

Extension idea To make sure students know the names of letters and numbers, write some names and numbers on the board. Ask students to spell them, or read out the numbers. Ask students to work in pairs and spell the names of friends to each other. The student who listens should write them down.

If there is time, they could also dictate some memorable dates, important times, number sequences, etc. to each other.

- ③  Play the recording once and ask students to check their answers together in pairs. If necessary, play the recording again, but explain that this would not be possible in the exam.

Answers

1 Malaysian 2 13 Anglesea 3 040 422 9160
 4 economist 5 dancing

- ④ Tell students that they will have some time to read Questions 6–10 as well, which they should use to underline the key idea in each question. Explain that the questions also help to guide their listening; for example, Question 6 refers to a problem, so students can expect the start of the second part of the recording to mention something in relation to a problem (*suggested underlining*: 6 problem; 7 How many members; 8 How often; 9 most frequent type of activity; 10 purpose).
- ⑤  Tell students that because they listen only once, they should choose their answers while they are listening. In the exam there will be a short pause at the end of Listening Section 1 and then Listening Section 2 starts. If your students need extra help, play the recording a second time so they can check their answers.

Answers

6 C (you might find some of our Australian slang more difficult to understand) 7 B (currently about 50 members) 8 B (every second Thursday)
 9 A (usually one of the members gives a little presentation) 10 A (the main point of the club is to give people like you the chance to mix in more with people from this country)

- ⑥ Before they start, ask students to work in pairs and think of possible questions to ask, then elicit from the whole class. (*Suggested questions*: What's your name? How old are you? What nationality are you? Where do you live / are you living? Can you give me your mobile phone number? What do you do / What is your occupation? What do you enjoy doing in your free time?)
- Suggest to students that they ask extra follow-up questions to make the activity more of a conversation.

Reading Section 1

- ① **As a warmer** If appropriate with your class, ask students these questions.

- Do people from other countries come to study or work in your country?
- What sort of things do they study? What work do they do?
- Do they have any problems when they first arrive? If so, what problems?

Ask students to discuss the list in the book.

Encourage them to talk from their experiences or about people they know.

②

Draw students' attention again to the Exam overview in the Student's Book on page 7. Elicit that the Reading Paper has three sections, each taking approximately 20 minutes. Point out that whereas in the Listening Paper they have time at the end to transfer their answers to the answer sheet, in the Reading Paper they do this while they are reading (i.e. they don't have extra time). Give students the following information.

- In the exam, they will have about 20 minutes for each section of the Reading Paper, but that in class they are going to practise skills and techniques for more effective reading, so things will probably take longer.
- IELTS Reading passages will usually have a title and often a subheading. They should pay attention to these before they start reading as this will help orientate them through the text.

Ask students to discuss their answers to the question in pairs, then round up with the whole class.

(*Suggested answer*: The experience and problems of going to live in a different culture.)

Tell students to glance quickly at the passage and the tasks which follow so they have an idea before they start of how much they will have to read and what they will have to do while reading.

- ③ Explain to students that the purpose of this question is to practise skimming the passage to get a general idea of its content before reading it more carefully (skimming is reading quickly and superficially to get a general idea of the content and structure of a passage without trying to understand in detail or deal with difficult vocabulary or concepts).

Give students three minutes to do this. Be strict with the time limit. Tell them that they should not try to understand every word and every sentence.