

OBJECTIVE

IELTS

**Michael Black
Wendy Sharp**

Teacher's Book

Intermediate

Contents

| | | | | | | | |
|----------------------------------|-----------|-----------------------------|-----------------------------------|------------|--|-------------------------|------------|
| Map of Student's Book | 3 | Unit 9 | Climate change | 57 | Unit 17 | The body clock | 107 |
| Content of the IELTS Test | 6 | Unit 10 | A place to work or live in | 61 | Unit 18 | The tourist boom | 112 |
| Unit 1 | | Unit 11 | Animal life | 65 | Unit 19 | Transport | 116 |
| Communicate! | 8 | Unit 12 | Sport: just for fun? | 69 | Unit 20 | Moving abroad | 122 |
| Unit 2 | | Units 9–12 Revision | | 73 | Units 17–20 Revision | | 126 |
| A healthy diet | 12 | Progress Test 3 | | 74 | Progress Test 5 | | 127 |
| Unit 3 | | Unit 13 | Choices | 80 | Photocopiable recording scripts | | 133 |
| City attractions | 16 | Unit 14 | The importance of colour | 84 | | | |
| Unit 4 | | Unit 15 | Social interaction | 89 | | | |
| Ways of learning | 21 | Unit 16 | Books, writing and signs | 95 | | | |
| Units 1–4 Revision | 25 | Units 13–16 Revision | | 100 | | | |
| Progress Test 1 | 26 | Progress Test 4 | | 101 | | | |
| Unit 5 | | | | | | | |
| Discovering the past | 32 | | | | | | |
| Unit 6 | | | | | | | |
| What is job satisfaction? | 37 | | | | | | |
| Unit 7 | | | | | | | |
| Selling dreams? | 41 | | | | | | |
| Unit 8 | | | | | | | |
| Time to waste? | 46 | | | | | | |
| Units 5–8 Revision | 50 | | | | | | |
| Progress Test 2 | 51 | | | | | | |

Map of Objective IELTS Intermediate Student's Book

| TOPIC | | TEST SKILL AC = Academic GT = General Training | TASK TYPE | LANGUAGE FOCUS V = Vocabulary, G = Grammar, P = Pronunciation |
|---|-----|--|--|---|
| Unit 1 Communicate! 8–11 Communication | 1.1 | Reading (AC / GT) | True / False / Not given Short-answer questions Part 1 | V Paraphrase V Ways of communicating |
| | 1.2 | Speaking Writing extra (AC / GT) Listening | Spelling errors Note completion | G The passive P Spelling and numbers |
| Test folder 1 12–13 | | Reading | Yes / No / Not given | |
| Unit 2 A healthy diet 14–17 Food and drink | 2.1 | Listening Speaking | Note completion Part 1 | P Weak and strong forms V Adjectives describing food |
| | 2.2 | Writing extra (AC / GT) Speaking | Using appropriate language Part 3 | G Comparing things or talking about similarities and differences G Adverbs of degree |
| Writing folder 1 18–19 | | Academic Writing Task 1 | Describing processes | |
| Unit 3 City attractions 20–23 Leisure in the city | 3.1 | Speaking Reading (GT) | Part 1 Multiple matching | G Cause, purpose and result |
| | 3.2 | Listening | Note completion | V Descriptive adjectives V Adjectives ending in <i>-ing</i> and <i>-ed</i> P Word stress in related words |
| Test folder 2 24–25 | | Listening Reading | Matching | |
| Unit 4 Ways of learning 26–29 Education | 4.1 | Speaking Listening | Part 3 Multiple choice Multiple choice with multiple answers Reading effectively | V Words used in academic writing |
| | 4.2 | Reading (GT) | | G Review of present tenses P Word stress |
| Writing folder 2 30–31 | | Academic Writing Task 1 | Handling data 1 – line graphs | |
| Revision Units 1–4 32–33 | | | | |
| Unit 5 Discovering the past 34–37 History | 5.1 | Reading (AC / GT) | True / False / Not given Multiple choice Note completion Part 3 | V Types of building V Collocations related to research |
| | 5.2 | Speaking Listening Writing extra (AC) | Labelling Task 1: A description of a place | G Review of past tenses |
| Test folder 3 38–39 | | Listening Reading | Sentence and note completion | |
| Unit 6 What is job satisfaction? 40–43 Work | 6.1 | Listening | Flow-chart completion Sentence completion Labelling a diagram Table completion Multiple choice | V Work V Collocations with <i>money</i> |
| | 6.2 | Writing extra (GT) Speaking | Task 1: Letter of application Part 2 | G Past simple or present perfect? |
| Writing folder 3 44–45 | | Academic and General Training Writing Task 2 | Understanding the question and planning your writing | |

| TOPIC | | TEST SKILL AC = Academic GT = General Training | TASK TYPE | LANGUAGE FOCUS V = Vocabulary, G = Grammar, P = Pronunciation |
|--|-------------------------------|--|--|--|
| Unit 7 Selling dreams? 46–49 Advertising | 7.1 | Speaking Reading (AC / GT) | Parts 1 and 3 Multiple choice Headings | V Word formation |
| | 7.2 | Listening | Sentence completion Matching | P Sentence stress G Relative clauses V Advertising |
| Test folder 4 50–51 | | Reading | Headings | |
| Unit 8 Time to waste? 52–55 Leisure activities | 8.1 | Reading (GT) Speaking | Table completion Part 1 | G Talking about the future |
| | 8.2 | Listening Speaking | Short-answer questions (lists) Short-answer questions Part 3 | P Vowel length V Leisure activities |
| | Writing folder 4 56–57 | | General Training Task 1 | Writing a letter |
| Revision Units 5–8 58–59 | | | | |
| Unit 9 Climate change 60–63 The environment | 9.1 | Reading (AC) | Summary completion | |
| | 9.2 | Speaking Listening Writing extra (AC) | Part 3 Note and table completion Task 1: A diagram | G Countable and uncountable nouns V Collocations related to the environment |
| Test folder 5 64–65 | | Reading Listening | Summary completion | |
| Unit 10 A place to work or live in 66–69 Buildings | 10.1 | Speaking Listening Writing extra (GT) | Part 1 Note completion Task 1: A letter of complaint | P Polite intonation V Phrasal verbs and collocations with <i>house and home</i> |
| | 10.2 | Speaking | Part 2 | G <i>-ing</i> forms and infinitives 1 |
| Writing folder 5 70–71 | | Academic Writing Task 1 | Handling data 2 – bar and pie charts and tables | |
| Unit 11 Animal life 72–75 Animals | 11.1 | Reading (AC) | Multiple choice Multiple choice with multiple answers | V Definitions relating to social organisation |
| | 11.2 | Listening | Sentence completion | G Articles V Compound nouns P Diphthongs |
| Test folder 6 76–77 | | Listening Reading | Multiple choice with multiple answers Multiple choice | |
| Unit 12 Sport: just for fun? 78–81 Sport | 12.1 | Speaking Listening Speaking | Part 1 Table completion Part 3 | V Sport V Word formation |
| | 12.2 | Reading (AC / GT) | Matching | G <i>Should, had better, ought to</i> |
| Writing folder 6 82–83 | | Academic and General Training Task 2 | Connecting ideas 1 | |
| Revision Units 9–12 84–85 | | | | |
| Unit 13 Choices 86–89 Making decisions | 13.1 | Reading (AC) | Locating information Multiple choice | V Collocations with adverbs |
| | 13.2 | Listening | Multiple choice | G Conditionals |
| | | Speaking | Note completion Part 3 | |
| Test folder 7 90–91 | | Reading | Locating information | |
| Unit 14 The importance of colour 92–95 Colour | 14.1 | Listening Writing extra (AC) Speaking | Matching Listening for specific information Task 1: Describing changes Part 3 | V Words and phrases related to change P Linking words V Colours V Adjectives describing personality |
| | 14.2 | Listening | Short-answer questions | G <i>-ing</i> forms and infinitives 2 V Confused words V Comment adverbs |
| Writing folder 7 96–97 | | Academic and General Training Task 2 | Making a general statement, giving examples and using comment adverbs | |

| TOPIC | | TEST SKILL AC = Academic GT = General Training | TASK TYPE | LANGUAGE FOCUS V = Vocabulary, G = Grammar, P = Pronunciation |
|--|------|--|---|---|
| Unit 15 Social interaction 98–101 Understanding other people | 15.1 | Speaking Reading (AC / GT) | Parts 1 and 3 Summary completion Multiple choice Multiple choice with multiple answers Part 2 | |
| | 15.2 | Speaking Listening | Classification Sentence completion | G Talking about possibilities: <i>may</i> and <i>might</i> , <i>must</i> and <i>can't</i> V Collocations with <i>big</i> , <i>large</i> and <i>great</i> |
| Test folder 8 102–103 | | Listening Reading | Classification | |
| Unit 16 Books, writing and signs 104–107 | 16.1 | Reading (AC / GT) | Classification True / False / Not given | |
| | 16.2 | Listening Speaking | Form completion Part 2 | V Books and writing G Non-finite clauses P Final consonants |
| Writing folder 8 108–109 | | Academic and General Training Task 2 | Being relevant and avoiding repetition | |
| Revision Units 13–16 110–111 | | | | |
| Unit 17 The body clock 112–115 Sleep and the body | 17.1 | Speaking Reading (AC) | Part 1 True / False / Not given Sentence completion | V Collocations with <i>time</i> |
| | 17.2 | Listening Writing extra (AC) | Multiple choice Short-answer questions Task 2: Considering both sides of the argument | G Modal verbs: obligation, lack of obligation and prohibition |
| Test folder 9 116–117 | | Speaking | Parts 1, 2 and 3 | |
| Unit 18 The tourist boom 118–121 Travel and tourism | 18.1 | Speaking Listening Writing extra (AC) | Part 1 Summary completion Table completion Task 1: Comparing and contrasting | P Pronouns as objects of phrasal verbs V Collocations related to travel |
| | 18.2 | Writing extra (GT) Speaking | Task 1: Letter of complaint Part 2 | G Phrasal verbs |
| Writing folder 9 122–123 | | Academic and General Training Task 2 | Connecting ideas 2 – cause and result | |
| Unit 19 Transport 124–127 Methods of transportation | 19.1 | Speaking Listening | Parts 2 and 3 Sentence completion Note completion Labelling a diagram | V Transport and driving P Rhythm |
| | 19.2 | Speaking Reading (AC / GT) | Part 3 Flow-chart completion Sentence completion | G Unreal present and future |
| Test folder 10 128–129 | | Listening Reading | Labelling diagrams and maps | |
| Unit 20 Moving abroad 130–133 Immigration and emigration | 20.1 | Speaking Reading (AC) | Part 3 Global multiple choice Locating information Flow-chart completion | |
| | 20.2 | Listening | Note completion Short-answer questions | V Phrasal verbs G Position of adverbs |
| Writing folder 10 134–135 | | | Preparing for the IELTS Academic and General Training Writing Modules | |
| Revision Units 17–20 136–137 | | | | |
| Grammar folder 138–143 | | | | |
| Acknowledgements 144 | | | | |

Content of the IELTS Test

Each candidate takes four IELTS test modules, one in each of the four skills, Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking Modules. There is a choice between Academic and General Training in the Reading and Writing Modules.

Listening 40 questions approximately 30 minutes

There are four sections to this part of the test and they are always in the same order. Each section is heard **ONCE** only. During the test, time is given for you to read the questions and write down and check your answers. Ten minutes is allowed at the end of the test for you to transfer your answers from the question paper to an answer sheet.

| Section | Format | Task types | Objective Test folder |
|---------|---|--|---|
| 1 and 2 | The first two sections are concerned with social needs. There is a conversation between two speakers, followed by a monologue. | Questions are chosen from the following types: <ul style="list-style-type: none"> ● multiple choice ● short-answer questions | TF 6 |
| 3 and 4 | Sections 3 and 4 are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a further monologue. | <ul style="list-style-type: none"> ● sentence completion ● note completion ● summary completion ● labelling a diagram ● table/flow-chart completion ● classification ● matching | TF 3 TF 3 TF 5 TF 10 TF 8 TF 2 |

Reading 40 questions 60 minutes

There are three reading passages in the Reading Module with a total of 2,000 to 2,750 words (Academic) or 2,000 to 2,500 words (General Training). All answers must be entered on an answer sheet during the test. No extra time is allowed to transfer answers.

| Academic | General Training | Task types | Objective Test folder |
|--|---|--|--|
| Texts are taken from magazines, journals, books and newspapers, which have been written for a non-specialist audience. They deal with issues which are interesting and accessible to candidates entering undergraduate or postgraduate courses or seeking professional registration. | Tests are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines. | Questions are chosen from the following types: <ul style="list-style-type: none"> ● multiple choice ● short-answer questions | TF 6 |
| At least one text contains detailed logical argument. One text may contain non-verbal materials such as diagrams, graphs or illustrations. | The first section, 'social survival', contains texts relevant to basic linguistic survival in English. | <ul style="list-style-type: none"> ● sentence completion ● note completion ● summary completion ● labelling a diagram ● table/flow-chart completion | TF 3 TF 3 TF 5 TF 10 |
| | The second section, 'training survival', focuses on the training context – either training itself or welfare needs. This section involves a text or texts of more complex language. | <ul style="list-style-type: none"> ● headings ● Yes/No/Not given ● True/False/Not given ● locating information ● classification ● matching | TF 4 TF 1 TF 1 TF 7 TF 8 TF 2 |
| | The third section 'general reading', involves reading longer, more complex texts. | | |

Writing 2 tasks 60 minutes

| Task | Academic | General Training | Objective Writing folder |
|---|---|--|--|
| Task 1 allow about 20 minutes for this | Describing graphic data / a diagram You will be assessed on your ability to: <ul style="list-style-type: none"> organise, present and compare data describe a process describe an object, event or sequence of events explain how something works You must write at least 150 words. | Writing a letter You will be assessed on your ability to: <ul style="list-style-type: none"> write a personal or formal letter ask for and provide factual information express needs, wants, likes and dislikes express opinions, complaints You must write at least 150 words. | Academic WF 1 WF 2 WF 5 WF 10 General Training WF 4 WF 10 |
| Task 2 allow about 40 minutes for this | Writing an essay You will be assessed on your ability to: <ul style="list-style-type: none"> present the solution to a problem present and justify an opinion compare and contrast evidence evaluate and challenge ideas You must write at least 250 words. | Writing an essay You will be assessed on your ability to: <ul style="list-style-type: none"> provide general factual information outline a problem and present a solution present, evaluate and challenge ideas You must write at least 250 words. | Academic and General Training WF 3 WF 6 WF 7 WF 8 WF 9 WF 10 |

Speaking approximately 11–14 minutes

The Speaking Module consists of an oral interview between you and an examiner.

| Part | Format | Timing | Objective Test folder |
|--------------------------------------|--|--|-----------------------|
| Part 1 Introduction and interview | The examiner introduces him/herself and asks questions about familiar topics, for example, your home, family, job and interests. | 4–5 minutes | TF9 |
| Part 2 Individual long turn | The examiner gives you a card, which contains a topic and some prompts, and asks you to speak for 1–2 minutes on the topic. The examiner asks one or two questions to round off the long turn. | 3–4 minutes (including 1 minute preparation time) | TF9 |
| Part 3 Two-way discussion | The examiner invites you to take part in a discussion of a more abstract nature, based on questions thematically linked to the Part 2 topic. | 4–5 minutes | TF9 |