details such as names. |
| 4 a flow chart | d Used to summarise any type of information. |

8 Are these sentences about gap-completion tasks true or false?

- 1 You don't have to change the words you hear in any way.
- 2 You can lose points for incorrect spelling.
- 3 Grammar is not important.

9 Complete the information about marking using the words from the box.

answer band hour mark minutes mistakes

In total, you listen for half an hour and then have ten ¹_____ to transfer your answers to your ²_____ sheet. It's important to do this carefully because any ³_____ will be penalised. All questions carry one ⁴_____. A different table converting your score to an IELTS ⁵_____ score is produced for each test.

10 At the end of the Listening test, do you have time to transfer your answers to an answer sheet?

Speaking

Time: 11 to 14 minutes

Format: A face-to-face interview comprising three parts:

- short questions
- speaking at length on a familiar topic ('long turn')
- a structured conversation

1 Choose the correct options to complete the paragraph.

Part 1 of the Speaking test is about ¹*you / global issues*. It deals with ²*general / academic* topics. In Part 2, you're given a task card which asks you to ³*talk about / choose* a particular topic. It includes points to cover in your talk. You speak for ⁴*one minute / between one and two minutes*. In Part 3, the examiner asks you about ⁵*a new topic / the topic from Part 2*.

2 During the Speaking test, you're graded in four areas. In which area(s) (1–4) are the following tested?

high-level words word stress linking words
speech rate complex sentences

- 1 Fluency and coherence
- 2 Lexical resource
- 3 Grammatical range and accuracy
- 4 Pronunciation

3 Are these statements about Part 2 of the Speaking test true or false?

- 1 You have 60 seconds to prepare and speak.
- 2 You should stop when you think you've said enough.
- 3 You can write notes to help you speak.
- 4 You should ask the examiner if you don't understand the task.

4 Look at these descriptions of what a candidate can be expected to do. What band score do you think all three apply to?

- 1 Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.
- 2 May make frequent mistakes with complex structures, though these rarely cause comprehension problems.
- 3 Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies.

5 Which of these **must** you do if you want to get a Band 7 in the Speaking test?

- 1 Speak without obvious effort.
- 2 Use sentences that are generally free of errors.
- 3 Be easy to understand at all times.

6 Are these statements about the Speaking test true or false?

- 1 You should speak for as long as you can in Parts 1 and 3.
- 2 You should try to speak in a formal academic style.
- 3 You can ask the examiner how you did after the test.

7 Do these pieces of advice apply to Parts 1, 2 or 3 of the Speaking test?

- 1 Keep going – don't stop!
- 2 Don't talk about yourself!
- 3 Answer the question, then add one more piece of information.

8 Are these statements about Part 2 true or false?

- 1 You can write on the task card.
- 2 After two minutes, the examiner will stop you speaking.
- 3 After you finish, you're asked a further question on the topic.

9 In which sections of the Speaking test can you ask the examiner to...

- 1 clarify the meaning of a word?
- 2 explain the task again?
- 3 ask the question in completely different words?

10 Which of these problems is it possible to have and still get a Band 6?

- A Mispronounce words frequently.
- B Make frequent grammar mistakes.
- C Give rather short answers to questions.

Writing

Time: 60 minutes

Format:

- Task 1 (150 words): summarise a table, graph, chart or diagram
- Task 2 (250 words): a short essay

1 Match these features with the two tasks in the Writing test.

20 minutes 40 minutes paragraphs not needed
an introduction needed including data
including examples opinions facts

Task 1	Task 2

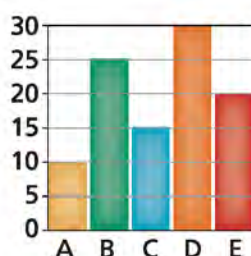
2 Which of these statements is *not* true about the Writing test?

- A Part 1 is worth 66% of the Writing mark.
- B Candidates should only describe the information. They don't need to use their knowledge to explain it.
- C Candidates should only describe the important features.

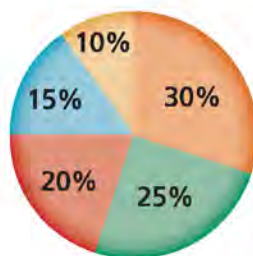
3 In addition to grammar and vocabulary, examiners give a score for the following criteria. Match each criterion (1–4) with a definition (a–d).

- 1 Coherence
 - 2 Cohesion
 - 3 Task response (Task 2 only)
 - 4 Task achievement (Task 1 only)
- a How closely you respond to the question
 - b How well you connect ideas
 - c How logically you order your ideas
 - d How well you represent data

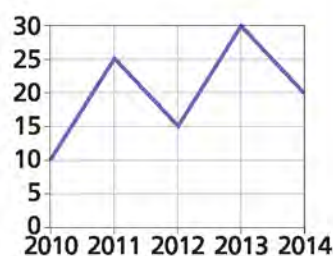
4 Look at these three types of chart. Which ones are usually used to a) compare data, b) show trends?



bar chart



pie chart



line graph

5 Answer these questions about Task 2.

- 1 Can you write more than 250 words?
- 2 Is it important to write paragraphs?
- 3 What should you include to support your opinion?

6 Which of these aspects of language is useful for describing processes?

- A Past tenses
- B Sequence markers: *first*, *second*, etc
- C Markers of addition: *furthermore*, *moreover*, etc
- D Conclusions

7 Are these statements about essay writing true or false?

- 1 You should write down as much as you can about the question topic.
- 2 You should write in a neutral or academic style.
- 3 You will lose marks if you copy words from the task prompt.

8 When describing maps and diagrams, which one of these statements is true?

- A Candidates must describe all the features they see.
- B It's not necessary to write an overview statement (eg *In general, we can see...*).
- C You should try to *explain* the features you see.
- D When describing a diagram, you may not need to refer to numbers.

9 Which of these describes a Band 6 candidate, and which describes a Band 7 candidate?

- A Presents a clear central topic in each paragraph.
- B Attempts to use less common vocabulary.
- C Addresses some parts of the task more fully than others.
- D Only makes occasional errors in spelling.
- E Has good control of punctuation.

TOPIC FOCUS

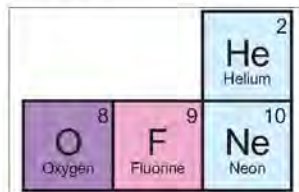
1 Look at the images. Complete the name of the subject for each one.



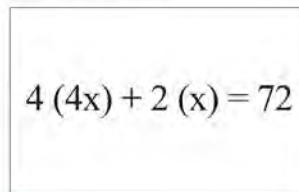
1 l _____



2 ph _____



3 ch _____



4 m _____



5 li _____



6 ec _____



7 bu _____



8 s _____ sc _____

2 Which of the subjects in Exercise 1 are:

- a most interesting for you?
- b most useful for a career?
- c most important to study?

► IELTS quiz
page 6, questions 1 and 3

READING

LESSON AIMS

- Academic reading skills
- Matching features
- Matching sentence endings

1 What subject have you chosen to study, and why? Tell a partner and discuss other reasons for choosing a subject.

Skills focus

2 Tell a partner how you might read differently in each of these situations.

- a Looking for a specific programme in a TV guide
- b Reading a test question
- c Deciding whether to read a news article in detail or not

3 Different reading tasks require different strategies. Match the strategies (1–3) with the reading tasks (a–c).

- | | |
|-----------------------|---|
| 1 Scanning | a Read for gist and to understand the main ideas. |
| 2 Skimming | b Look for specific information. |
| 3 Reading intensively | c Understand precise meaning. |

4 Match these IELTS question types (a–c) with the most appropriate strategies in Exercise 3 (1–3).

- a Matching a list of headings to paragraphs in a text (eg Questions 7–14, page 52)
- b Multiple choice (eg page 40)
- c Matching people to their opinion (eg Questions 1–7, page 12)

What should you study?

In America, high-school students study compulsory subjects such as science, mathematics, English and physical education, but from the second year they can also study other subjects that they want to focus on. However, students often find themselves wondering whether they've chosen the right subjects, or if the class they're in is relevant. The impact on people's lives can be significant. In America, one in four students who start high school fails to graduate.

One explanation may be poor course design. Take maths, for example. According to Andrew Hacker, a professor of political science, the type of maths taught in high school – algebra, geometry and calculus – is not only too challenging but arguably of little use in real life. John P. Smith III, an educational psychologist at Michigan State University, has found that mathematical reasoning in the workplace is significantly different from that taught in schools. He believes we need to review how some subjects are taught.

For others, the debate is not limited to individual subjects. Many believe that we need to change the entire curriculum. Cognitive scientist Roger C. Shank argues that we need to change a number of academic disciplines. He believes chemistry is a subject most people study but forget as soon as they leave school. Other subjects, such as physics, are relevant to life, but we needn't study them as academic subjects. Inventions such as planes or cars do not come from learning theories; people simply try ideas until they work. The theory comes afterwards to explain it.

But these arguments assume that relevance is important. For some academics, the key to a good education is for students to learn to transfer skills to other areas. Professor Daniel Willingham contends that economic growth does not come from creativity and inventors. He points to research by economists which shows that cognitive skills — especially maths and science — are good predictors of individual income, of a country's economic growth, and of the distribution of income. He believes well-educated workers are more likely to see the potential for using an innovation in a new context and generating money from this.

The debate about the right things to study is not limited to high school. When we go to university, we have more choice than ever, but many end up making the wrong decisions. Among the most popular degree programmes are business courses, perhaps because they seem most relevant to students' ambitions, but choosing the course that seems most relevant isn't always a guarantee of success. In their book *Academically Adrift*, Richard Arum and Josipa Roksa argue that nearly half of all students do not improve their writing and analytical skills in the first two years. Interestingly, students on business degrees are often the worst, whereas students studying subjects in science, maths and social science make good progress in these skills. One reason for this may be that vocational courses are sometimes chosen for career reasons, rather than because students like them. When you study something you do not like, you are less likely to be successful, professionally and financially.

What's more, vocational degrees may not be the only courses that develop the right skills for the workplace. An employer survey by the National Association of Colleges and Employers (NACE) shows companies want good communication skills, analytical skills and teamwork skills, which you can acquire in a liberal arts degree programme. In fact, 89% of the employers surveyed said they would be happy to accept students with an arts background. It seems you do not necessarily need a degree in business to work in business.

Neither do vocational courses necessarily lead to better pay, as many assume. According to PayScale, which rates subjects according to the earnings potential they offer, business comes in 56th place. Students who studied degrees such as philosophy, history and American studies make significantly more money than business graduates. It does not help that one out of every five graduates studied business, so there is even more competition between students of that field in an already competitive world.

What you study clearly affects your future, but other factors can have an equal or even more significant impact. Researcher Esther Cho found that students who took modules with lots of reading gained more from their courses than others. By contrast, those joining social societies make significant losses in knowledge. (Interestingly, students who engage in off-campus activities and volunteer opportunities make no notable gains or losses in learning.) Lastly, students who study alone tend to make better progress than those who study in groups. The key question is perhaps not what should students study, but how should they study.

5 Do the tasks in the Strategy focus box. Then answer Questions 1–7 based on the reading passage.

Strategy focus *Matching features*

- 1 Look at the task below. Are you going to scan for the names or for the opinions?
- 2 Do you need all the options **A–H**?
- 3 Before you scan, underline the key words in the statements **1–7**.

Questions 1–7



Target time: 10 minutes

Target score: ____ / 7

Look at the following statements and the list of people/organisations, **A–H**, below. Match each statement with the correct name.

- 1 Skills used while studying are key to academic progress.
- 2 Many business students make poor progress.
- 3 It isn't necessary to study some school subjects.
- 4 Business students don't make the most money.
- 5 Companies welcome non-business graduates.
- 6 Mental skills affect income significantly.
- 7 Some of what is taught has little connection with working lives.

- A** Roger C. Shank
B Esther Cho
C NACE
D Daniel Willingham
E PayScale
F John P. Smith III
G Richard Arum and Josipa Roksa
H Andrew Hacker

6 Answer Questions 8–14.

Questions 8–14



Target time: 10 minutes

Target score: ____ / 7

Complete each sentence with the correct ending, **A–I**.

- | | |
|---------------------|---|
| 8 Chemistry | A contains some difficult topics. |
| 9 Physics | B isn't easy to remember in the long term. |
| 10 Maths | C can lead to a decline in academic performance. |
| 11 Social science | D is based on real discoveries. |
| 12 Arts | E degrees are wanted by most companies. |
| 13 Social societies | F is a relatively easy subject. |
| 14 Volunteering | G will have no effect on academic study. |
| | H often leads to major invention. |
| | I students make better progress than others. |

Vocabulary extra

Find:

- 1 the noun for *relevant*
- 2 two synonyms for *salary*
- 3 a word meaning 'course' that's used after *degree*
- 4 the noun for someone who has finished university
- 5 a noun meaning the grounds/buildings of a university

Explore further **7 Ask and answer these questions with a partner.**

- 1 The reading passage suggests that the main reason to go to university is to have a successful career. What do *you* think the main reason is?
 - to gain more knowledge
 - to have a good social life
 - to contribute to knowledge
 - to earn more for your family
 - to make useful contacts
 - other _____
- 2 According to the reading passage, enthusiastic learners have more successful lives. What could your school have done to help you enjoy learning more?

LISTENING

LESSON AIMS

- Section 1: Conversation between two speakers
- Form completion

1 Imagine that you're starting university soon. Look at the photos and discuss the questions with a partner.

- 1 Which of these places would you prefer to stay in, and why?
- 2 What would you like to know about your accommodation before moving in?



Prepare to listen 2 Think of two ideas for each of the following:

- a useful facility in a student residence (eg catering)
- a way of travelling in town
- a way to contact someone
- a normal price for a room
- a popular university subject
- a month when courses usually start

3 Match each of the items in Exercise 2 with one of the gaps in Questions 1–10 (see below and page 14). What type of information are you listening for in the other four gaps, eg a name?

4 **1.2** Listen and write the letters or numbers you hear.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____

5 **1.3** Listen to the first part of a conversation with a student organising his accommodation and answer Questions 1–3.

Questions 1–3

Target score: ____ / 3

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

The Accommodation Department: student booking

Course date: 12th 1

Student: 2 Osman

Nationality: Sudanese

Status: Offer accepted

Course: 3

Questions 4–10

Target score: ____ / 7

Complete the information below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Option 1

Student village

Location: 4 campus

Price of rooms: 5 £ per week

Includes: catering, laundrette,

6

Option 2

Greenfield Lane (student house)

£110 per week

Sharing with 7 students

Access to 8 from rooms.

Recommended transport: 9

Details will be sent by 10

Explore further 7 Do you think Mr Osman made the correct choice? Discuss with a partner.

8 What are the positives and negatives of living with other people? Complete the table with your ideas. Compare your lists with a partner's.

Positives	Negatives
A good social life	Noisy housemates

SPEAKING

LESSON AIMS

- Extending Part 1 responses
- Using sentence stress
- Talking about clubs and societies

1 Imagine that you're going to live and study in another country. Rank these aspects from 1 (most challenging) to 5 (easiest to deal with). Then compare your ranking with a partner's.

money ☐ language ☐ accommodation ☐ culture ☐ making friends ☐

2 Which problems might be helped by joining a club or society?

Vocabulary focus 3 Match the clubs and societies (1–9) with the images (a–i).

1 archery 2 ballroom dancing 3 chess 4 conservation 5 cooking
6 debating 7 mountaineering 8 role-playing games 9 rowing



a



b



c



d



e



f



g



h



i

4 Which of the clubs/societies in Exercise 3 would you be interested in joining? Which other ones would you prefer to join? Discuss with a partner.

Prepare to speak 5 Which of these questions require you to talk about a) the past, b) the present, c) the future?

- 1 What do you enjoy doing in your free time?
- 2 What sporting activities did you enjoy at your secondary school?
- 3 After class, do you prefer to spend time alone or with others?
- 4 Is there an interest or hobby you would like to try? Why?

6 **1.5–1.6** Listen to two candidates answering the questions in Exercise 5 and complete these sentences.

- | | |
|-------------------------------|----------------------|
| 1 I _____ outdoor activities. | 3 I _____ athletics. |
| 2 I _____ caving. | 4 I _____ painting. |

7 **1.5–1.6** Listen again and answer the *You're the examiner* questions.



You're the examiner

Which candidate successfully:

- 1 extends their answers?
- 2 uses stress to emphasise words?
- 3 uses accurate grammar? (Can you find the other candidate's mistakes?)
- 4 uses some high-level words and phrases? (Which are they?)

8 Work with a partner. Extend Candidate 1's responses with two or three more sentences. Then listen to another pair and compare your ideas.

Pronunciation focus 9 **1.7** Look at these questions and responses. Underline the word(s) that would be stressed the most in each response. Then listen and check.

- 1 A What interests or hobbies do you have?
B I enjoy films most of all.
- 2 A Where do you do these?
B I see films at my local cinema.
- 3 A When do you do these activities?
B I go to the cinema every Friday if I can.

10 Look at the stressed word in each of these responses. Write the question the person was asked.

- 1 I often watch movies online in the **evening**.
- 2 I **often** watch movies online in the evening.
- 3 I often watch movies **online** in the evening.

11 Ask and answer the questions in Exercise 9 with a partner.

Boost your band score Sentence stress

Sentence stress is important for comprehensible speech. If the stress pattern is incorrect, the listener may not understand easily. You can practise this by stressing different words in a sentence and thinking about how it changes the meaning.

Over to you 12 Work with a partner.

Student A: Ask your partner the questions from Exercise 5.

Student B: Ask your partner these questions.

- 1 What's your favourite hobby or interest?
- 2 Did you do art or music in your primary school?
- 3 What team activity would you like to try?
- 4 Do you spend most of your free time outdoors or indoors? Why?

13 Feed back to your partner. Use the *You're the examiner* questions to help you think about their speaking skills.

WRITING

LESSON AIMS

- Task 1: Describing data trends
- Word formation in trend vocabulary

- 1 Draw a line graph and a pie chart to show the information in Tables A and B. Does the data surprise you? Which shows a trend, the line graph or the pie chart?

A

Total foreign students studying in OECD* countries	
1975	0.8m
2011	4.3m

B

% of all foreign students studying in OECD countries	77
% of all foreign students studying in non-OECD countries	23

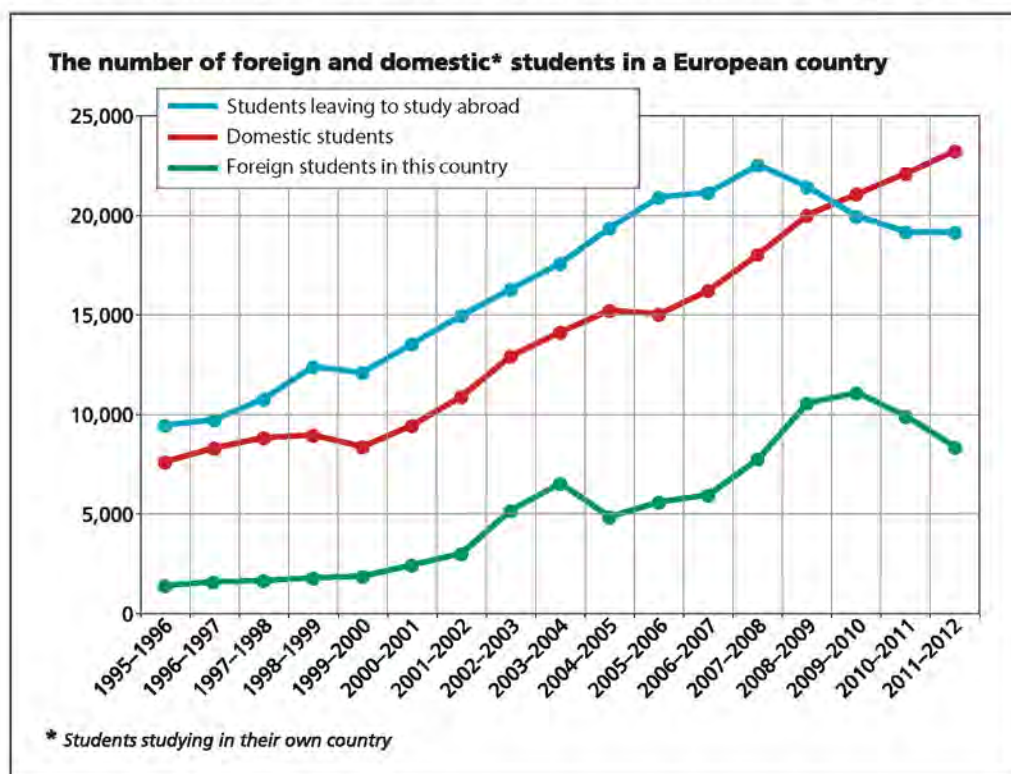
*Organisation for Economic Cooperation and Development (a club of wealthy countries)

- 2 Are you planning to work or study abroad? Why? / Why not?

Prepare to write

- 3 Check the meaning of the words in bold in these questions. Then look at the line graph below and answer the questions.

- Does the data show a **rising** or **falling** trend in student numbers overall?
- When did the number of foreign students in the country **peak**?
- Which category saw the **steepest** rise in student numbers?
- Which category showed the most **fluctuation**?
- Did the percentage of students who are from other countries rise or **drop** in 2011?



- 4 Rewrite the questions and your answers from Exercise 3 as five statements.
Example: *Overall, the data shows a rising trend in student numbers.*