

Unit 1 Great places to be

Unit objectives

- **Reading:** introduction to scanning; introduction to table-completion and note-completion tasks; looking for synonyms and paraphrases; introduction to key ideas
- **Listening:** introduction to form-completion tasks; spelling and numbers; identifying the type of information required
- **Vocabulary:** features of attractive cities (*excellent shopping, lively festivals*, etc.); good and bad aspects of cities (*fast public transport, high crime rate*, etc.); things which contribute to happiness (*earning money, having plenty of free time*, etc.); collocations and prepositional phrases; locations (*in the mountains, near the desert*, etc.); phrases expressing likes/dislikes; *percent* or *percentage*
- **Speaking Part 1:** introduction to Part 1 questions; giving details; expressing likes and dislikes
- **Pronunciation:** sentence stress – stressing words which answer the question or give main information
- **Grammar:** present simple and continuous – forms and uses
- **Writing Task 1:** understanding and analysing pie charts and bar charts; writing simple summaries with introductions and overviews
- **Spelling:** spelling changes when making nouns plural

Starting off

- 1 As a warmer For students to get to know each other, with books closed, draw this table on the board.

	a place	a type of food	an activity
I like ...			
I dislike ...			

- Ask students to work alone and quickly copy and complete the table with their own ideas. To get them started, you can give them an example of a place you like and a place you dislike.

- Tell students to work in small groups (of three or four) and take turns to say what they like and dislike and give a reason for each. The other students in the group should say if they feel the same.
- When they have finished, ask students to change groups. Write these two prompts on the board:
 - *Students in my group generally like/dislike ... because ...*
 - *One student in my group likes/dislikes ... because ...*
- Elicit when they should use *like/dislike* and when they should use *likes/dislikes* (i.e. third-person singular, present simple).
- Tell students to take turns to report what they discussed to their new group, using the prompts you have written on the board. They should each speak for about a minute.
- Finally, round up with the whole class.

Answers

1 New York 2 Rio de Janeiro 3 Dubai
4 Amsterdam 5 Shanghai 6 Sydney

- 2 Before students do this exercise:
- write the following on the board.
I'd like to visit New York because
 - *it has excellent shopping.*
 - *the shopping is excellent.*
 - elicit a few similar sentences using the ideas in the Student's Book. Point out that with *lots to do*, we need to say ... *because there is lots to do.*
 - tell students they can add their own ideas to the ones in the Student's Book.

When students have finished discussing the exercise in pairs, round up with the whole class.

Extension idea Ask students: *Which of these cities have you already visited? What is it like? What did you like about it? What did you dislike?*

Reading 1 Table completion

- 1 As a warmer Tell students to look at the Starting off section again.
- Tell them: *Scientists have studied the cities in Starting off. They have found that one of the cities is the friendliest city in the world. Which one do you think it is? Why?*
 - Ask students to work in small groups to discuss this.

Before students do the exercise, elicit from the whole class why *friendly inhabitants* is good. Ask students to suggest what *inhabitants* means (*answer*: the people who live in a particular place, the citizens). Encourage students to guess the meanings of other words they don't know when they do the exercise.

Suggested answers
2 fast public transport G 3 crowded streets B
4 a high crime rate B 5 people in a hurry B
6 a relaxed lifestyle G

Extension idea Ask students: *Which are aspects of your home town or city?*

- 2
- When students have finished, round up with the whole class and write their ideas on the board.
- 3
- This is a scanning exercise. Scanning is moving your eyes quickly over the passage to locate a particular word or phrase that you may then need to read around more carefully.
 - Tell students that it is easier to scan for names of people or places, because they start with a capital letter and usually stand out on the page.
 - Tell students that one of the things they will have to do in the IELTS test is read very quickly to find where answers are located. There are many exercises in the course to develop their speed-reading skills.
 - At the same time, they will need to be able to pick out the key ideas in questions – these ideas tell them what information they need to find.

Before students read, and perhaps with the passage covered, elicit the key idea in each question (*answers*: 1 four cities 2 friendliest). Tell students they should not try to read the whole passage carefully or try to understand everything. They should:

- pass their eyes over the passage till they recognise the names of the cities;
- underline them;
- read what is said about each city more carefully to answer question 2.

Give students two minutes to answer the questions, and be strict about the time limit.

Answers
1 Rio de Janeiro, Lilongwe, Amsterdam, New York
2 Rio de Janeiro

- 4
- This is another scanning exercise but this time it is a little harder as students are scanning for phrases.
 - Tell students to look at the good and bad aspects in Exercise 1 again before they start reading.
 - Give them two minutes to scan the passage. Again, be strict about the time limit.

- Warn students that they won't find the exact phrases in the passage, but phrases which mean the same.
- Students from traditional educational backgrounds may find speed-reading techniques hard to master. Do not expect immediate results; students require repeated practice in order to learn to scan.

Answers
friendly inhabitants, a high crime rate,
a relaxed lifestyle, people in a hurry

- 5
- Table completion is an IELTS Reading task. It tests students' ability to scan for information using words already in the table to help locate answers.

- Tell students:
- it is important to look at the task to see what parts of the passage they need to read again in order to answer the questions – they don't always need to read the whole passage again.
 - they should use names of the cities which they scanned for in Exercise 3 to help them find the answers in the passage.
 - they should make the connection with the words in italics in the table and words in the passage which express the same meaning.
 - in the live exam, words will not be in italics. It has been done here to help them.

Don't set a time limit. If students wish, they can work in pairs to do this task.

Answers
inhabitants – populations
lifestyle – way of life
don't have so much – have less
reputation for – known for
have little – be short of
don't pay attention to – ignore

- 6
- Ask students:
 - Should you write your own answers, or should you copy a word from the passage for each answer?* (copy)
 - How many words can you write for each answer?* (one)
 - What happens if you write two words?* (the answer is wrong)

Answers
1 relaxed 2 money 3 crime 4 time 5 strangers

Alternative treatment When you round up, write the answers on the board, but write *mony* and *estrangers* (i.e. *money* and *strangers* spelled wrongly). Tell students there are some mistakes and ask them to identify them. Point out that answers are only correct if they are copied exactly from the passage.

Draw students’ attention to the Exam advice. Go through it and point out when they did each of the things advised.

- 7 **Alternative treatment** To give students a chance to express their own views on ideas in the passage, you can ask:
- *What methods did the psychologists use to find out how friendly people were?* (answer: Dropping a pen, pretending to be blind. Since these two points were not focused on when students were answering the questions, they may need to check again.)
 - *What would people in your city do in these situations?*
 - *What would you do?*

Listening Form completion

- 1 **Alternative treatment** Before they listen, ask students to look at the words and numbers and say if there are any names of letters or numbers that they don’t know how to say in English.

Answers									
2	×	3	✓	4	×	5	✓	6	×
7	✓	8	×						

Extension idea 1 Many students have difficulty hearing the difference between *fifty* and *fifteen*, especially as the final *n* of *fifteen* is lightly pronounced and hard to hear. You can tell students that the difference is in the stress and the short and long *i* (*fifty* – *fifteen*). Read out others they may confuse, such as *forty* and *fourteen*, *ninety* and *nineteen*, and ask students to write down the ones you say. They can then practise doing this in pairs, here or after exercise 2.

Extension idea 2 Point out different ways of saying:

- double letters (*L-L* or *double L*);
- *0* (*zero*, which is what they will hear in the exam, *O* or *nought*);
- ordinal numbers: *first*, *second*, *fifth*, etc.

- 2 **Extension idea** Ask students to work in pairs and take turns to spell their names, addresses, telephone numbers and email addresses while their partner writes them down. They then show each other their answers to check if they are correct.
- 3 **As a warmer** With books closed, ask students to work in small groups and list as many different types of holiday accommodation as they can. Give them three minutes to do this.
- Round up with the whole class and write their ideas on the board.

Extension idea

- Elicit one advantage and one disadvantage of staying in a hotel when on holiday (e.g. *advantage* – *no cooking or cleaning*; *disadvantage* – *expensive*). Write these on the board.
- Ask students to work in small groups and write as many ideas as possible in their notebooks.
- When they have finished, ask them to change groups and each take a minute or two to present their ideas to their new group.
- Finally, ask one of your more confident students to present the advantages and disadvantages of staying in a hotel, and another student to present the advantages and disadvantages of staying in an apartment. When they have finished, ask other students to add any other advantages or disadvantages which were not mentioned, or say which they prefer – a hotel or an apartment – and why.

- 4 Draw students’ attention to the Exam overview on page 7. Point out that in the IELTS exam, they hear each part once only, so it’s important to know what to expect before listening and to use the preparation time for each section well.

Form-completion tasks are typical Listening Part 1 tasks. They test students’ ability to listen for specific details: it’s important to know what details they should listen for beforehand, hence this exercise where they analyse as far as they can what type of information is required for each gap. Point out that some words in a form may be spelled out and students have to write them down.

Answers									
1	a	3, 4, 6	b	1, 2	c	5			
2	7	something in the apartment							
8	something you can see from the apartment								
9	something about the air conditioning								
10	something for a car								

- 5 Use the following procedure.
- Tell students to look at the instructions. Ask:
 - *Must you write two words, or should you sometimes write one word?* (sometimes one)
 - *Must you write either words or a number, or can you write words and a number?* (words and a number)
 - *What happens if you write three words?* (the answer will be wrong)
 - Tell students to write their answers while they listen and play the recording once as in the exam.
 - After listening, give them a little time to complete their answers and then compare them with a partner.

- Play the recording a second time for students to check and complete their answers.
- Tell students to look at the recording script to make sure their answers are correct.
- Round up answers with the whole class, asking students to spell them out and for you to write on the board. If any are misspelled, ask students to check in the recording script and correct them.

Answers
1 Leo Blucher 2 Blumengasse 3 4312 11057
4 1st 5 nine/9 days 6 two hundred / 200
7 kitchen 8 (the) beach 9 quiet
10 parking space / parking / space

Extension idea 1 Go through the Exam advice with your students to reinforce the procedure for doing form-completion tasks which they have just followed.

Extension idea 2 To activate the language and skills they have been practising, ask students to change partners and work with someone they haven't worked with in this lesson. They should do the simple photocopiable role-play on this page. Before they start:

- tell each pair if they are pair A or pair B (they will later have to work with people from the other pair);
- hand out their role-play cards and give them five minutes to prepare.

When they are ready, give them about five minutes to do the role-play itself.

- 6 This is similar to a Speaking Part 2 task, which is covered in more detail in Unit 3. The activity here is intended, like others in this unit, to get students used to speaking at length.
- Give students a minute or two to prepare. Meanwhile, go round the class helping individual students with what they want to say.
 - When they work in pairs, tell them that the person who is not speaking should just listen and ask questions when their partner has finished.
 - Round up with the whole class by asking: *Which places sounded really nice? Why?*

Reading 2 Note completion

- 1 **As a warmer and with books closed** If appropriate for your class, write these questions on the board:
- *Why are people in some countries happier than in others?*
 - *What can governments do to try to make people happier?*
 - Elicit some ideas for each question from the whole class (e.g. people are happier in countries with good health services; governments can make people happier by providing good schools).



1 **Work in pairs. Your teacher will tell you if you are pair A or pair B. Read the information below and follow the instructions for your pair.**

Pair A
You work for an agency which rents out holiday apartments. Someone from pair B is going to phone you to ask about holiday apartments. Decide what questions you need to ask in order to get the details on the form below.

Pair B
You are thinking of renting a holiday apartment in London. Decide what you would say to someone who is completing the form. For example, your maximum price, what special requirements you need, etc.

Chelsea Apartments, London

Name:
Address:
.....
Telephone number:
Email address:
Number of people:
Starting date:
Length of stay:
Price: maximum
Other requirements:
.....
.....

2 **Work with someone from the other pair. Ask and answer questions to complete the form.**

- Tell students to work in small groups and think of as many ideas for each question as they can.
 - When they have finished, ask them to change groups and report their ideas to their new group.
- With books open, ask which ideas are reflected in the photos.
- Extension idea** Ask students: *What photos would you choose to show people's happiness in your country?* They can discuss this question in pairs or small groups.
- 2 This is a scanning task which requires students to find names in the passage and then read around the names to find information associated with them.
- Give students one minute to do this.
 - When they have finished, point out to students that the information they need may come before or after the name of the person.

Answers
1 a Costa Rican economics professor
2 a researcher

- Extension idea** To give more practice scanning:
- give students one minute to underline the following numbers (you should write them on the board):
1, 3, 143 and 2008.
 - when they have finished, ask them to work in pairs and say what each number refers to (1 – Costa Rica's position on the index; 3 – the number of measurements; 143 – the number of countries on the index; 2008 – when the index was created).
- 3 Note-completion tasks test students' abilities to scan the passage for specific information. They reflect the type of reading activity that might be required on an undergraduate course of study. The words in the notes will be synonymous with words in the passage, so students will have to process the meaning of both to find the correct words to complete the notes. In other words, the task is more challenging than the ones students did in Exercise 2.

Students should use the title of the notes to find the right parts of the passage (this is scanning). Words have been italicised in the notes to help students find corresponding meanings in the passage – though you can point out that this help is not given in the exam.

You should ask the following questions.

- *Is it necessary to read the whole passage carefully in order to complete the notes?* (no)
- *Why not?* (the notes are about the 'Happy Planet Index' – you needn't read parts which don't deal with that)

- *Do you need to spend time understanding parts of the passage which don't give answers to the questions?* (no)
- Students can do this exercise in pairs to give them more confidence.

Answers
1 The Happy Planet Index (this is dealt with in the last two sentences of paragraph 1 and in paragraph 3)
2 started – created
lists – ranking/ranks
effect – impact
the quantity – how much
uses – consumes
population – citizens

- 4 Ask students to focus on the instructions. Ask:
- *How many words or numbers can you use?* (one)
 - *Can you use a word and a number?* (no – if you could, the instructions would say 'and/or a number')
- When they have finished, tell students to check their answers in pairs. They should make sure they have copied them exactly from the passage.
- Round up by writing students' answers on the board. Ask them to spell their answers to you when you write them.
- Alternative treatment** In order to reinforce the idea that they don't need to read and understand the whole passage to deal with the task, ask students to cover paragraph 2 while they are completing the notes.

Answers
1 2008 2 143 3 environment 4 resources
5 health 6 citizens

- Extension idea** To reinforce the idea of scanning rather than reading the whole passage carefully from the outset, ask students the following questions.
- *Did you need to read the whole passage carefully to find the answers, or did you read some parts quite quickly and other parts more carefully?*
 - *Were there any words in the passage which you didn't understand? Did you need to understand all these words in order to complete the notes?*
- 5 **Alternative treatment** Ask students to work in groups and rank each idea in order of importance. Tell them they can add other things to the list. When they have finished, ask them to change groups and report their decisions to their new group.

Vocabulary Collocations and prepositional phrases

1 As a warmer With books closed, ask students to work alone and think of three or four things they can say to describe the area where they live, e.g. *I live in a busy street near the city centre*. When they are ready, ask them to work in small groups and describe the area where they live to each other.

With books open, draw their attention to the introduction on adjective–noun collocations. Write *relaxing long journey* and *holiday* on the board. Ask students which adjective is usually found with each noun (*long journey*, *relaxing holiday*). Ask if it's possible to say *long holiday* and *relaxing journey* (yes). Tell them that collocations are words that are often found together and which make your English sound more natural, but that they are not fixed expressions.

Alternative treatment If your students all speak the same language, ask them to suggest adjective–noun (or noun–adjective) collocations in their own language.

Answers
2 main 3 pretty 4 tall 5 large 6 industrial
7 quiet 8 suburban 9 tiny

2 Answers
1 by / near 2 in / near 3 in 4 by / in / near
5 in / near 6 on 7 by / near 8 in

3 Ask students to change groups from their group in Exercise 1. Give them a minute or two to think and plan before they speak.

Extension idea Round up by asking students:
– *Who lives in the nicest place?*
– *Which of the places would you like to visit?*

Speaking Part 1

1 As a warmer With books closed, ask students to work in pairs, perhaps with someone they haven't worked with previously in class. Say to them: *When you meet someone for the first time, what questions do you normally ask?* To get them going, you can elicit one or two, such as: *Where do you come from? What do you do?* Ask them to think of four or five questions and write them down. Round up with the whole class and write the questions on the board. Then ask students to ask each other the questions.

Alternative treatment Before students listen, tell them that the questions are typical Speaking Part 1 questions. Ask them:
– *Do you think you should answer each question with just a few words or should you try to give longer answers? Why?* (In general they should try to give longer answers – these show the student's ability to speak fluently, use a range of grammar and vocabulary and construct sentences. Answering with one or two words shows little language ability and tends to shut conversations down.)

Refer students to the Exam overview on page 7.
Elicit answers to these questions:
– *How long does the Speaking test last?* (about 14 minutes)
– *How many parts does the test have?* (three)
– *How many examiners and candidates are there in the Speaking exam?* (there is one examiner and one candidate only)

After students have listened to the candidates, ask if they think the candidates did well (they gave longish answers, used a range of vocabulary, spoke fluently, and answered the questions exactly).

	occupation	where from	where located	words used to describe place
Hanan	student, studying medicine	Muttrah, Oman	by the sea, near the mountains	large, beautiful, old, hot, very pleasant, important
Kwan	student, studying economics	village in Korea	near Chonju, in mountains	small, friendly people, good place to live

Note: This is a good moment to do the work in the Pronunciation section on sentence stress on page 13 which is based on Hanan and Kwan's answers.

2 Give students time to prepare their answers. Help them with any vocabulary they need.
Extension idea Students often learn a lot from listening to how their partners do a speaking activity and having a chance to do things better a second time. When they have finished doing the speaking activity, ask them to change partners and repeat the task.
3 Alternative treatment with books closed Write *I like* and *I don't like* on the board. Ask students to suggest phrases which mean the same.

Tell students that questions about what they don't like are quite common in Speaking Part 1 and often give candidates problems because they don't expect them.


Answers

a 1, 2, 4, 7 b 3, 5, 6, 8

4

Answers

Hanan: 2, 4, 5, 6 Kwan: 1, 3, 7, 8

5  **Alternative treatment** Ask students to work in pairs and complete the table from memory before they listen again. They then listen to check and complete their answers.

	likes	dislikes	how changing
Hanan	sea, the part of the city by the sea, shopping, buying clothes	the hot weather, hot wind from the desert	building more houses and roads, getting busier
Kwan	walking in the mountains, the people	busy main road, traffic	more traffic, village is becoming noisier, young people leaving, not so lively

Note: This is a good moment to do the Key grammar section on the present simple and present continuous.

6 Again, give students time to think about their answers and help them with vocabulary where necessary. Encourage them to prepare answers of two or three sentences where possible.

Extension idea 1 When they have finished, ask students to discuss how they could improve their answers to each question. Then ask them to change partners and repeat.

Extension idea 2 Write on the board:

- What do you like about ...?
- What don't you like about ...?
- Ask students in pairs to think of three topics for these questions (e.g. *What do you like about studying English? What don't you like?*)
- Ask students to change partners and then take turns to ask and answer their questions.
- Finally, round up with the whole class.

Pronunciation Sentence stress 1

1 Point out that Pronunciation counts for a quarter of the IELTS Speaking score. This means that in addition to listening to their grammar, vocabulary and fluency, examiners also note how easily they can understand the candidate. Those who speak clearly and at the correct pace will do better.


Explain that there are recognised features of pronunciation, and examiners want to see how well candidates can use and control these. Tell students that candidates with good pronunciation will get higher marks.

As a warmer with books closed In order to teach students what sentence stress is, play the recording of Hanan answering the two questions. Ask:

- Does Hanan say all the words equally quickly, or does she say some words more slowly and clearly?
- Which words does she say more slowly and clearly? Listen again and note them down. (see answers for exercise 2)

Tell students this is called 'stress'. Play the extract again and ask: *Does she speak louder on the words she stresses?* (no)

Alternative treatment The way sentences are stressed in English may be different to the way they are stressed in the students' languages. If you all speak the same language, discuss how stress is different between English and the students' language.

2 

Answers

Hanan stresses: student, medicine, doctor, Muttrah, Oman

Kwan stresses: student, economics, Chonju University, small village, Chonju, Korea

3 Tell students they should say the words which are not stressed quite quickly, but spend more time saying the stressed words. They shouldn't say them louder.

4 Tell students it is important to stress the words which carry the main information of the sentence. If they stress other words, the listener may not understand, or may understand something different.

5 **Extension idea** Ask confident students to do this activity in front of the whole class. When they've finished, give them feedback. Then ask the whole class to change partners and do the activity again.

Key grammar
Present simple and present continuous


1 In the IELTS test, Grammar is awarded a separate band score in both the Speaking and Writing modules. Candidates are assessed on their ability to use correct and appropriate grammar and on the range of sentence types that they produce. Even simple sentences need to be written accurately but in order to raise their score above Band 4, they also need to be able to show that they can use some complex sentence types and have an understanding of the relevant tenses and structures.

Answers
2 *come* (present simple) 3 *find* (present simple)
4 *are leaving* (present continuous)

2 Answers		
present continuous	to talk about something happening now	<i>At the moment I'm studying English.</i>
present simple	to express what someone feels or thinks	<i>I find the traffic very unpleasant.</i>
present continuous	to talk about something which is changing	<i>Young people are leaving the village.</i>
present simple	to talk about something which is always true	<i>I come from Muttrah in Oman.</i>

After they've finished the exercise, go through the Language reference on page 120 of the Student's Book.
Extension idea Ask students to work in pairs and write their own sentences as examples for each use of the tenses. When they've finished, ask them to read them out to the whole class.

3 Answers
1 is/'s visiting 2 am/'m studying; want
3 does not / doesn't like; rains
4 is improving; is building 5 do; like

4 Exercises in the Student's Book which have this icon  are based on research carried out in the Cambridge Learner Corpus (CLC). This is a huge database containing what candidates have written in Cambridge exams. In this book, specific examples are included of what candidates who achieved a Band 4 or 5 wrote in the IELTS test. By using the CLC, the authors can:

- analyse how candidates perform in specific tasks and where they need to improve;
- pinpoint the language areas where large numbers of candidates from a range of language backgrounds have problems (with grammar, vocabulary, spelling and punctuation) and design exercises to remedy those problems;
- include error-correction exercises (such as the one here) based on actual errors made by students in the exam and reflecting the most frequent ones.

Use the example in question 1. Elicit what the error is and what the rule from the Language reference is. Students do the rest of the exercise. They can then work in pairs and compare their answers. Finally, round up with the whole class and elicit why each sentence is incorrect (i.e. relate it to the rules in the Language reference).

Answers
2 ~~grow up~~ are growing up
3 ~~bringing is~~ bringing / brings
4 ~~are encourage~~ encourage / are encouraging
5 ~~become~~ are becoming
6 ~~are believing~~ believe

Writing Task 1

This section introduces students to some simple pie and bar charts and starts to build up their confidence in dealing with graphic data. A step-by-step approach is taken to analysing the information and summarising it in writing.

- 1 As a warmer with books closed** Ask students to work in small groups and brainstorm as many reasons as possible for visiting a foreign country, for example, *for a holiday*.
- Students then change groups and compare ideas.
 - Tell students to open their books and look at the pie chart. Ask: *What are the main reasons for visiting New Zealand?*
 - Elicit from students what pie charts in general show (*answer*: how a total amount is divided into different parts).
 - Ask: *If you add all the percentages in a pie chart, what is the result? (100%)*

Answers
1 for a holiday 2 29% 3 the number of people who go to New Zealand on business
4 other reasons 5 for pleasure

Extension idea Ask students to draw a similar pie chart for international visitors to their country. They can base the chart on one of the following:

- statistics they look for on the internet
- their local knowledge
- their imagination.

The point is to get students to think about how pie charts are constructed and the information which goes into them. When they have finished, ask them to work in small groups and present the information to each other. If you think it is beneficial, this extension idea can be used at different stages of this section with other charts.

- 2 Tell students that the sample summary in this exercise is much shorter than the one they will have to write themselves in the exam, but that it is intended as an easy introduction. You can also point out that students should:
- as far as possible, use their own words when writing the summary, not lift words and phrases from the question.
 - order the information in a logical way (e.g. like here from largest to smallest).
 - include an overview of the main points of the information given.

Alternative treatment Especially if your students' writing skills are weak, ask them to write out the summary in full, not just copy the missing words into the gaps. When they have finished, ask them to work in pairs and check each other's answers to make sure they have copied accurately.

Answers
1 go to New Zealand 2 The largest percentage
3 see friends and family 4 13 percent
5 other reasons 6 for pleasure

- Extension idea** Ask students:
- *What is the purpose of the first sentence?* (to introduce the subject)
 - *Does the summary contain all the main information from the chart, including numbers?* (yes)
 - *Is the information presented in a logical way (e.g. from the highest figures through to the lowest)?* (yes)
 - *What is the purpose of the final sentence?* (to give a general overview of the main features of the information)
- To focus on the need for students to use their own words, ask them to look at the first sentence. Ask: *Which words express the idea of ...?*
- *international visitors* (= people from other countries);
 - *reason (why)*.

- 3 Encourage students to answer the questions using their own words where possible. You can elicit alternative phrases for *Country of origin* (e.g. *Where the visitors are from / the country they come from*).

Suggested answers
1 The chart shows where visitors to New Zealand come from. 2 Australian 3 UK: 12 percent, US: 9 percent 4 12 percent 5 Yes, the 'other' countries. 6 They come from English-speaking countries.

- 4 **Alternative treatment** Ask students to work in pairs and find the five false facts together.
- Elicit why the first sentence is false (the chart shows where people come from, but doesn't show how many people go to New Zealand).
 - When students rewrite the summary, ask them to write it out in full.

Answers
~~third~~ second; ~~go to~~ come from; ~~other European countries~~ other countries; ~~70 percent~~ 60 percent

- 5 **Answers**
1 percent 2 percentage

- 6 Elicit why *percent* is not correct in question 1. Students can do the rest of the exercise in pairs.

Answers
2 ~~percentage~~ percent 3 percent percentage
4 ~~percentage~~ percent 5 ~~The ten percent~~ Ten percent
6 ~~percent population~~ percent of the population
7 ~~percentage~~ percent (x2)
8 ~~percent people~~ percentage of people

- 7 **Alternative treatment** Especially if your students need help with this, ask them:
- *How is the bar chart different from a pie chart?* (it shows comparative figures, but not out of a total of 100% for all categories)
 - *Do the percentages all add up to 100%?* (no)
 - *Do visitors do one main activity or more than one main activity?* (more than one)
 - *Which two are most popular?* (walking, sightseeing)
 - *Which two are least popular?* (visiting volcanoes and visiting museums)
 - *Which activities are indoor activities and which are outdoor activities?* (all are outdoor activities except visiting museums)

Suggested answers
1 what international visitors to New Zealand do when they are on holiday 2 85 percent
3 go to see places of interest / go sightseeing
4 45 percent 5 50 percent 6 40 percent
7 going to museums 8 people

- 8 **Suggested answers**
1 The chart shows how people visiting New Zealand travel while they are in the country.
2 cars, nearly 70 percent
3 planes and coaches, more than 30 percent
4 train, just over 20 percent
5 boat, about 6 percent 6 public transport

9 Sample answer

The chart gives information on the means of transport used by overseas visitors to travel in New Zealand.

Nearly 70 percent of visitors travel around in New Zealand by car, which is the commonest mode of transport. The second and third most common ways of travelling in the country are by plane or coach, and just over 30 percent of visitors use each of these. By comparison, just over 20 percent of visitors use trains and the least popular method of travel is by boat, which six percent of travellers use.

Overall the chart shows that although cars are the most popular means of transport, more people use public transport than private transport.

Spelling Making nouns plural

- 1 Tell students that correct spelling is extremely important in IELTS and is assessed in three parts of the test. Students at this level lose many marks by:
- spelling words wrongly in the listening paper, even when they have understood the listening;
 - copying words wrongly in the reading paper, even when the words they need are in the passage they are reading;
 - spelling words inaccurately in the writing tasks.

Answers
2 bosses 3 boys 4 feet 5 men 6 matches
7 parties 8 wives

- Extension idea** Ask students to work in pairs and think of one extra example for each of the rules. To reinforce them, go through the rules in the Language reference on page 120 with your students.
- 2 Research from the CLC reveals that many of the words in this exercise are spelled wrongly by IELTS candidates in the exam. When students have finished, ask them to compare their answers in pairs.

Answers
2 children 3 countries 4 cities 5 lives
6 families 7 watches 8 potatoes 9 activities
10 crashes

- Extension idea** Ask students to dictate the correct spelling of each word while you (or another student) write the word on the board.

Unit 1 photocopiable activity:
Class statistics

Time: 40-50 minutes

- Objectives**
- To practise present simple and present continuous
 - To practise writing short summaries with introductions and overviews
 - To practise the correct use of *percent* and *percentage*
 - To practise giving extra details in answers

- Before class**
- You will need one photocopy of page 16 for each student.
- 1 Tell students to look at sentence a and ask why *come* is correct (it talks about something which is always true). Ask them to look at sentences b–g and circle the correct form of the verbs.

Answers
b are studying c think d is getting e like
f are earning g have h is improving

- 2 Explain to students that they are going to conduct a survey to find out information for statements a–g. Before they start, they need to think of questions for each statement. For example, for sentence a, *Do you think the traffic in your town is getting worse?* Ask students to work in pairs and write questions.
- 3 Ask students to mingle, interviewing each of the other class members in turn. Remind them that when answering, it is important to give extra information, rather than just one or two words. For example, when answering statement a, they should say *No, I'm from a big city / small town*, etc. rather than just *No*. They should use the table to keep a record of the answers. After collecting the information, students sit with their original partner and calculate the percentages of how many people answered 'yes' or 'no' for each statement. Then go through statements a–g with the whole class, and ask students to say what information can go in the gaps. Encourage language such as *less than*, *more than*, *the majority of students*, as well as precise figures such as *20%*, *50%*, etc.
- 4 Ask the class to look at statement a. Tell them to complete the pie chart using the information they gathered. If they need help with this, do it as a whole class. Then, write the following outline on the board:
- The chart shows ... The majority of the students ... However, ... Overall, ...*
- They should work in pairs to copy and complete the outline with a brief summary of the pie chart. Once they have finished, ask them to check their work, paying particular attention to the use of *percent* and *percentage*.

Unit 1 photocopiable activity

Class statistics

1 Circle the correct options.

In our class ...

- a come / are coming from a big city.
- b are studying / study only one language at the moment.
- c are thinking / think that the people in their home town are unfriendly.
- d think that the traffic in their town gets / is getting worse.
- e are liking / like to keep fit.
- f are earning / earn money from a job at the moment.
- g are having / have plenty of free time.
- h think that public transport in their country is improving / improves.

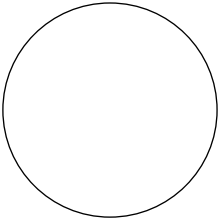
2 Write questions to find out about sentences a–g.

- a Do you ?
- b ?
- c ?
- d ?
- e ?
- f ?
- g ?
- h ?

3 Interview other students in the class. Make notes on the answers.

	How many answer 'yes'? (✓) What other information did they give?	How many answer 'no'? (✗) What other information did they give?
a		
b		
c		
d		
e		
f		
g		
h		

4 Complete this pie chart for a statement.



- ☐ from the countryside
- ☒ from a big city
- ☐ from a town
- ☐ other

Vocabulary extension

Unit 1

Abbreviations: n/sln/pln = noun / single noun / plural noun; v = verb; adj = adjective; adv = adverb; p = phrase; pv = phrasal verb; T/I = transitive/intransitive; C/U = countable/uncountable

affluent *adj* having a lot of money

architecture *n* [U] the design and style of buildings

border *n* [C] the line that separates two countries or states

building *n* [C] a structure with walls and a roof, such as a house, school, etc.

capital *n* [C] the most important city in a country or state, where the government is based

coast *n* [C/U] the land beside the sea

community *n* [C] the people living in a particular area

council *n* [C] the group of people elected to govern a particular area, town or city, and organise services for it

the countryside *n* [U] land that is not in towns or cities and has farms, fields, forests, etc.

explore *v* [I/T] to go around a place where you have never been in order to find out what is there

farming *n* [U] working on a farm or organising the work there

housing estate *n* [C] an area with a large number of houses that were built at the same time

immigrant *n* [C] someone who comes to live in a different country

inner city *n* [C] the part of a city that is closest to the centre, often where buildings are in a bad condition and there are social problems

middle class *n* [C] a social group that consists of well-educated people, such as doctors, lawyers and teachers, who have good jobs and are neither very rich nor very poor

neighbourhood *n* [C] an area of a town or city that people live in

the outskirts *pln* [U] the outer area of a city, town or village

province *n* [C] one of the large areas which some countries are divided into because of the type of government they have

rent *v* [T] to pay money to use something for a short time

resident *n* [C] someone who lives in a particular place

rough (neighbourhood) *adj* dangerous or violent

run-down *adj* Run-down buildings or areas are in very bad condition.

safe *adj* not dangerous or not likely to cause harm

the seaside *n* [U] the area near the sea, especially where people spend their holidays and enjoy themselves

suburb *n* [C] an area where people live outside the centre of a city

surroundings *pln* the place where someone or something is and the things that are in it

trendy *adj* fashionable at the moment

woodland *n* [C/U] an area of land with a lot of trees

working class *n* [C] the social class of people who have little money and who usually do physical work