

## 1

## Information overload

Unit topic	Studying
1.1	
Test skills	Listening: Multiple choice Note completion Speaking Part 1
Vocabulary	Compound nouns
1.2	
Test skills	Reading (AC/GT): Reading quickly Speaking Part 1
Grammar	Modality
<b>Workbook contents</b>	
1, 2, 3	Reading
4, 5	Vocabulary
6, 7	Grammar

## 1.1 SB pages 8–9

Note: It would be useful to take some English–English dictionaries to this class.

- Ask students to discuss the statements in pairs and then elicit opinions from the class. Encourage students to talk freely in this first lesson so that, if the class is new to you, you can get an idea of their language ability.
- Elicit ideas from students and find out how many are studying full-time at present, or plan to in the near future.
- Explain that the meaning of compound nouns can generally be guessed by thinking about the words that have formed them. Suggest students do the exercise in pairs.

**Answers**

- overkill
- input
- outcome
- output
- overwork

- Explain that uncountable nouns commonly cause errors – for example, the adding of -s to them, as in ‘informations’.

**Answers**

*Overkill* and *overwork* are both uncountable. *Outcome* is countable. *Input* and *output* vary: the uses shown in 2 and 4 are uncountable, but in the technical sense (computing, radio, etc.) it is possible to use both words countably.

- If necessary, students could use dictionaries to help them with this task.

**Answers**

- overloaded: inundated, overwhelmed
- tools: resources, means
- inaccurate: biased, false
- find: locate, retrieve
- certain: sure, confident
- journal: periodical, review
- proficiently: efficiently, productively
- assess: evaluate, judge

**Extra words and definitions**

*critical* (adjective)

describing something as bad or wrong *My sister is very critical of what I wear.*

very important *This is a critical decision for the company.*

extremely serious *Kevin is in hospital and his condition is said to be critical.*

giving opinions *The book is a critical study of Austen's novels.*

*spine* (noun)

backbone *I injured my spine several years ago.*

narrow part of a book, which is displayed on a shelf *The title is in large gold letters on the spine.*

*support* (noun)

agreement with an idea, group, etc. *There was plenty of support for his ideas at the meeting.*

help or encouragement *Janet is receiving financial support from the university.*

*support* (verb)

agree with ideas, views, etc. *Do you support the ban on foxhunting?*

help to show that something is true *Current research doesn't support his theory.*

hold the weight of *Is this ladder strong enough to support me?*

follow a team in sport *We both support Norwich City.*

*virtually* (adverb)

almost *The twins are virtually identical, but one has shorter hair than the other.*

- Explain to students that all sections of the IELTS Listening Module are only heard once. The listening training in this unit is designed to build confidence and introduce some of the test formats to students. Ask students to read the Test spot and then shut their books. The recording is in four parts and they will hear some focus questions at the beginning of each one, which are answered at the end of each part. Ask students to concentrate fully on what they hear – they may want to close their eyes to achieve this.

## Recording script

(The underlined parts refer to answers to exercise 7.)

### PART 1

*Who are the three speakers? Why are they having a meeting together?*

**Mark:** Hello, Dr Lucas.

**Dr Lucas:** Mark, welcome, and thanks for coming along to share your experience with us today as a final-year student. Can I introduce you to Jenny Boylan, who's in her first term here?

**Mark:** Hi, Jenny. And how are you enjoying university life?

**Jenny:** It's great, though I'm having a few problems on the study side ...

**Dr Lucas:** Well, that's exactly why I've arranged for us all to be here this morning.

*The older woman, Dr Lucas, has set up the meeting so that Jenny, a new student, can get some advice about studying from Mark, who is in his final year.*

### PART 2

*What did Mark find difficult when he started at university? Was it the subject he was studying? Or something else?*

**Dr Lucas:** Well, that's exactly why I've arranged for us all to be here this morning. Now Jenny, the first thing to say is – don't worry, many students feel a bit at sea with their study techniques to begin with. Isn't that right, Mark?

**Mark:** Definitely. When I started here, I found it so different from school. It wasn't that the subject itself was suddenly more challenging – I've always loved history and been confident in my field. But at school I really only had to use a couple of core textbooks to find out what I needed, while here at uni I was presented with huge resources – the library, the Internet – with little idea of how to use them efficiently ...

**Jenny:** Exactly. The main problem I seem to have is time-wasting. I can spend a whole day in the library and come away feeling I haven't really scratched the surface.

*Mark didn't find his subject, history, any more difficult. His problem at first was learning how to cope with much bigger reference sources than he had had to use at school.*

### PART 3

*What two things does Mark suggest Jenny should do from now on when she's in the library?*

**Dr Lucas:** Could you give us a concrete example of what you see as time-wasting, Jenny?

**Jenny:** Well, yesterday I had to do some background reading for an essay. I took down a big book from the shelves, thinking it would be useful – the title seemed to fit my essay topic – but it was hopeless! I sat there with it for nearly two hours, reading chapter after chapter, thinking that, eventually, I'd find what I needed. But it never happened.

**Mark:** OK, Jenny, first piece of advice: don't wander along the library shelves looking at book spines. Titles can be very misleading! You'll save time by putting yourself in front of a computer and using the search tools to locate books – or articles – on your topic. Didn't they explain this to you on the library tour at the start of term?

**Jenny:** Erm ... I forgot to go.

**Dr Lucas:** OK, well make sure you fix up another tour immediately. They're still running them once a week, you know.

**Mark:** And another suggestion, Jenny, don't just rely on books. You're likely to find much more up-to-date information in

periodicals and journals, you know.

**Jenny:** Right, I'll look for those, then.

*Mark advises Jenny to use the library's electronic search tools. He also advises her to look for relevant articles in periodicals and journals, instead of only using books.*

### PART 4

*Why does Dr Lucas warn Jenny about using the Internet as a source?*

**Jenny:** And what do you both think about using the Internet?

**Mark:** Well, it isn't always used very productively. Sure, you can get lucky and find something really useful, but other days, you may retrieve virtually nothing. And perhaps even worse, sometimes you're totally inundated with possible material, and then you don't know where to start!

**Dr Lucas:** Mark's right, I think you have to be extremely careful in this area, especially in assessing the accuracy of the facts themselves. You see, there are no quality controls on the Web. Information can become out-of-date, or may be false or biased to start with. Use it by all means, but always evaluate what you find. You must be absolutely certain of all the sources you quote in essays.

**Jenny:** I've got a lot to learn, haven't I?

**Dr Lucas:** That's true, but we're here to support you. You shouldn't feel embarrassed about asking me for more help and advice, and Mark is willing to act as your student mentor, too.

**Mark:** In fact, why don't we go for a coffee now, then we can get to know each other a bit better ...

**Jenny:** Thanks, I'd like that. And, er, thank you, Dr Lucas. It's been really helpful.

**Dr Lucas:** I'm pleased. Right, off you go then!

*Dr Lucas explains to Jenny information on the Internet isn't always reliable, because it may be out-of-date, inaccurate or biased.*

- 7 Explain that students will now hear Parts 2–4 again, without the questions. Pause the recording after each part to give students time to read the questions. Don't elicit answers yet.

**Answers** (see underlined text in script above)

1 C 2 search tools 3 journals 4 B

### Photocopiable recording script activity

(P ... page 116)

At the back of this Teacher's Book there are a number of photocopiable recording scripts, for extra support and further exploitation of the listening material. Hand out copies of this script and ask students to underline the parts that provide the answers.

- 8 Play the recording again or use the photocopiable recording script to check answers.

### Extension activity

Every unit in this Teacher's Book has at least one suggestion for an Extension activity.

Write this example of a reflexive pronoun from the recording on the board:

*You'll save time by putting yourself in front of a computer ...*

Ask students why the reflexive form is needed here. It is because 'you' and 'yourself' are the same person (Jenny).

Remind students that when using a reflexive pronoun for emphasis, it must agree with the preceding noun, as in these examples from the recording.

*It wasn't that the subject itself was suddenly more challenging ... especially in assessing the accuracy of the facts themselves.*

Elicit all the reflexive pronouns.

#### Answers

myself  
 yourself  
 himself / herself / itself  
 ourselves  
 yourselves  
 themselves

- 9 Refer students to the Test spot and encourage them to extend their answers in this Part 1 practice. Ask students to work in pairs for this.
- 10 Explain that students will hear some answers to the four questions. Ask them to write a number 1–4 under each letter.

#### Answer

A 2 B 4 C 1 D 2 E 3 F 1 G 4 H 3

### Recording script

A: I don't know ... about ten hours I think.

B: Well, if you can afford to, it's obviously preferable to do nothing else apart from studying, but many students have to work as well, to support themselves. That's much harder.

C: To study in Britain.

D: A lot! I usually spend up to three hours each evening in the library and then I'm there all day again on Saturday. I always have Sundays off, though, to play football. You need to relax sometimes.

E: For me, the most important thing is to improve my vocabulary. I must learn more words, especially ones that are important in academic English.

F: I'm planning to apply to a university in New Zealand next year, but I want to take the test first to see whether my level of English is high enough. I hope it will be!

G: It doesn't matter, you can do either.

H: Maybe grammar, or listening, or something like that.

- 11 Play the recording again and elicit views on which answer to each question is better. Make sure students tell you why.

#### Answer

The longer and more detailed answers are better because they show a greater range of structures and vocabulary. These are: B, D, E, F.

### 1.2 SB pages 10–11

- 1 Ask students to do the questionnaire on their own and then compare answers with a partner.
- 2 Refer students to the Test spot. Explain that they will probably need to improve their reading speed to cope with the amount of text they will have to read in the Reading Module – and afterwards, if they are planning to study full-time. Make sure students understand how to calculate reading speed (the number of words divided by the time taken). An average native speaker would read at least 300 words per minute, which should be the target for students to reach by the end of the course.

Explain that the four texts have been written by students at British universities. Ask students to follow the instructions given on how to read the texts. Elicit students' reactions to the suggested approaches.

- 3 Ask students to match the cartoons to the texts in pairs.

#### Answers

1 C 2 B 3 D 4 A

Ask students which type of writer they feel they are by a show of hands. Suggest that all four types are valid approaches to academic writing; it is up to the individual to decide which method works best.

- 4 Explain that modal and semi-modal verbs are used a lot in academic texts. Ask students to work through the exercise in pairs. Refer them to the Grammar folder if they need help.

#### Answers

1 could not c 2 must e 3 needed g 4 may a  
 5 mustn't d 6 have to e 7 might a 8 needn't h  
 9 can b 10 don't ... have to i 11 ought to f  
 12 should f

- 5 This exercise can be set for homework if time is short.

#### Answers

1 needn't / don't need to / don't have to 2 can't/cannot  
 3 must / has to 4 could/may/might 5 couldn't  
 6 had to / needed to 7 ought 8 mustn't / must not

- 6 Ask students to read the information about corpus data in the tinted box. Explain that the authors of *Objective IELTS* have referred extensively to the *Cambridge Learner Corpus*, which is the only collection of Cambridge ESOL scripts of its kind. Reference to the *Learner Corpus* has given the authors a much fuller picture of what IELTS candidates can and can't do, and this information has influenced the course syllabus.

The sentences in exercise 6 come from the *Cambridge Academic Corpus*, part of the 300-million word *Cambridge International Corpus*. The authors have used

the *Academic Corpus* to establish which structures and vocabulary are frequently used in academic English (both British and American). This corpus has also provided relevant examples.

Suggest students decide in pairs how certain the writer is in statements 1–4. Explain that this use of modal verbs is particularly common in academic English.

**Answers**

In 1 and 2 the writer is unsure; in 3 and 4 the writer is certain.

## Test folder 1

### SB pages 12–13 Headings

Make sure the students fully understand the notes and advice.

- 1 It would probably be most useful to go through the task in class. Ask the students first to skim the whole passage, then to read paragraph A and the headings to see why **ix** is the best heading. Then ask them to read each paragraph in turn and, in pairs, choose the best heading.

The passage comes from the website of a US university, and gives advice to students.

**Answers**

1 vii 2 v 3 ii 4 vi 5 xi 6 iii 7 x

- 2 Ask students to skim the passage and read the headings. Then ask them to read each paragraph in turn and choose the best headings. They could do this individually, then compare their answers.

**Answers**

1 iv 2 vii 3 ii

# Progress Test 1

## Listening

### Questions 1–5

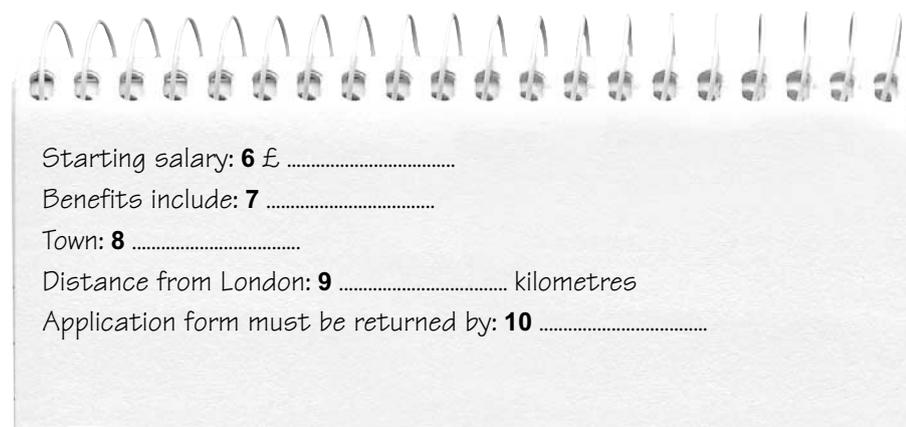
Choose the correct letter, **A**, **B** or **C**.

- 1 Which division of the company is the job in?
  - A music CDs
  - B online music
  - C music videos and DVDs
- 2 At first the job will involve analysing
  - A the brand image
  - B current sales
  - C customer profiles
- 3 How will the new person be expected to carry out research?
  - A questionnaires
  - B focus groups
  - C telephone interviews
- 4 The job will start in
  - A February
  - B March
  - C April
- 5 Applicants are required to have
  - A experience in market research
  - B a professional qualification
  - C an interest in music

### Questions 6–10

Complete the notes below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.



Starting salary: **6** £ .....

Benefits include: **7** .....

Town: **8** .....

Distance from London: **9** ..... kilometres

Application form must be returned by: **10** .....

## Reading

### Questions 1–8

The reading passage has seven paragraphs **A–H**.

Choose the correct heading for each paragraph from the list of headings below.

#### List of Headings

- i How the study of body language has changed
- ii A possible business application of body language
- iii Using body language as a tool to deceive others
- iv Communicating a wide range of messages
- v A branch of an older academic field
- vi The need for skill when interpreting body language
- vii Recognising a positive attitude without realising it
- viii How power is linked with certain family roles
- ix A form of body language that can be misinterpreted
- x Imitating the chief person in a group
- xi Ignoring signals from other people

- |                     |                     |
|---------------------|---------------------|
| 1 Paragraph A ..... | 5 Paragraph E ..... |
| 2 Paragraph B ..... | 6 Paragraph F ..... |
| 3 Paragraph C ..... | 7 Paragraph G ..... |
| 4 Paragraph D ..... | 8 Paragraph H ..... |

### Questions 9–13

Do the following statements reflect the claims of the writer in the reading passage? Write

- YES** if the statement reflects the claims of the writer  
**NO** if the statement contradicts the claims of the writer  
**NOT GIVEN** if it is impossible to say what the writer thinks about this

- 9 Little work was done in the field of kinesics for the first few years after the subject had been identified.
- 10 Family leaders consistently show their dominance through speech and body language.
- 11 The use of kinesics in connection with television advertising has increased sales of products.
- 12 Touching may be regarded as an unwelcome gesture.
- 13 Most signals with the same meaning in all cultures are unconscious.

### Question 14

Choose the correct letter, **A, B, C** or **D**.

The writer's intention is

- A** to present recent findings in kinesics to specialists.
- B** to introduce kinesics to general readers.
- C** to examine weaknesses in kinesics.
- D** to identify the scientific basis of kinesics.

## Writing

### Task 1

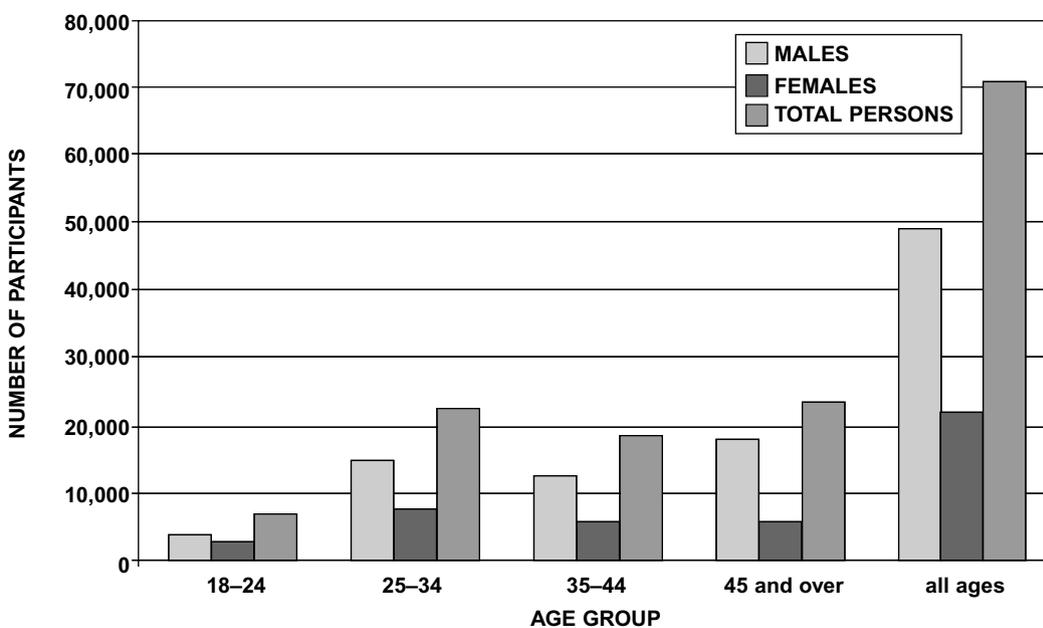
You should spend about 20 minutes on this task.

The charts below show the numbers of people in different age groups who go sailing or play basketball in Australia.

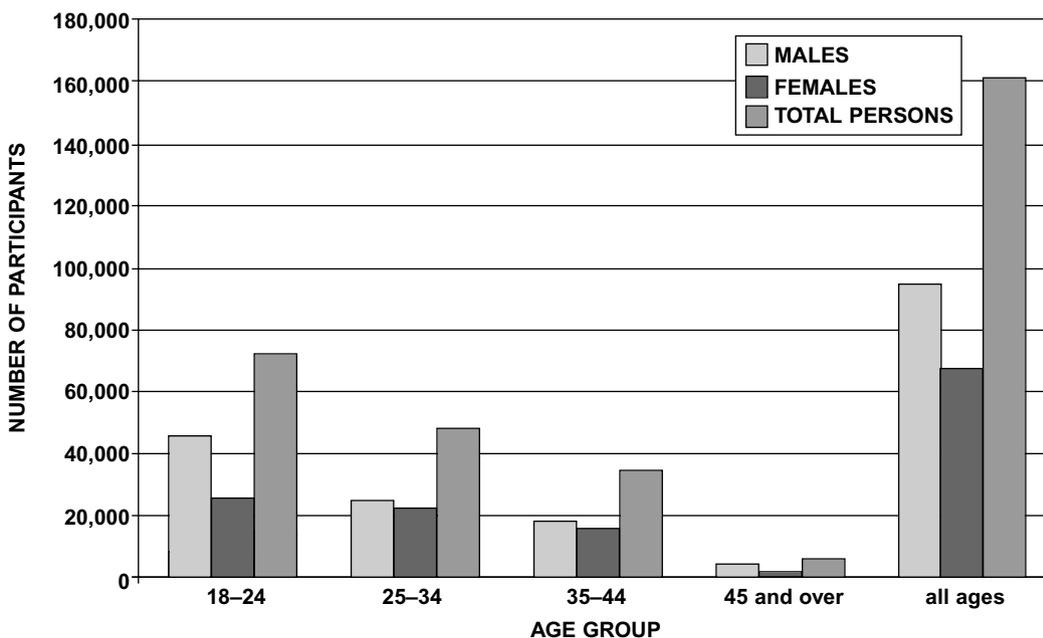
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

SAILING: NUMBER OF PARTICIPANTS BY AGE AND GENDER



BASKETBALL: NUMBER OF PARTICIPANTS BY AGE AND GENDER



## Unit 7, 7.2, Exercise 2 photocopiable recording script

### Questions 5–9

Nowadays we have submersibles that can 1 ..... the immense water pressure far below the surface. One of these 'Deep Submergence Vehicles', as they're called, is Alvin, which has been in use since 1964. A typical dive 2 ..... eight hours, and descends to 4,500 metres below sea level. Alvin is used for various scientific purposes, including, in 1985–86, surveying the wreck of the *Titanic*, the ocean liner that 3 ..... in the Atlantic in 1912.

The first thing you 4 ..... about Alvin is its bright red sail, displaying the name of the vessel. The sail is on top of the vehicle, at the front, and helps to 5 ..... stability. Alvin is about seven metres long and just over 3.5 metres high, but only a small portion of that space is available for people. This is in the pressure sphere, which 6 ..... under the sail at the front of the vessel. With a diameter of about two metres, there's room for three people, but it's a tight squeeze. Usually there's a pilot and two scientists. From here they can look out in various directions, through four viewing ports.

Alvin 7 ..... a large number of instruments, including video and still cameras, mounted on the exterior at the front, along with lights for illuminating the ocean, as of course sunlight doesn't 8 ..... this far down.

Usually there's a stowage basket mounted on a frame at the front, used to hold tools and scientific equipment.

Immediately under the sail is the hatch, which has a diameter of only 50 cm. This is the way into the vessel. On top of the sail there's a current meter, to 9 ..... the movement of the ocean.

Propulsion 10 ..... by six electric thrusters, which make Alvin very manoeuvrable. Three of them are for forward and reverse movement, two for vertical motion, and a final thruster, right at the back of the vessel, turns the submersible round.

Now we'll turn to ...