

UNIT 1 *Take a break*

Unit topic Hobbies and leisure

EXAM SKILLS

SPEAKING

Introductions
 Talking about your hobbies and interests

LISTENING

Working out the topic

WRITING

Introduction and tone
 Salutations and endings of letters
 Opening and closing letters

READING

Introduction to skimming and scanning

STEP UP ACTIVITY

Speaking

LANGUAGE/GRAMMAR

go and *play*
 adverbs and expressions of frequency
-ing and *-ed* adjectives
really, so, very
do and *don't*

EXAM TASKS

Part 1 Topic and question types

Short-answer questions

General Training letter

Writing an introductory paragraph

Part 1

IELTS TEST PRACTICE

General Training Reading Section 1

▶ Short-answer questions

▶ Matching information to paragraphs

SPEAKING

Part 1: Introductions SB page 6

Aim: To allow students to get to know one another within a framework which reflects Part 1 of the interview, where they will be asked to talk about themselves and their interests.

Talking about your hobbies and interests

2–3 This is intended to get the students involved in talking about hobbies and sports that they enjoy and focus on the most common verbs, *go* and *play*.

Remind students that *play* is used for games that involve team players or opponents; *go* is used for more individual activities that often take place away from home, i.e. you need to 'go' somewhere to do them.

ANSWERS

- | | |
|--------------------------|------------------------|
| a (go) skiing | e (go) swimming |
| b (go) shopping | f (play) cards |
| c (go) hiking | g (go) (rock) climbing |
| d (play) football/soccer | h (go) (horse) riding |

4

ANSWERS

Often there are no players and sometimes no movement is required. The emphasis is on the craft or skill. The activities are:
 i cooking j singing k reading l sewing
 m using the computer n drawing

5 This exercise also revises the use of common adverbs and expressions of frequency used with the present simple. Explain the word order rule, i.e. that the adverb comes between the subject and the verb, and after the negative with *don't*, e.g. *I usually play football on Saturday / I don't usually play ...*, whereas time phrases must come at the end or beginning of the sentence, depending on the emphasis required. The unmarked form would have the phrase at the end, e.g. *I visit my aunt once a month / from time to time.*

POSSIBLE ANSWERS

I never go hiking, but I sometimes play football.
 I really enjoy playing football.
 I like playing cards. In fact, I usually play with friends every Friday evening.

LANGUAGE CHECK

-ing and *-ed* adjectives SB page 7

Aim: To help students sort out the common confusion between *-ed* and *-ing* adjectives. If they are asked about their interests, they should be able to answer correctly *I am interested in ...*

1–2

ANSWERS

- 1 a amazed b tiring
 2 exhausting / exhausted boring / bored
 relaxing / relaxed satisfying / satisfied
 interesting / interested irritating / irritated
 fascinating / fascinated revolting / revolted
- a Professor Johnson is an interesting lecturer.
 b This food is revolting.
 c I'm fascinated by dinosaurs.
 d I need a break. I'm exhausted.
 e I'm afraid I'm not satisfied with this new phone.
 f It's satisfying when you manage to find all the answers.
 g Right now I'm watching TV. It's relaxing.

LISTENING

Working out the topic SB page 8

Aim: To help students to orientate themselves to the topic or context of any test recording as quickly as possible, so that they are able to make sense of a dialogue or monologue. This is most effectively achieved by homing in on key vocabulary items and by using any visual clues to try to predict what they may hear.

1–3 This is an opportunity to revise some vocabulary and get orientated for the listening activity.

ANSWERS

- 1 a photography b American football
 c running d painting e surfing f chess
 g table tennis h gardening

4–5 The skill being practised here is listening for the words which relate to the activity, but you can remind students that on the recording they will never hear an actual word from the list a–j.

The listening activity has been divided into three parts so that you can fully exploit the dialogues. However, with a higher-level class, or if time is limited, you may like to do exercises 4 and 5 together.

6 Exercise 6 is on feelings, and follows on from the Language check on SB page 7, to reinforce the work done on *-ed* and *-ing*.

ANSWERS

4–6

		conversation	clues	adjectives
a	Stamp collecting			
b	Running	6	marathon, distance, 26 miles	tired
c	Chess	2	the moves, keep his mind active	never bored
d	Tennis	1	court, opponent, match, sets	exhausted
e	Football			
f	Water polo	3	good swimmer, goal keeper	tough, exhausting
g	Gardening	5	grow, pots and window boxes, green fingers	satisfying
h	Fishing	4	river, catch anything	relaxing
i	Surfing			
j	Reading	7	novel, book	exciting

RECORDING SCRIPT CD 1 track 2

Conversation 1

Man: You look exhausted.
 Woman: Yes, I've just come off the court.
 Man: Did you win?
 Woman: Yes ... finally ... but my opponent was very strong. The match went to three sets.
 Man: Well done!

Conversation 2

Woman: When did you learn to play?
 Man: When I was a child. My grandfather taught me the moves when I was only six years old. I never get bored – every game's a new challenge.
 Woman: Really?
 Man: Yes, we used to play every Sunday afternoon. He loved it.
 Woman: It must have helped to keep his mind active.

Conversation 3

Woman 1: It looks like a really tough sport. I don't know how you do it.
 Woman 2: Oh, I love it. But you've got to be a good swimmer.
 Woman 1: I wouldn't want to be the goal keeper!
 Woman 2: Yes, that's hard. We usually put our very best player in goal.
 Woman 1: It looks exhausting!

Conversation 4

Woman: Don't you ever get bored?
 Man: No, never. I just love sitting here by the river, doing nothing. It's so relaxing.
 Woman: Do you ever catch anything?
 Man: No, not often. But that doesn't matter.
 Woman: It's not for me, I'm afraid. I need something a bit more interesting!

Conversation 5

Woman: People often think it's a hobby for old people. But I love it. It's very satisfying seeing things grow.
 Man: Yes, but we live in an apartment.
 Woman: You can grow things in pots and window boxes, you know. You don't need a lot of space.
 Man: Perhaps I should give it a try.
 Woman: Yes, you might find you have green fingers after all!

Unit 1 Take a break

Conversation 6

Woman: Would you like to join us for dinner on Saturday?

Man: Thanks, but I can't. I need to be ready for the marathon on Sunday.

Woman: Oh, OK. What distance do you have to cover?

Man: 26 miles, so I'll need to be in bed early.

Woman: 26 miles! That makes me feel tired just thinking about it!

Conversation 7

Woman: Are you enjoying the latest Harry Potter novel?

Man: Oh, it's great! It's really exciting. I can't put it down.

Woman: I thought the film was better, myself.

Man: I haven't seen the film yet.

Woman: Actually, I usually find I prefer the book to the film, but not this time.

- 7 If time allows, get the students to work out what kind of word they should listen for before they listen to the man talking about his hobby, e.g. **a** a noun, **b** a noun, **c** an age, etc.

Questions a–e in exercise 7 are short-answer questions. This is an IELTS question type, and, unlike the previous exercise, where students are presented with a list of possibilities, here they have to write the *exact* words they hear. Remind them that they should not write more than *three* words for any answer.

ANSWERS

- a collecting model cars OR painting OR drawing
 b (microlight) flying / flying small/light (aero)planes
 c 14 d (the) excitement e a bird



Correct spelling is important in short-answer questions, but candidates will not be tested on very difficult words. American spelling is acceptable in IELTS, e.g. color. Contracted forms, e.g. doesn't, are considered as two words. Numbers can be written numerically or in full; both are correct.

RECORDING SCRIPT CD 1 track 3

Interviewer: Good morning! Today on *Hobby Horse* we'll be hearing about some unusual hobbies. Maybe you had a hobby when you were a child, such as collecting model cars, or painting or drawing. But not many of us continue with these hobbies into our adult life. John Shipley is an exception, however. He's on the line to tell us about his rather unusual hobby that has taken him to high places.

John Shipley: Hello.

Interviewer: Tell us, when did you first become interested in planes?

John Shipley: When I was about seven years old. I've always loved the idea of flying.

Interviewer: And what kind of planes do you fly?

John Shipley: Very light planes, called microlights.

Interviewer: What age must you be before you can take up flying a microlight?

John Shipley: You must be at least 14 to have lessons. You do this with an instructor but you can't 'go solo' – that's flying on your own, until you are 15.

Interviewer: What is it that you like so much about this leisure activity? It sounds like it could be quite dangerous.

John Shipley: Oh ... lots of things. The sense of freedom – being able to get away from everything, but I think, most of all, it's the excitement.

Interviewer: Yes, it must be fantastic being up in the air like that.

John Shipley: It's like being a bird. There's nothing else like it!

Step up to IELTS SPEAKING

Part 1 SB page 9

Aim: To take students through the different stages of Part 1 of the Speaking test through practice in answering simple questions about themselves.

It may be useful to teach students to respond in the same tense as the question, but remind them that it is the auxiliary verb that will determine the tense, e.g. **do you ... / did you ... / have you ... / are you ...?** And encourage them to give an additional piece of information from their own experience.

Step 1

This introduces students to the technique of recycling the language in the question when answering simple questions. This is the first time in this course that students are asked to give feedback to each other about their mistakes. Helpful criticism can sometimes be a useful device.

Step 2

Remind students that examiners may ask questions in the negative, e.g. *What don't you enjoy about your job?*

Step 3

Encourage students to be prepared for quite sudden switches of topic in Part 1 of the test. Point out that this can be helpful if they have little to say on a topic. Also, it enables them to demonstrate the range of vocabulary and structures that they know.

During the pair work, students should use the six prompts covering the two topics. Make sure they include an expression introducing a 'topic change' during their pair work, e.g. *Let's talk about ... , Let's move on to ...*

Step 4

- Finally, let students listen to the Speaking test model, Part 1 (CD 1 track 4). This is recorded by one of the authors and a native speaker to illustrate the format and content of Part 1. For the recording script please go to www.cambridge.org/elt/stepup

READING

Introduction to skimming and scanning SB page 10

Aim: To introduce the students to the very useful skills of skimming and scanning through visual prompts and short texts. More specific work is done on this in Unit 2.

ANSWERS

- 1 scan: a, b, d
 skim: c, e
- 2 a To inform readers about a new book.
 To advertise the sale of some cheap socks.
 To advertise an art auction.
- b Magazine or newspaper readers, students
 Newspaper reader, general public.
 Art dealers, newspaper readers
- c Saturn / spacecraft / prepare yourself / book
 Sale / \$ / City Superstore / the general layout
 Modern and contemporary / Auction / On
 View / the general layout
- 3 a Cassini b July 2004 c \$4.99 (for two pairs)
 d Monday 2 December

WRITING

General Training Task 1: Introduction and tone

SB page 11

Aim: To introduce the students to General Training Writing Task 1, where the answer is always in the form of a letter.

As an introduction, ask students to think of some reasons why they might need to write a letter in real life and to list the types of letter under the headings formal and informal. For example:

Formal

Applying for a job
 Asking permission to do something
 Complaining about something
 Communicating with a language school
 Asking for payment
 Expressing thanks or an apology

Informal

Thanking a friend for a present or for something they have done for you.
 Describing an event
 Writing to a family member about arrangements for returning home
 Writing to someone who you miss



Using the right tone and level of formality is an important feature of the letter for marking purposes.

ANSWERS

- 1 b ✗ To ask formal permission
 c ✓ To thank someone for something
 d ✗ To provide information
 e ✓ To give an official apology
 f ✗ To make an official complaint
- 2 Possible answers
 a Dear (Rosemary); Lots of love

- b Dear Dr/ Professor ...; Yours sincerely
 c Dear (Mr and) Mrs / Dear Rosemary; Kind regards / Best wishes
 d Dear Sir; Yours faithfully
 e Dear Mr/Mrs ...; Kind regards / Best wishes
 f Dear Sir/Sirs; Yours faithfully

3 a v b i c ii d iv e iii

4 i 10 ii 4 iii 8 iv 11 v 5, 9, 10

IELTS TEST PRACTICE

General Training Reading Section 1 SB pages 12–13

ANSWERS

- 1 aerobics 2 twice a week
 3 Olympic coaches 4 (on) public holidays
 5 Any level / beginners to advanced
 6 School programmes
 7 at/from the centre / at/from The Edge
 8 E 9 D 10 F 11 C 12 A 13 B

Extra practice: Guess the game

This will help build vocabulary for talking about sports.

- Tell students you are going to describe a popular game. Before they listen, they should look at these words. Can they guess what game it is? Put the words on the board and ask students to write them down.

indoor guards goal net ball score attackers
 court spectators

- Ask students which words relate to:
 a people b equipment
 c the rules d the place where the game is played
- Read this description:

This is an indoor game, played with a ball roughly the size of a football, and the idea is to score as many goals as possible. At each end of the court there is a ring mounted high above the players with a net attached to the ring. There are five players in each team. Two players act as guards, two as attackers and one in the centre. You can't run with the ball – you have to bounce it while you run. It's pretty fast and exciting to watch.

- Tell students to tick off the words as they hear them.
 - Ask which sport you were describing. (Basketball.) What were the key words that helped them decide?
 - Ask students to play the game in pairs or groups.
- This is good practice for Part 2 of the Speaking test, in which candidates have to give a short talk.

UNIT 2 What's on the menu?

Unit topic Food and drink

EXAM SKILLS

READING

Skimming and scanning short extracts

SPEAKING

Expressing likes and dislikes

Using intonation, word stress and facial expression

Giving a full answer

LISTENING

Working out the situation

STEP UP ACTIVITY

Reading

LANGUAGE/GRAMMAR

too + for/to

so/such ... that

I was going to ..., but I ended up ... instead

EXAM TASKS

Part 1 Topic and question types

Short-answer questions

Short-answer questions

Multiple matching

IELTS TEST PRACTICE

Academic Reading Section 1

▶ Sentence completion

▶ Multiple choice

▶ Short-answer questions

Step up to

IELTS READING

Short-answer questions and multiple matching

SB pages 14–15

Aim: To show how scanning and skimming skills can be used to quickly find words and phrases in the Reading passages and to understand the gist of short texts or paragraphs. The text here is a General Training type of text.



IELTS candidates find it very difficult to answer all the Reading questions in the time allowed. They underestimate the value of good skimming and scanning skills. Both Academic and General Training candidates need to practise the materials in this Step-up section.

To get going

1–4 These exercises are intended to demonstrate to students how skimming and scanning will help them read long texts more quickly, by reducing the dependence on reading every word. Show that it isn't necessary to understand every word in a paragraph or short text in order to understand its overall content.

If students are still vocalising as they read, suggest that they scan the classroom for objects, or scan a page of text for the word *the*. On every occasion, time them so they are encouraged to speed up.

ANSWERS

2 a Norway/Australia b Queen Elizabeth II
c bees d McDonald's e apple, lemon

Short-answer questions

Focus on the reading skills in this section, though it is also important to ensure that students answer in three words or less and copy their answers correctly.

Step 1

This shows students the types of words/numbers that they can scan for and helps them understand how to 'read' a question and decide quickly what type of information they need.

Step 2

ANSWERS

1 1902 2 45 kilograms 3 white 4 frostbite
5 fibre, vitamins, minerals

Multiple matching

As students have already spent some time working on these texts, they should find the task easy and this will reassure them as they move on to harder exercises in the coming units.



Sometimes TWO answers are required for one mark. Tell students to check carefully when they are asked for more than one answer so that they complete their answer sheets correctly.

ANSWERS

6 C 7 B 8 G 9 F 10 E 11 A
12 A + H 13 D + F 14 E + G

SPEAKING

Expressing likes and dislikes SB pages 16–17

Aim: To familiarise students with one of the key functions they will need in the Speaking test. As Parts 1 and 2 require candidates to talk about personal/familiar topics, it is very likely that they will be asked to express feelings of like and dislike.

1 The first activity is here to encourage students from cultures where eye contact is considered impolite to look at the examiner and to use facial expression as an aid to communication.

Using intonation and word stress

2–4 These exercises raise awareness of features of pronunciation and encourage students to use them as an aid to communication. The answers are underlined in the recording script.

IELTS info To score above Band 4 for pronunciation, candidates must speak clearly and avoid mumbling or producing groups of words that are not clearly distinguishable.

RECORDING SCRIPT CD1 tracks 5, 6, 7

Exercise 2

Speaker 1: I don't like vegetables and I really hate cabbage.
 Speaker 2: I'm afraid I can't stand cream or anything that's made with it.
 Speaker 3: Don't you think cold coffee's really horrible?

Exercise 3

Speaker 1: I love eating vegetables, especially cabbage.
 Speaker 2: I really like cream and anything that's made with it.
 Speaker 3: I adore iced coffee – it's delicious.

Exercise 4

Speaker 1: I'm afraid I just don't eat meat.
 Speaker 2: I just don't eat cheese at all.
 Speaker 3: I can't stand the smell of fish.
 Speaker 1: I just love the taste of ice cream.
 Speaker 2: I hate what toffee does to my teeth.
 Speaker 3: I just really like sweet things.

Giving a full answer

5–7 These aim to help students develop strategies, vocabulary and structures that will enable them to expand their answers. Start by doing the word categorisation exercise to develop vocabulary.

IELTS info To score above Band 4 for vocabulary, IELTS candidates need to show that they can talk about themselves using a variety of words related to the topic, even though these words may not be precise and may be limited in range.

ANSWERS

- 5 *taste/flavour*: bitter, bland, fatty, fizzy, greasy, hot, juicy, salty, sour, spicy, sweet
texture: chewy, creamy, crunchy, fatty, juicy, stodgy, tough
smell/aroma: bitter, sickly, sweet
the effect food has on us: fattening, filling, refreshing
- 6 a fattening b greasy c refreshing
 d spicy/hot e filling f fizzy g bitter h salty

LISTENING

Working out the situation SB page 18

Aim: In Unit 1, students used vocabulary clues to decide on the topic of a conversation. In this unit, they practise listening for the context of the conversation.

IELTS info In the IELTS Listening test, candidates only hear the recording once. The topic and the situation will be given to them very briefly at the start of the recording but they will not generally receive a lot of information about this on the question paper. They need to listen carefully at the start of the test and to use the reading time (usually 30–45 seconds) to build up their understanding of the situation and the type of information they will be listening for.

1 This warm-up can be used for Speaking Part 1 practice. Students should try to give more than one- or two-word answers.

2

ANSWERS

		conversation	clues
a	Take-away restaurant	4	menu / 15-minute wait / come back / collect
b	Own kitchen	7	bought / go and get / guests / finish this dessert
c	Friend's house	3	curry / recipe / her kitchen
d	Outdoor barbecue	5	sausages / steaks / kebabs / 12 people / fire / cook
e	College canteen	2	queue / tray / their table
f	Plane	6	wrapped in plastic / travelling
g	Restaurant	1	order / chefs

Unit 2 What's on the menu?

RECORDING SCRIPT CD1 track 8

Conversation 1

Waitress: Are you ready to order, sir?

Customer: Yes. I'd like the steak, but can I have salad instead of chips?

Waitress: Of course. Anything to drink?

Customer: Just water, please.

Waitress: Fine. It'll be about fifteen minutes, I'm afraid. One of our chefs is off sick.

Customer: Oh, don't worry.

Conversation 2

Student 1: I'm starving. I think I'll get in the queue for the hot food today.

Student 2: I'll just have a sandwich. I'll be cooking tonight.

Student 1: Here's a tray.

Student 2: Thanks. Shall we go and sit with Bob and Tina at their table?

Student 1: OK. It's pretty busy in here today.

Conversation 3

Man: Mmm. This curry's delicious, isn't it?

Woman: Yes, and the onion dish really adds to the flavour.

Man: Let's ask Mary for the recipe when she comes out of her kitchen.

Woman: Good idea!

Conversation 4

Customer: Have you got a menu?

Waiter: Yes, here you are. Sweet and sour pork is off.

Customer: OK. We'll have fried prawns, beef in chilli sauce and steamed rice.

Waiter: There's a 15-minute wait.

Customer: OK. We'll come back later to collect it.

Conversation 5

Man: Now, I've got sausages, steaks and kebabs ... anything else?

Woman: That's it. Do you think it's enough for 12 people?

Man: Oh sure. There's plenty of salad to go with it.

Woman: Is the fire hot enough yet?

Man: I think so. What shall we cook first?

Conversation 6

Child: I don't feel very hungry at the moment.

Parent: Never mind. Eat what you can.

Child: It would taste much better if it wasn't wrapped in plastic.

Parent: Just pretend you're at home.

Child: I wish I was. I hate travelling.

Conversation 7

Husband: Now where did I put the lemons that I bought yesterday?

Wife: Here they are, Nick.

Husband: Thanks. Oh dear, they aren't very juicy.

Wife: Do you want me to go and get some more?

Husband: Yes, please. Our guests will be here in half an hour and I need to finish this dessert.

- 3 These context-related questions are typical IELTS-type short-answer questions. In the test a word like *sashimi* would be spelt out as many candidates would not have seen it before.

ANSWERS

- a last night / the previous night/evening
 b aunt and cousin c a Japanese restaurant
 d chicken e sashimi f tea

RECORDING SCRIPT CD1 track 9

Woman: ... I went out for dinner last night. 'Cos my aunt and my cousin had come to see me for the evening so I decided to take them out. I was going to take them to my favourite Italian café ... yes, the Napoli ... but it was fully booked so we ended up eating at the new Japanese restaurant near the city centre ... Yes, that's the one! It was really nice inside and they had several set menus at a variety of prices. ... Yes, well the one we chose was very good value for money. ... Well, my aunt ordered soup ... and Martin, my cousin, had chicken. Yes ... and I chose the sashimi – you know, raw fish. I'd never eaten that before but I quite liked it. It has a very delicate flavour. My cousin had beer but my aunt and I had tea.

- 4–6 These exercises focus on the past simple and the use of the past continuous to talk about a plan that changed.

ANSWERS

- 4 a The simple past tense, because the event took place 'last night'.
 b The Italian café.
 c The past continuous tense is used because the speaker is describing a plan that had to be changed.
 d The simple past.
 5 I *was going to take* them to my favorite Italian café ... yes, the Napoli ... but it was fully booked so we *ended up eating* at the new Japanese restaurant.
 6 *Possible answer*
 I was going to study Biology but I ended up studying French instead.

IELTS TEST PRACTICE

Academic Reading Section 1 SB pages 19–21

ANSWERS

- 1 chemistry
 2 *any two of*: flavours / ingredients / processing methods
 3 *any two of*: flavours / ingredients / processing methods
 4 B 5 D 6 B 7 C 8 A
 9 cheese, coffee, tea 10 smell / aroma(s)
 11 quality control (purposes)
 12 (an) electronic tongue 13 vanilla extract

Unit 3 On the road

Conversation 3

Woman: I can't believe it takes this long to get the bags off the plane.
 Man: Just be patient, dear. They'll arrive in a minute. Ah!
 There's my green briefcase.
 Woman: But ... no sign of my bags.
 Man: No. Isn't that your brown suitcase coming through now?
 Woman: No. I can't see it anywhere.

Conversation 4

Father: There's your bag, Chris. Can you grab it?
 Boy: No, Dad. That's not our bag. Ours is black, not brown. And it's bigger than that.
 Father: Oh, you're right. They all look so similar, don't they?
 Boy: Ah, I can see it. It's coming now.

Conversation 5

Man 1: Oh, at last! They've started loading the bags from our flight. Here they come.
 Man 2: Look at that dirty, old suitcase with all the stickers on it! That person has done some travelling.
 Man 1: Yeah! That's my bag actually.
 Man 2: Oh, really?

Conversation 6

Woman: Excuse me – would you mind grabbing my suitcase for me?
 Man: Sure – what does it look like?
 Woman: It's that one there – the large, red suitcase with the two yellow straps round the outside.
 Man: There you are!
 Woman: Thanks so much.
 Man: Not a problem.

Step up to IELTS LISTENING

Section 1 SB page 23

Aim: To guide the students through a complete Listening Section 1 by showing them how to approach the tasks and anticipate the language. The vocabulary in this example has been covered in the first part of the unit so make sure you have allocated enough time to that.



Point out that Section 1 is always a dialogue, based on a social or transactional situation. Form completion is a common question type in Section 1, where numbers and dates are often tested. Students need to know how to recognise and write the letters of the alphabet, including the convention of saying 'double L' or 'double O'.

Step 1

Get the students to work out before they listen, what kind of words are being tested.

Step 2



Listening sections of the IELTS test are often divided into two parts, with the same or a different question type being used in each. After the first part, candidates are given some time to read the next set of questions before the recording continues.

Step 3

Noting the layout/direction of the questions on the form may avoid confusion while listening.

Step 4

If you think your students need it, play the whole recording again. While not part of the live IELTS test, listening for a second time can be a useful way of building confidence and overcoming listening test 'stage-fright'.

ANSWERS

1 International (Hotel) 2 0793 665 091
 3 QF2 4 London / UK 5 31(st) (of) July
 6 small 7 handle on top 8 brown 9 leather
 10 with wheels / on wheels



It is important for candidates to know how to write dates using a consistent spelling convention of English. If students make an error, e.g. 22th or 29nd November, they will lose marks. Cardinal numbers in dates, however, will be marked as correct, e.g. 22 May.

RECORDING SCRIPT CD1 tracks 11 & 12

Questions 1–5

Man: Yes, can I help you?
 Woman: Two of my bags seem to be missing.
 Man: Where were you coming from, madam?
 Woman: From London via Bangkok.
 Man: OK – I'll have to get you to fill out this form.
 Woman: I'm sorry. I don't have my glasses with me. Would you mind reading it to me?
 Man: Right. Can I have your name please, madam?
 Woman: Greenleaf – Mrs Mary Greenleaf – that's G-R-E-E-N-L-E-A-F.
 Man: Address?
 Woman: Here, or in the UK? We live in Manchester.
 Man: Here in Sydney. Where are you staying?
 Woman: We're staying at the International Hotel.
 Man: And the phone number there?
 Woman: I'll give you my husband's mobile number. It's 0793 ...
 Man: 0793 ...
 Woman: 665 091.
 Man: 655 091.
 Woman: No – 665 091.
 Man: Right. And which flight were you on?
 Woman: Flight QF2.
 Man: That's the flight from Bangkok, isn't it?
 Woman: Well, we stopped briefly in Bangkok, but the bags were loaded in the UK. We've come through from London.
 Man: And what date did you board the flight?
 Woman: We left London yesterday – that was the 31st of July.
 Man: OK ... departed 31st July. Two bags, you said?
 Woman: Yes, that's right.

Questions 6–10

Man: Now – what sort of bags are we looking for?
 Woman: Well – there's one that has all my make-up in it and ...
 Man: Can you give me a thorough description of it, madam?
 Woman: Yes, it's a small, square case, made of blue plastic.
 Man: And does it have your name on it anywhere?
 Woman: Not anywhere visible. I think my name is written inside.
 Man: Right ... and does it have a handle of any sort?
 Woman: Yes, it's got a handle on top.
 Man: That's useful; it'll help us find it. ... OK. And the other one?
 Woman: Well – that's a suitcase. It's a medium sized, brown, leather suitcase.

- Man: Brown leather, you said?
 Woman: Yes.
 Man: Does it have a strap round it or anything?
 Woman: No ... but it's got its own wheels.
 Man: Suitcase ... with wheels.
 Woman: You know, his has never happened to me before. I hope they turn up.
 Man: Oh, they always turn up, madam. Chances are they'll be on the next flight in from Bangkok.

READING

Getting the gist SB page 24

Aim: To present the students with a complete text and introduce them to the skill of reading for gist. The skills studied here build on those covered in the first two units where skimming and scanning were the main focus.

To get going

- 1 Make sure students know the English pronunciation and spelling of the regions in question. (See answer box.)

First reading

- 2 This is a useful approach to develop for the test and for real-life reading. If students have trouble with question d, direct them to the last line of paragraph 5.

Second reading

- 3 Point out that students are still just scanning for words such as *car*, *ferry*, *on foot* etc. and should not dwell on every sentence. If the class has difficulty doing this, give them the first two words and direct them to paragraph 2.

ANSWERS

- 1 The Mekong flows through China, Myanmar (Burma), Thailand, Laos, Cambodia and Vietnam.
- 2a In a magazine or newspaper or travel magazine.
 b To encourage people to visit the area.
 To entertain.
 c Tourists or travellers.
 d He likes it very much. (A model town ... the perfect market ... in this amazing land)
- 3 car, ferry, walking, bicycle, speedboat

Step up to IELTS READING

Summary completion SB page 25

Aim: To introduce the students to summary completion, without a bank of possible answers, where the answers are drawn from the text.



Sometimes a summary is based on only part of a Reading passage, but this task exploits the whole Mekong text. This text is approximately two thirds the length of a real IELTS Reading passage and the ideas being tested are evenly spaced throughout the text across all the paragraphs.

Step 1

It may be useful to point out that summary completion is similar to sentence completion, the main difference being that the ideas are linked to create a whole text.

Step 2

If time allows, students could report back on their questions before they go on to Step 3.

Step 3

Make sure students use the *exact* words found in the original text. Point out the need to copy and spell words correctly.

ANSWERS

- 1 6/six
- 2 Ho Chi Minh
- 3 car
- 4 on foot
- 5 teachers/schools
- 6 schoolchildren/schoolgirls/students
- 7 Sam Mountain
- 8 spectacular
- 9 speed

Extra activity: The definite article

The Mekong text provides several useful examples of how the definite article is used with geographic features. Ask students to find them:

the Mekong / the South China Sea / the Tibetan Himalayas / the Cambodian border / the Great Khmer Empire / the Sam Mountain

Ask students to think of other examples from round the world, e.g. the River Thames, the Great Wall of China, the Great Barrier Reef. Remind them that the definite article is not normally used with the names of countries or towns. (Exceptions here are countries which involve a plural noun, e.g. the United States, the Netherlands. Refer students to a good grammar such as *English Grammar in Use* (Cambridge University Press) for details.)

WRITING

Academic Writing Task 1: Describing a process or diagram SB page 26

Aim: To introduce students to Academic Writing Task 1 (where the task is based on a diagram) through a paragraph approach, based on a gapped answer. The passive, useful for explaining a process in the exam, is also a focus.



Academic Writing Task 1 may be based on a diagram illustrating a process or technique. While this question format is less common than the graph or pie chart, students should be prepared for it as there is no choice of question in the IELTS Writing test.