

# Unit 1 Getting higher qualifications

### Unit objectives

- **Listening Section 1:** introduction to form completion; identifying what information is needed
- **Vocabulary:** dependent prepositions
- **Reading Section 1:** introduction to skimming and scanning; recognising references; ‘True / False / Not Given’, note completion and short-answer question tasks
- **Speaking Part 1:** using higher-level vocabulary; talking about past habits and states
- **Pronunciation:** sentence stress 1 – stressing important words that answer questions
- **Writing Task 1:** rephrasing information in the task using your own words; writing the introductory sentence; analysing graphs and describing the main features; paragraphing, organising and structuring an answer
- **Key grammar:** past simple, present perfect simple and past perfect simple

### Suggested answers

- a You do things like read documents very carefully and focus on all the small points, checking their accuracy.
- b You are able to think about something and come up with an original or unusual approach to it.
- c When you come across something new, you are eager to learn or find out about it.
- d You are able and willing to work with other people as part of a group in order, for example, to solve problems or develop new ideas.
- e You can look ahead and plan how an organisation or company might best meet the needs of the future.
- f You are friendly and energetic, and find it easy and enjoyable to be with others.
- g You find it easy to exchange ideas with others; you listen well and can accurately put across your own ideas.
- h You can look after and organise groups of employees so that they are performing in the best interests of the company.

### Starting off

1 As a warmer Write these questions on the board and ask students to discuss them in small groups with books closed.

- Why are you preparing for the IELTS test?
- What personal qualities help people to be successful at language exams?

If you wish, round up with the whole class and turn it into a general class discussion.

- With books open, ask students to look at the example and say whether it is a definition or an example (answer: an example).

**Alternative treatment** Ask students to look at the example in the book. Then ask them to work in pairs and hand each pair a piece of paper with one of the other personal qualities (b–h) written on it.

- Ask students to look at the other qualities (b–h) and write down what it means to have that quality, without naming it.
- When students are ready, they read out what they have written to the whole class. The class then says which quality they are describing and discusses how accurate they think the description is.
- When they have finished, ask students to compare their answers with the suggested answers on page 96.

2 Tell students to give reasons for their answers.

### Suggested answers

1 a, c   2 f, g, h   3 d, g, h   4 a, c   5 a, b, e   6 f, g

**Extension idea** Ask students to choose two of the photos and say what other personal qualities the people need (apart from a–h).

3 Tell students that, in the Speaking test, they will usually be expected to give quite long answers, backing up their opinions by giving reasons.

**Extension idea** Ask students to say what qualities they personally already have.

### Listening Section 1

1 As a warmer With books closed, ask students to discuss in small groups (you can write the questions on the board):

- How can students in your country find out about careers and jobs?
- How do young people in your country decide what job they would like to do?
- What did you decide to study, and why?

- If any of them mention graduate recruitment fairs, use this as a stepping stone to the questions in the book. If they do not, write the term on the board and ask them what they understand by it.
- Focus students on the three questions in the book and ask them to discuss the questions in pairs.
- When students have finished, particularly if you are teaching a multicultural class, round up with the whole class.

**Suggested answers**

- 1 People from different companies advertise for new staff. / Displays attract candidates. / Candidates seek out job opportunities. They provide an opportunity for graduates to meet directly with potential employers.
- 2 There are fewer jobs, so greater competition for each job. Vocational training may be more useful, as there are now more students with degrees, and vocational qualifications may be a more reliable assessment of skills and competencies for practical jobs where experience counts.
- 3 experience in the field / other positions of responsibility / engagement at interview

**Extension idea** Ask students: *Do you have graduate fairs in your country? Have you ever been to one? What was it like?*

- 2
- Draw students’ attention to the Exam information on page 9. Point out that, in the IELTS test, they hear each section once only, so it is important to know what to expect before listening. Also mention that they need to write their answers in the question booklet while the recording is playing; they have ten minutes to transfer them onto an answer sheet at the end of the test. This means they can underline things in the question booklet as they do the test, but they need to make sure they can read their answers later on.
  - Refer students to the point about the increasing difficulty of the test. At this level, they should find Section 1 easy and they should be able to get close to full marks.
  - Form-completion tasks test students’ ability to listen for specific details. It is important for students to know what details they should listen for beforehand.
  - Tell students that Section 1 nearly always includes a form or table to complete. In the exam, they will have a short time (about 15 seconds) to read the questions and decide what information they need. Their performance will improve if they know what information they should be listening for before they start.


- Draw students’ attention to the instructions in Questions 1–10. Tell them that the instructions will always clearly state how many words they can write, (e.g. *ONE WORD / NO MORE THAN TWO/ THREE WORDS AND/OR A NUMBER*), so it is important to always check before they start. If the instructions state *ONE WORD*, but they write two, they will not get any marks for that question.
- Ask students to discuss what information they need in pairs.

**Suggested answers**

- 1 a surname / family name that may be spelled out
- 2 a nationality
- 3 an email address that may be spelled out
- 4 a type of BA
- 5 a date
- 6 an activity or event which might raise money
- 7 some interests
- 8 names of job(s)
- 9 the name of a job
- 10 how they heard about the fair

**Extension idea** Tell students that, in Section 1, they will usually have to write a name that is spelled out for them and/or write a number. Ask them which questions might require this (*answer*: Questions 1 and 3).

- Ask them if there are any letters or symbols which they are not sure how to pronounce in English and resolve any doubts.
- Ask them to write two or three names and email addresses on a piece of paper, and then spell them aloud to their partners, who should write them down.

3  **Alternative treatment** Although in the exam each section is heard only once, you can play the recording a second time for students to check their answers.

- Draw their attention to Question 7, where they need two interests. Tell them that if they only write one, they will not get the mark.
- Tell them that sometimes words can be added or omitted without penalty (see words in brackets in the answer key).

**Answers**

- 1 Alexandrovna
- 2 (She is) Russian
- 3 dom54
- 4 (a) full-time
- 5 21st July / 21/7 / 21 July / July 21 / July 21st / 7/21
- 6 competition
- 7 cooking/cookery; swimming (*must have both*)
- 8 (a) children’s tutor
- 9 (a) project manager
- 10 (a) friend

- Extension idea** Go through the Exam advice box with students.
- Stress that correct spelling is essential and that they should check it when they transfer their answers to the answer sheet.
  - Elicit some common abbreviations (you can ask students to write these on the board), e.g. *kilometres (km)*; *seconds (secs)*; *minutes (mins/min)*; *hours (hrs/hr)*; *Jan, Feb*, etc.; *Mon, Tues*, etc.
  - Tell students that if they are not sure how to write the abbreviations correctly, they should write them in full.
- 4 Tell students that they are quite likely to be asked about the topics in this exercise in Part 1 of the Speaking test, so it is a good idea to have some ideas and vocabulary to describe themselves before the exam. Give students a few minutes to think about what they want to say and how to express it before they start. Where necessary, help them with vocabulary.
- Alternative treatment** You can ask students to do this exercise after they have done the vocabulary section which follows. In this way, they will have an opportunity to practise the vocabulary and prepositions.

Vocabulary Dependent prepositions

- 1 Wrong choice of preposition is a major area of error for IELTS candidates at this level.
- As a warmer** Write on the board:
- *He wasn't aware ..... the time.*
  - *How do you prepare ..... exams?*
  - Ask students to say what preposition should go in each gap (*aware of*, *prepare for*). Write *get ready* and *conscious* and ask them what preposition follows each (*get ready for*, *conscious of*). Point out that words with similar meanings often (but not always) have the same preposition, so this is a good way of guessing when they are not sure which preposition to write. Other examples you can give or elicit: *afraid of*, *frightened of*, *scared of*; *angry with*, *irritated with*, *annoyed with*.

**Answers**  
1 to 2 of/in/with 3 on  
4 for 5 at 6 to/for/in

**Extension idea** Check that students know the correct dependent preposition for each word, then ask them to think of synonyms that use the same preposition: *concentrate (focus on)*; *available (free for)*; *useful (essential/vital/important for)*.

- 2 Before doing this exercise, briefly refer students to the Language reference (page 112).
- Tell them that the words and dependent prepositions in this section are generally useful in IELTS exams.
  - Tell them to do the exercise and then check their answers in the Language reference.

**Answers**  
1 on 2 to 3 for 4 in 5 in 6 of

- Extension idea** Tell students that, in IELTS, it is important to use a range of vocabulary appropriately. Working with words with similar or synonymous meanings helps to build vocabulary. Write these words on the board and ask students to find words in the exercise which are close in meaning to them (though not all synonyms) and to decide if they need to change the preposition or not.  
*is known* keep an eye responsive take part trust  
(answers: *is known for* / has a reputation *for*; keep an eye *on* / take care *of*; responsive *to* / sensitive *to*; take part *in* / participate *in*; trust *in* / have confidence *in*.)
- 3 Point out to students that they have to learn dependent prepositions with the words themselves, so it may be worth them studying lists such as the ones in the Language reference. Again, when they have finished the exercise, ask them to use the Language reference to check their answers.

**Answers**  
2 with for 3 into in 4 students the students with the 5 responsible to responsible for 6 on to 7 deal many deal with many

Reading Section 1

- 1 **As a warmer** Ask students to work in small groups and look at the Exam information, particularly the last bullet.
- Ask them to suggest ways they can control their time and make sure they have enough time for the whole paper.
  - When they have finished, round up with the whole class. (Suggestions they may come up with: spend less time on Section 1 so as to leave more time for the more difficult sections; do the more difficult sections first; put their watch on the table and keep a strict control over their time.) The important point is that they should realise that time management is essential to success in the exam.
  - Tell them that they will be practising different reading techniques while doing this section in the book, so doing the section in class will take longer than the maximum 20 minutes they would spend in the exam.

- Before they do the exercise in the book, elicit that *prestigious* means ‘it has a good reputation’.

**Suggested answers**

- 2 higher than average results / strong leadership / long history / ground-breaking research / good teaching
- 3 their degree may be worth more / it may help them get a better job / it gives them prestige / they get better teaching

**2 Answers**

- 1 a Scanning b Skimming
- 2 You can scan for a key word/phrase in a question to quickly find the place where the answer is.  
You can skim parts of the passage to understand the key ideas and quickly match these to questions or statements.

- 3 Before students read, elicit the meaning of *skim*.
  - Explain that it is important to skim the passage to get a general idea of the contents before reading it more carefully. If they do this, they will find it easier to locate the answers to questions, deal with tasks and so save time as they work through the section.
  - Tell students that they should not try to understand every word and every sentence; give them three minutes to skim the passage. Be strict with the time limit.

**Answer**  
b

- 4 Tell students that finding the answers to questions often requires them to understand two or three linked sentences of text, and that writers use referencing techniques to link sentences together.
  - To illustrate the point, you can write on the board: *There has been a rapid expansion of the university system. This has meant that many more young people are attending such institutions, and the result of this is that the labour market is being deprived of their services until later.*
  - Ask students to point out the referencing devices and say what they refer to (*answers: this* refers to the rapid expansion of the university system; *such institutions* refers to universities; *the result of this* refers to more young people attending university; *their services* refers to the services of young people).
  - Elicit the meaning of *scan*.

**Answers**

- 2 to leap into the dark and reach for the unknown
- 3 The telephone, electromagnets, radars, high-speed photography, office photocopiers, cancer treatments, pocket calculators, computers, the Internet, the decoding of the human genome, lasers, space travel
- 4 Knowledge was at a premium, but it had to be useful. (also the German system of learning based on research and hands-on experimentation)
- 5 symbiosis refers to the motto *Mind and hand* and the logo showing a gowned scholar standing beside an ironmonger bearing a hammer and anvil.
- 6 he might be just too late in taking his concept to market, as he has heard that a Silicon Valley firm is already developing something similar.
- 7 What MIT delights in is taking brilliant minds from around the world in vastly diverse disciplines and putting them together.

- 5 True / False / Not Given (TFNG) tasks test whether candidates can correctly identify information is expressed in the text or not.

Tell students that the TFNG task is often found in Reading Section 1.

- Tell them that the questions in TFNG tasks usually contain one or two words, e.g. *MIT campus*, which are the same as or similar to a word or phrase in the passage. This is to help them locate the part of the passage which relates to the statement.
- Point out that, since they skimmed the passage earlier, locating this information should be quicker and that it may not be necessary at any stage to read the whole passage slowly and in detail to answer the questions. The key words, in effect, serve as a short cut to the relevant parts of the passage, and students should scan until they find these.
- Tell students that proper names (e.g. *MIT*, *Silicon Valley*) in the questions are almost always going to serve as key words, since they cannot be paraphrased and are therefore easy to scan for in the passage.

**Suggested underlining**

- 2 2 Harvard / MIT 3 motto / MIT student
- 4 logo 5 Silicon Valley



- 6 Before students answer the questions, draw their attention to the Exam advice. Tell them that it is often difficult to decide if a question is False or Not Given. Students should choose False when the information in the passage **contradicts** the statement. They should choose Not Given when there is **no information** about the statement in the passage.

**Extension idea** Ask students to work in pairs and compare their answers. Ask them to quote the actual words from the passage which gave them their answers.

Answers

- 1 FALSE (... *there's precious little going on that you would normally see on a university campus.*)
- 2 FALSE (*While Harvard stuck to the English model of a classical education, with its emphasis on Latin and Greek, MIT looked to the German system of learning based on research and hands-on experimentation.*)
- 3 NOT GIVEN (The motto is mentioned, but we are not told who suggested it.)
- 4 TRUE (... *its logo, which shows a gowned scholar standing beside an ironmonger bearing a hammer and anvil. That symbiosis of intellect and craftsmanship ...*)
- 5 NOT GIVEN (There is nothing in the text about how much MIT graduates are paid in Silicon Valley.)

- 7 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 instructions will tell students how many words they can use for each gap.

Before students do the task, draw their attention to the Exam advice box.

- Point out that by reading the title and scanning to find the right part of the passage, they can save time.
- Tell them that, as they read the notes, they should underline key ideas. This will help them to identify what information and what type of word(s) they need.
- When students have finished, tell them to read through their notes to check that they make sense, that they reflect the ideas expressed in the passage and that their answers are spelled correctly. Many candidates lose marks by misspelling words when they copy them. (This includes the use of a singular form, when the word in the passage is plural, e.g. *size/sizes*.) They should also check that they have used the required number of words – students will lose a mark if they write three words

when the instructions specify no more than two.

- When students have finished the task, they can compare their answers with a partner.

Answers

- 6 computer science   7 program  
8 adaptability   9 contact lens

- 8 Short-answer questions test students' ability to scan a passage for specific information or details.

As with TFNG questions, students should identify words in the questions which will help them to quickly scan the passage to find the part containing the answer. Proper names, which cannot be paraphrased, are often an obvious choice.

- Tell students that to answer these questions, they should copy words they find in the passage exactly.

2 Suggested underlining


- 11 problem / Energy initiative  
12 'green' innovation / viruses  
13 part of the university / Tim Berners-Lee  
3 10 a/one quarter   11 global warming  
12 electric cars   13 (the) corridors

- 9 Ask students to check their answers in pairs.
- Draw their attention to the bullet points in the book. To help students concentrate on producing accurate answers, you can remind them that:
    - answers must be spelled correctly, including double letters and final 'e's, otherwise they will lose the mark, although writing a American English variant instead of a British English term (and vice versa) is acceptable
    - writing one word when two gives the exact answer will lose the mark. Equally, writing three words when they are asked for two will also lose marks
    - they do need to read the question carefully. To clarify Question 10, you can ask them what the numbers 28,500 and three million refer to (the number of companies formed by MIT students and the number of employees in these companies).


- 10 Ask students to work in groups of four (or three if your class doesn't contain a multiple of four).
- Give each student a paper with a number (1–4) on it and tell them they are going to give a short presentation of about two minutes to answer the question with the number they have been given.
  - Give them a minute or two to prepare.
  - They then take turns to give their presentations to the other people in their group.

- The students who are listening should each think of a follow-up question to ask the presenter at the end of each presentation.

Speaking Part 1

- 1 Ask students to look at the Exam information box.
- Point out that there is a short introduction at the start of the test, and this is not assessed.
  - Explain that in Part 1, they will be asked some very straightforward questions about themselves. There are always questions on familiar topics, e.g. *travelling* or *where you live*. Suggest to students that they use Part 1 to get warmed up and start feeling confident about talking in English.
  - **As a warmer** Ask students to work in pairs and think of five or six questions they think the examiner might ask them in this part. Then ask them to change partners and take turns to ask and answer their questions.
  - Ask them to look at the questions in the exercise and ask: *Do any of these questions look similar to ones you asked?*
  -  Play the recording for students to listen. At this level, students should be able to cope with all four speakers at once, without pausing in between.

**Answers**  
2 pet 3 hand/yourself 4 exercise/sport

- 2  **Alternative treatment** Ask students to work in pairs and try to remember what each of the speakers said. They then listen again to check their answers.
- Point out to students that:
    - they gain marks for the range and appropriacy of their vocabulary, and that to achieve a high band score, they will have to use low-frequency vocabulary accurately
    - the answers are three to four sentences long, and that they should aim at this level to give answers of this length to Part 1 questions, as this shows their ability to link ideas, use a range of appropriate grammar and show that they can use correct pronunciation patterns.

**Answers**  
1 hotel industry 2 full-time employment  
3 very affectionate 4 high-pitched noises  
5 toddler 6 really impressed 7 more aware of  
8 facilities

**Extension idea** Ask students to work alone and think of three or four less-common words they could use to answer each of the questions so that the answers are true for them. They then work in pairs and take turns to ask and answer the questions.

- 3 Tell students that they are also marked for their use of a range of appropriate grammar. Using *used to* to talk about the past is one aspect of this.

**Answers**  
1 have 2 sit 3 think 4 seeing 5 do 6 being 7 be

**Extension idea** When students have finished the exercise, elicit the difference between:

- *used to do*, *used to doing* and *get used to doing*
- *used to do* and *would* in these contexts (see Language reference in the Student’s Book (page 120) for an explanation).

If necessary, go through the Language reference with students.

- 4 **Alternative treatment** Ask students to work in small groups. Tell them they are going to try to deceive other members of the group.
- First, they should work alone and complete the sentences, but three sentences should be true and three should be lies.
  - They then take turns to read their sentences out to the group and the group then have to decide whether each sentence is the truth or a lie.
  - Students get a point every time the group makes a wrong decision (i.e. decides the truth is a lie or a lie is the truth). The student with the most points is the winner.

**Note:** now is a good time to do the pronunciation work on sentence stress.

- 5 **Alternative treatment 1** Give students a few minutes to work alone and think of ideas and vocabulary they can use to answer the questions before they start.
- **Alternative treatment 2** Ask students to give each other feedback on their answers. You can elicit criteria from the whole class and write them on the board, e.g.
    - *Did your partner give fairly long answers?*
    - *Were the answers well structured and coherent?*
    - *Did they use a range of higher-level vocabulary?*
    - *Did they use a range of appropriate grammar, including accurate tenses?*
    - *Were their answers always relevant?*

**Extension idea** Draw students’ attention to the Exam advice box.

- Tell them that typical topics for Part 1 are family life, languages, traffic, shopping, weather, cooking, animals, housework and reading (you can write these on the board).
- Tell students to work in pairs and think of three or four questions which they could ask on one of the topics.
- They then change partners and, with their new partner, take turns to ask and answer questions.

Pronunciation Sentence stress 1

Ask students to look at the Speaking reference on page 100 and point out that pronunciation counts for a quarter of their IELTS score for speaking. This means that in addition to listening to their grammar, vocabulary and fluency, examiners also note how easily they can understand the candidate: candidates who speak too fast/slowly or mutter will lose marks for pronunciation; 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. Sentence stress is one of these features, along with things like intonation, rhythm and the pronunciation of sounds. If they stress the wrong words or too many words in a sentence, it can significantly affect the meaning and/or sound very odd; if they stress the right words, it will help their listener understand them. Students need to have a high degree of control of pronunciation features in order to achieve a high band level for this criterion.

- 1 **Alternative treatment** After students have read the introduction to this section, ask them to work in pairs and predict which word will be stressed in each sentence. They then listen to check their answers.

**Answers**  
1 *Suggested underlining*  
2 that's / (hotel) management / two    3 cats / this / did    4 two / toddler    5 fitness / bit / used  
2 a In sentence 2, *that's* refers back to the important decision in the first sentence.  
b In sentence 3, *this one* refers back to the cat and its difference from other cats.

2

**Answers**  
1 1 don't (like) (emphasising strength of feeling) / criminals (important information) / home (important information)  
2 running (important information) / afternoon (important information) / more (for contrast) / that (referring back to *afternoon*) / energetic (important information)  
3 too (for emphasis) / anything (refers to handmade items and stresses the fact that none can be made) / hard (important information)  
4 sewing (important information) / couldn't (emphasising inability)

5 brother (important information) / badly (important information) / he (referring to brother) / I do (referring to self and contrast)

**Extension idea** Ask students to work alone and choose one of the questions from Speaking Exercise 1. Tell them to write a two- or three-sentence answer, but not to underline any words.

- They then work in pairs and take turns to read their answers aloud, stressing the words they feel are important.
- Ask them to exchange their written answers and ask them to read their partner's written answer aloud. They can follow up by discussing how any changes in stress that their partner has made change the meaning or emphasis of the answer.

- 3 **Extension idea** Ask students to work in pairs and look at the sentences in Exercise 2 again. Ask them to suggest another way in which each of the sentences can be stressed and read their ideas aloud to the class. The class should then say how the meaning changes.

Writing Task 1

- 1 **As a warmer 1** With books closed, ask students: *How have the proportions of male and female students at university in your country or at your university changed over recent years? What reasons can you think of for those changes?* (You can treat this as a class discussion, or ask students to discuss in small groups.)
- **As a warmer 2** Ask students to open their books, look at the Exam information box and say what the difference is between graphs, tables, charts and diagrams. (Graphs tend to be line graphs like the one shown, tables contain columns and rows of figures (see Student's Book page 37), charts may either be pie charts (see Student's Book page 38) or bar charts (see Student's Book page 37), diagrams are simple plans showing systems, machines or processes (see Student's Book page 60).)
  - Tell students that they will lose marks if they simply copy words from the task to their answer; they should rephrase the information using their own words, and this exercise shows them how to do this for the introductory sentence.

**Suggested answer**  
The graph gives information about how many male and female students graduated from Canadian universities between 1992 and 2007.

**Extension idea** Ask students to look at how the information has been rephrased. Ask them if they can suggest another way of writing the introductory sentence using their own words.

- 2 **Alternative treatment** Before doing this exercise, tell students to look at the Writing task instructions again and point out that they should report the main features. Ask students to work in pairs and decide what the main features are. They should then look at sentences 1–7 and say which ones they have already identified as main features.
- This exercise asks students to distinguish main features from minor (though true) details.
  - Tell students that they should aim to summarise the information given to them, not provide interpretations, reasons for the information or introduce any information which is not presented in the task.

**Answers**  
2, 4, 6, 7

- 3 Tell students that in order to achieve a high band score, they will have to summarise the main features, but also support these with detailed statistical information from the graphs or chart. Ask them to look at how each of the sentences describing main features is accompanied by sentences containing supporting details.

**Answers**  
Graduate numbers rose during the 15 years and reached their highest levels in 2007, but there were always more female than male graduates. (*paragraph 2*)  
Thus the gap between the number of male and female graduates had widened. (*paragraph 2*)  
A more detailed look at the graph reveals that the overall growth in numbers was not always steady. (*paragraph 3*)  
Clearly, there were similar trends for male and female graduates over this period, but the number of women graduating increased at a higher rate than the number of men. (*paragraph 4*)

- 4 Tell students that there is not **one** correct way to organise their answer, but dividing the graph before they start is one way of working out how to do it. This may not be applicable to all Part 1 tasks.

**Suggested answer**  
The lines should cut the horizontal axis at 1995 and 2000. The data has been grouped according to the years.

**Extension idea** Ask students to compare where they have drawn lines with each other and with the suggested answer.

- 5 Tell students:
- they will achieve a higher band score if their answer is clearly and logically organised. This includes writing paragraphs each with a clear focus
  - it is essential to include an overview of the information at some stage in their summary, otherwise they will lose marks. This is covered in more detail in Unit 3
  - their band score also depends on the choice and appropriateness of their vocabulary, with less-common words used appropriately getting them a higher mark.

**Answers**  
1 Paragraph 2 looks at the overall rise and the gap between males and females, while paragraph 3 is a close analysis of the yearly data.  
2 It is the overview.  
3 **a** less marked    **b** more significant  
4 widen  
5 A more detailed look at the graph reveals ...  
6 flattened out  
7 just over  
8 slight

**Extension ideas**  
1 Ask students to copy the words and phrases focused on in this exercise into their notebooks and suggest they revise them and try to incorporate some of them in their own Part 1 answers when the time comes.  
2 Ask students to read the sample answer again and highlight words and phrases they think would be useful when doing other Part 1 Writing tasks. They should also copy these into their notebooks.

- 6 **Answers**  
Graduate numbers rose during the 15 years and reached their **highest** levels in 2007 ...  
After 2000, however, graduate numbers saw their **strongest** growth rate, ...

**Extension idea** Go through the Language reference on page 119 with students and ask them to supply extra examples for each point alongside the examples in the reference.

- 7 Tell students to refer back to the Language reference when in doubt. Tell them that this area of grammar is essential for IELTS candidates to master, as they will almost certainly need it to describe any type of chart or graph.

**Answers**  
1 steadiest    2 most popular    3 lowest    4 The most  
5 greatest    6 most important area    7 one  
8 favourite



**Extension idea** Ask students to write four or five sentences like those in the exercise to describe higher education in their country.

- When they have finished, ask them to work in small groups and compare their sentences. If they are all from the same country, do they agree that the sentences are true? If they come from different countries, they can discuss how higher education is different in each country.

**Note:** now would be a good time to do the Key grammar on page 17, which is on the past simple, present perfect simple and past perfect simple.

- 8 Although your students have quite an advanced level of English, they may not be adept at analysing statistical data, so it is worth rounding up with the whole class after they have worked in pairs.
- Elicit that they should introduce the task by expressing the information given them in their own words. You can elicit suggestions for this, e.g. *international students – overseas students/students from other countries/from abroad; graduating – obtaining degrees*, etc.
- 9 You can ask students to do the Writing task for homework. Tell them they should spend about 20 minutes writing and that they should set aside a couple of minutes at the end to check their answer.

**Extension idea** When students have done the Writing task, but before they hand it in, photocopy the sample answer printed below and the questions which follow and give a copy to each student.

- Ask students to
  - work in pairs and answer the questions
  - compare their answers with the sample answer and make any changes they want to their answers
  - exchange answers with a partner and comment or make suggestions for improvements to their partner’s answer.
- When they are ready, they can hand their answer in to you for correction.

**Answers to the questions below the sample answer**

- 1 Paragraph 1 is an introduction, Paragraph 2 looks at the figures for 2001 across the provinces, while Paragraph 3 looks at the changes from 2001 to 2006. Paragraph 4 supplies an overview.
- 2 between  
3 experienced  
4 occurred  
5 pattern

**Sample answer**

The chart compares the changes that took place between 2001 and 2006 in relation to the percentage of overseas students who graduated from universities in Canada.

In 2001, the proportion of students from other countries who graduated in Canada ranged from three percent in Ontario to seven percent in New Brunswick. Nova Scotia had the second highest percentage at 6.5. Five years later, the figures for most provinces had risen by two to three percent, with the exception of Alberta. There, figures fell by one percent to just over four percent.

A closer look at the chart reveals that significant growth occurred in New Brunswick, where the figures rose from seven to just under 12 percent. However, the biggest increase took place in British Columbia, where the percentage of graduates more than doubled, almost reaching almost 11 percent in 2006.

Over this five-year period, some parts of Canada experienced a considerable increase in their proportion of overseas graduates, although New Brunswick remained the province with the highest percentage overall.

**Key grammar** Past simple, present perfect simple and past perfect simple

- 1 Tell students that IELTS candidates often make mistakes with the form or spelling of these particular verbs. When they have finished, go through the Language reference on page 115 with them.

**Answers**

- 3 fell back   4 fallen back   5 rose   6 risen  
7 widened   8 widened   9 took place  
10 taken place   11 experienced   12 experienced

- 2 Encourage students to use the Language reference when necessary to help them answer these questions.

**Answers**

- 1 gradually fell   2 had decreased   3 have remained  
4 has been   5 took place   6 have experienced  
7 remained   8 had fluctuated

- 3 **Answers**

- 2 has not always been   3 experienced   4 dropped  
5 remained   6 saw   7 (had) reached   8 fell back

Unit 1 photocopiable activity  
Skills for sale

Time: 60 minutes

Objectives

- To check students’ knowledge of dependent prepositions
- To practise superlative forms
- To raise awareness of stress in pronunciation
- To build confidence in dealing with interview questions
- To practise vocabulary related to skills and qualifications
- To help students to get to know each other better

Before class

You will need to make one copy of the worksheet on page 16 for each student.

- 1 As a warmer Ask students: *Have you ever had to ‘sell’ your skills or experience during a job or university interview? Do you think it is an easy thing to do? Why? / Why not?*
- 2 Give each student a copy of the worksheet. Tell them that they have an important interview (for a job or a university course) coming soon, and to help them prepare, they have searched the Internet for useful videos. Tell them to look at the scripts of three video clips which they have found and to skim the video scripts to decide which candidate they think is best. Round up answers with the whole class, reminding students that there is no correct answer here.
- 3 Focus students on questions A–D in the scripts and tell them to choose the correct options. Check answers with the whole class.

Answers

A best B most C least D greatest

- 4 Tell students to complete gaps 1–9 with the correct preposition.

Answers

1 on 2 on 3 with 4 to 5 for 6 of 7 about  
8 in 9 in

- 5 Put students in pairs or groups of three. Ask them to make a list of seven questions they would ask an interview candidate and write them on the worksheet. If they find it difficult to think of questions, allow them to use some of the questions from the video scripts.

- 6 Tell students to look at their seven questions again and to underline the words which receive the main stress in each question. Go round and monitor as students do this. If necessary, work through some examples on the board and drill the correct sentence stress.
- 7 Arrange the class so that students are all working with different partners. They now take turns to interview each other using their questions. During the interviews, monitor students’ use of stress and vocabulary, so that you can give feedback later on.
- 8 When all the interviews are finished, students return to their original partners and report back on how good their candidates were at selling their skills. Round up by asking the class to nominate the most convincing interviewee.

**Extension idea** If you have access to video equipment, film some of the interviews and post them on your class VLE or website.

Unit 1 photocopiable activity

# Skills for sale

Steve: 26, Jamaican, student nurse



A What do you like *better* / *best* about your current job or studies?  
Well, that's a difficult question to answer, because there are a lot of things I'm keen **1** ..... when it comes to nursing. In the end, though, it all comes down to the people around me, both patients and colleagues. Seeing that smile on someone's face when they get better after a period of illness, or knowing that your colleagues are relying **2** ..... you to play your part in the team – that's what makes the job so special.

B Who do you admire *most* / *mostly*, and why?  
I'm a big fan of Usain Bolt. He shows that it's possible to compete **3** ..... your rivals, without becoming arrogant. He's an amazing athlete and he combines that with a really outgoing personality. If I can achieve even half of his dedication **4** ..... what he does, I'll be proud of myself.

Alessia: 43, Italian, graphic designer



C What's your *less* / *least* attractive characteristic?  
Well, I guess that sometimes my creative vision for the projects I'm working on can be a little too strong. Sometimes I end up feeling as if I'm responsible **5** ..... everything, when actually, I could probably allow my assistants to take care **6** ..... more aspects of each project. It's easier said than done, though, because I am really passionate **7** ..... my work.

Imran: 31, Indian, IT consultant



D What's your *greatest* / *most great* achievement so far?  
I think it was my first presentation at a conference. I was presenting the results of a project I'd been involved **8** ..... for over a year, so I was really nervous about how it would go. In the end, it went down really well, and getting positive feedback from members of the audience really helped me to gain greater confidence **9** ..... presenting my own work.

Interview questions

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

# Word list

## Unit 1

**Abbreviations:** *n/np* = noun/noun phrase; *v/vp* = verb/verb phrase; *adj/adjp* = adjective/adjective phrase; *adv/advp* = adverb/adverb phrase; *pv* = phrasal verb; *T/I* = transitive/intransitive; *C/U* = countable/uncountable

**automated** *adj* (13) done by machines and not people

**base something on something** *vp* [T] (11) If you base something on facts or ideas, you use those facts or ideas to develop it.

**bring people together** *vp* [T] (11) If an organisation or activity brings people together, it causes people to do something as a group.

**by the time** *phrase* (14) at the point when

**channel resources into something** *vp* [T] (12) to use energy and effort for a particular purpose

**a common desire** *np* [C] (11) a strong feeling of wanting to achieve or have something, felt by all the members of a group

**concentrate on something** *vp* [T] (12) to use most of your time and effort to do something

**crucial** *adj* (12) necessary to make something succeed

**down-to-earth** *adj* (11) practical and realistic

**discipline** *n* [C] (11) a particular subject of study

**everyday** *adj* (11) normal and used every day

**extraordinary** *adj* (11) very unusual, special or surprising

**facilities** *plural n* (10) buildings, equipment or services that are provided for a particular purpose

**field** *n* [C] (RS) an area of study or activity

**get to the top** *phrase* (RS) to succeed in getting one of the most important jobs in a particular career

**go on to do something** *vp* (12) to do something after first doing something else

**growth rate** *np* [C] (16) the speed at which something increases

**high achiever** *np* [C] (9) a very successful person who achieves a lot in their life

**highly gifted** *adj* (11) extremely intelligent, or having a natural ability to do something extremely well

**human potential** *np* [U] (11) people's ability to develop and achieve good things in the future

**inspire** *v* [T] (11) to make someone feel enthusiastic about a subject and give them the idea to do something

**institute** *n* [C] (11) an organisation where people do a particular kind of scientific or educational work

**interact with someone/something** *vp* [T] (11) If two people or things interact with each other, they speak or do things with each other.

**master** *v* [T] (11) to learn how to do something very well

**obtain** *v* [T] (17) to get something that you want

**recruitment program(me)** *np* [C] (RS) a series of actions intended to get people to join an organisation or work for a company

**remain unchanged** *vp* (17) to stay the same, not changing in any way

**responsible for something** *adj* (11) being the person who causes something to happen

**sensors** *plural n* (11) pieces of equipment that can find heat, light, etc.

**take something for granted** *phrase* (11) to use something all the time, without thinking how useful it is or how lucky you are to have it

**telecoms** *n* [U] (9) short for *telecommunications*, the process or business of sending information or messages by telephone, radio, etc.

**thus** *adv* (16) in this way

**a vast range (of)** *np* [C] (11) a very large number of different things

**visible** *adj* (11) able to be seen

**vocational training** *np* [U] (9) the learning of skills that prepare you for a job



# Vocabulary extension

## Unit 1

**Abbreviations:** *n/np* = noun/noun phrase; *v/vp* = verb/verb phrase; *adj/adjp* = adjective/adjective phrase; *adv/advp* = adverb/adverb phrase; *pv* = phrasal verb; *T/I* = transitive/intransitive; *C/U* = countable/uncountable

**achieve an aim** *vp* [T] to succeed in doing something that you have been trying to do

**aspiration** *n* [C/U] something that you hope to achieve

**award a degree** *vp* [T] to give someone a qualification for completing a university course successfully

**conclusive results** *plural n* results from a test or experiment that prove that something is definitely true

**conduct an experiment** *vp* [T] to do a test, especially a scientific one, in order to learn something or discover if something is true

**confirm a theory** *vp* [T] to prove that an idea is true

**cutting-edge research** *n* [U] research that is very modern and shows all the newest discoveries

**dedication** *n* [U] when you give a lot of time and energy to something because you believe it is very important

**determination** *n* [U] the desire to keep trying to do something, although it is very difficult

**dissertation** *n* [C] a very long piece of writing on a subject that is done as part of a university degree

**doctorate** *n* [C] the most advanced qualification from a university or college

**extensive research** *n* [U] very detailed research that involves a lot of information

**fulfil a lifelong ambition** *vp* [T] to succeed in doing something that you have wanted to do for most of your life

**fund research** *vp* [T] to provide the money for research

**highlight a problem** *vp* [T] to emphasise or make people notice a problem

**investigate** *v* [T] to try to discover all the facts about something

**ongoing trials** *plural n* tests happening now of something new to find out if it is safe or works correctly

**painstaking investigation** *n* [C/U] the process of trying to discover all the facts about something using very careful and detailed techniques

**PHD** *n* [C] an advanced university qualification, or a person who has this qualification

**postgraduate course of study** *n* [C] a course of study that someone does after getting a first degree

**professional qualification** *n* [C] a qualification that shows you have the skills and knowledge to do a particular job

**pursue one's dream** *vp* [T] to try to achieve something that you have very much wanted to do for a long time

**recognise a qualification** *vp* [T] to officially accept a qualification

**research paper** *n* [C] a piece of writing on an academic subject that contains research

**scientific journal** *n* [C] a magazine that contains articles about science

**thesis** *n* [C] a long piece of writing that you do as part of an advanced university course

**thorough investigation** *n* [C/U] the process of trying to discover all the facts about something using very careful and detailed techniques

**undertake research** *vp* [T] to do research