

UNIT / 01: URBAN AND RURAL LIFE

READING

OUTCOMES

- deal with matching headings tasks
- identify the main idea of a paragraph
- understand the meaning of prefixes

OUTCOMES

Ask students to focus on the outcomes of the lesson. Explain that the IELTS matching task requires them to choose a heading which correctly summarises the whole paragraph. To do this they need to identify the main idea in a paragraph. Explain that there will probably be some unknown words in IELTS reading texts, but that it is possible to 'guess' the meaning of some of these without using a dictionary. Students should also be aware of the use of prefixes, which can further help them to choose the correct paragraph headings.

LEAD-IN

To engage students in the topic, elicit where they would prefer to go on holiday (e.g. the beach, the mountains, the countryside, a city). Ask them to read the text and underline any places they chose that are mentioned in the text.

- 01** Elicit several examples of underlined nouns in the text which are preceded by *the*. Ask students if they know why. Do the same for underlined nouns with zero article.

Ask students to work in pairs and complete the exercise.

No article used for:
 individual islands: e.g. Mallorca
 names of most countries: e.g. Spain, France, Germany, China
 names of beaches: Alcudia Beach
 names of cities/towns/regions: Palma de Mallorca, Algaida, Binissalem
 names of mountains: Mount Everest, Mont Blanc
 Use 'the' for:
 groups of islands: the Balearic Islands
 coastal areas: the Valencian Coast
 oceans and seas: the Mediterranean Sea, the Persian Gulf
 nationalities: the Spanish, the Omanis, the Chinese
 countries which are Republics, Kingdoms or Unions: the Republic of China, the United Kingdom (the UK), the United States of America (the USA)
 mountain ranges: the Tramuntanas, the Himalayas
 geographical areas: the north east, the south west
 Other geographical features:
 lakes: no article, usually begins with the word Lake (Lake Windermere)
 rivers: definite article before name of river. Capitalise the word 'river' or it can be omitted (the Thames, the River Thames).

- 02** Ask students to write a short paragraph about an area of their own country. Make it clear to students that the purpose of writing is to prepare them for the IELTS style texts that they will read in later exercises.
- 03** Draw students' attention to the title. Ask them to work in pairs and predict what the main text could be about.
- 04** Ask students to complete Exercise 04.

Students' own answers

Alternative

Write the first sentence of the paragraph on the board. Encourage students to identify the main ideas in the sentence by asking questions (e.g. 'What is special or different about the city of Auroville?'). Before students do this exercise, ask them to read the Bullet Box.

Advice

Students will need to know what a topic sentence is in order to attempt IELTS matching tasks. Explain / elicit the definition below:

Definition

Topic sentence: The sentence which conveys the main idea of a whole paragraph

Heading B seems to fit best, as it contains paraphrases of the sentence: designed = planned and built an imperfect world = today's world of conflict, greed and constant struggles for power an urban ideal = the ultimate model of unity, peace and harmony
 Heading A: There is nothing in the sentence that matches 'always fail'.
 Heading C: The sentence talks about 'peace and harmony', which contradicts the idea of 'conflict' in the heading.

- 05** Ask students to read the full paragraph and to check in pairs whether they think the heading is still the same.

Heading B is correct.

- 06** Ask students to complete Exercise 06 following the same procedure as before.

At this point, the best heading appears to be B: A city at the top of the world

- 07** Ask students to read the whole paragraph and to decide whether they still agree with their original choice.

The best heading is C: An unusual approach to regulation, because the paragraph talks about other examples of rules and laws that could be seen as unusual. It is not A –

An unwelcoming place to die – because the text tells us that it is forbidden to die there.

- 08 Encourage students to identify the sentence that gives the main idea of the whole paragraph and to compare their ideas in pairs. Make it clear that the topic sentence is often, but not always the first sentence.

But what really sets it apart is that it can also lay claim to some of the world's strangest rules.

- 09 Tell students that they are going to read the first sentence of another paragraph and find words or phrases that match the words underlined in the three options. Explain that in the IELTS reading exam they will need to find information in the text that supports the key words in the headings.

- A *regulation*** = not allowed to build fences around their houses
B *dangers of the wild* = the constant threat of visits from wild animals
C *humans and animals* = lions and hippopotamuses [and] anxious residents; co-exist = residents are not allowed to ... keep out their neighbours

- 10 Ask students to focus on the underlined adjectives and adverbs and look for information in the sentence that matches the underlined words and to decide which of the headings could be eliminated. Emphasise that this is a strategy that they can use in the exam.

- A** An unusual approach to regulation – still possible as a correct answer, and you would need to read more of the paragraph to be sure.
B Dealing with the occasional dangers of the wild – no longer possible as it contradicts 'the constant threat'.
C Where humans and animals cautiously co-exist – most likely to be correct as it paraphrases the sentence.

- 11 Ask students to read the whole paragraph and check which heading correctly matches the idea of the whole paragraph.

Heading C is correct.

- 12 Ask students to identify the topic sentence of the paragraph.

Everywhere in Marloth Park, a wary understanding exists between man and beast.

- 13 Tell students to read the paragraph and to take some brief notes on the main ideas.

Students' own notes

- 14 Ask students to look at their notes and to use them to identify the main idea of the paragraph and write a sentence giving the main idea of the paragraph.

Extension

Ask students to come and write their headings on the board and decide as a class on the best one.

Students then complete Exercise 14.

Heading A – A conflict between reality and imitation – is correct.

- 15 Write the word 'pre' on the board and elicit its meaning from students (i.e. that it means 'before'). Write the first heading – 'an unusual approach to regulation' on the board. Ask students to identify which word in the heading contains a prefix.

Ask them to discuss the possible meaning of each prefix.

un- = not opposite;
im- = not;
co- = together

Ask students to complete the rest of the examples in pairs.

- 16 Use the first prefix as a quick example to work through with the whole class. Ask students to work in groups of 3. Give each group a prefix from the list and ask them to list words that contain it and to work out their meaning.

un = not/opposite; *im* = not; *co* = together
post = after, behind – postgraduate, post-mortem, postpone
for-/fore- = before – forecast, forward, forehead
sub = under, below – submarine, subway, subtitle
multi = many, much – multinational, multiply, multicultural
anti = against, opposite – antivirus, antiseptic, antiperspirant
mis = wrong, bad, badly – misunderstand, misjudge, misspell
non = not – non-profit, non-fiction, nonsense
pre = before – preview, prepay, prejudice
over = above, too much – overload, overtake, oversleep
under = below, not enough – underwater, underwear, underage

- 17 Work through the first example as a class. Write the sentence on the board and ask students to volunteer which prefix they think would best fit the context of the sentence.

Ask students to work through the remaining examples.

- A forewarned / pre-warned B overpopulated
 C misinformed D anti-government(al)

EXAM SKILLS

- 18 Tell students to read through the text quickly to get a general idea. Tell them not to look at the headings yet, as this will encourage them to focus on specific words, which may appear in the paragraph, but will not necessarily represent the main idea.

Alternative

Go through the first paragraph as a whole class. Ask students to carefully read paragraph A again, and to write down what they think its main idea is. Then ask them to refer to the headings and to try to select the correct one for paragraph A.

Ask students to work individually through the paragraphs following the same procedure. Before students do this exercise, ask them to read the Bullet Box at the start of the Matching Headings section.

Advice

Make students aware that there are two 'distractor' headings. Emphasise that if they focus on the paragraphs before looking at the headings, they will be less likely to be confused by the distractors.

Definition

Distractors: Extra heading in the IELTS reading heading matching task which do not match with any of the paragraphs.

It is good practice to give students a time limit to complete IELTS practice tasks, so that they can get used to working under exam conditions. Monitor as they are working through the task, in order to get an idea of how easy or difficult students are finding it.

1 ii 2 vi 3 iii 4 v 5 viii 6 vii

WRITING

OUTCOMES

- identify the main features of a line graph
- achieve a high score for Task Achievement
- describe and compare with adjectives and adverbs.

OUTCOMES

This lesson is linked to Part 1 of the IELTS writing test, which involves giving a written description of a graph, chart, map or process diagram. The first outcome is linked to one of the graphs that students may be asked to describe. The second outcome focuses on Task Achievement – one of the four criteria that will be used to measure students' performance in Writing Part 1. The third outcome concerns some of the key language that is frequently used for describing graphs and charts. These outcomes are all key requirements for IELTS Task 1.

LEAD-IN

01 Project an image of the simple chart in Exercise 1 onto the board. Ask students to work in pairs and discuss information about the chart (e.g. 'What type of chart is it?' 'What does it show' etc.). This will give you an idea of how familiar your students are with reading and interpreting information in charts. Ask students to work in pairs and complete the remaining tasks.

- 2 Between 1980 and 1990 sales grew rapidly to 90,000.
- 3 From 2020 to 2030 sales *will / are predicted to / are expected to grow rapidly* to 90,000.
- 4 By the year 2000, sales had grown rapidly to 90,000
- 5 By the year 2020, sales will have grown rapidly to 90,000.

02 Ask students to complete the next task as a pair activity.

Draw students' attention to the advice box on Part 1 Task Achievement. Ask them to read through it and then elicit the types of common mistake that may stop students from getting high marks. Then ask students to focus on the main questions that they should ask themselves when looking at a Part 1 task.

03 Ask students to work in pairs and complete Exercise 03.

Suggested answers

All three reasons have risen over the period. Overall, the number of people moving away from the capital city is on the up.

Traffic saw the steepest rise, particularly from 2000 to 2010.

Rising cost of living rose the least over the whole period and this reason was the only one to show any fall (2000–2010). However, in terms of numbers it was the main reason for moving to the countryside across the whole period by a significant margin.

The increase in people leaving for lifestyle reasons was steady across the whole period but relatively low.

04 Ask students to read the example answer, and to discuss with a partner why it would not have received a good mark for Task Achievement. Remind students to look back at the reasons students lose marks for this task from the previous exercise. Before students do this exercise, ask them to read the Tip for exercise 03

Advice

A good answer to Task 1 should include the following:

- A brief overview of the information shown in the graph, chart, map or process diagram.
- Several paragraphs highlighting key information or trends.
- A concluding paragraph which summarizes the main features.

Emphasize to students that they are not expected to speculate reasons why changes have occurred; they only need to comment on the data that appears in the task.

Suggested answers

Some of the data and categories are incorrectly reported. (Incorrect: The main reason was traffic; 70,000 left in 2010)

The third paragraph does not include any data to support its arguments.

There is no concluding paragraph.

The answer is considerably less than 150 words.

The level of language is OK, but unlikely to impress the examiner.

Note: it is also recommended that when you write your introduction, you put it in your own words as this demonstrates the ability to paraphrase (Lexical Resource). This introduction borrows heavily from the question.

- 05 Ask students to read the second sample essay and to complete the task.

1 B 2 A 3 D 4 C

- 06 Students discuss the best summary in pairs, giving reasons for their choice.

- A This is not a good conclusion: (a) to say 'people left the city for three main reasons' is not necessarily true: the graph did supply three reasons – however, there may have been others that were not included in the graph; (b) there is incorrect reporting of data, which should be 'between 1990 and 2010', not '1990 and 2000'. Also, life style did not change the least, given the fall between 2000 and 2010, rising cost of living changed the least for the whole period.
- B This is the best conclusion. It is less mechanical than A, mentions the main features and expresses what had started to happen by the end of the period.
- C The worst conclusion of all three. Not only has the candidate included data in their concluding paragraph, but it also repeats what has already been stated in the main body. The candidate does not 'step back' and present a summary of the main trends or features.

- 07 Encourage students to check the meaning of any unknown vocabulary, and then complete Exercise 07.

1 highest 2 overall 3 notable 4 consistent
 5 stable 6 lowest 7 joint-lowest

- 08 This task requires students to distinguish between objective and subjective adverbs for describing manner of change. Before students do this exercise, ask them to read the Tip.

Advice

It is important to encourage students to use appropriate academic register when responding to Writing Task 1, as this is linked to the Task Achievement criterion. A simple explanation would be that objective language concerns 'facts' whereas subjective language brings in the writer's feelings. An example could be demonstrated to clarify the difference e.g. numbers rose *abruptly* vs numbers rose *shockingly*. Ask students which of these adverbs represents a feeling, and then explain that this makes the language subjective.

Ask students to complete the exercise in pairs, and then nominate individuals to answer.

Inappropriate adverbs for a Task 1 essay: *amazingly*, *shockingly*, *surprisingly*, *predictably*.

The adverbs *significantly* and *noticeably* are arguably subjective, but *inconsistently* used in the correct way are not necessarily so:

The increase in people moving for a better quality of life is *significantly* higher than in the other categories.

The rise in people moving for a better quality of life is *noticeably* higher than in the other categories.

- 09 Turn students' attention to the example sentence in the students' book, then ask them to produce written descriptions in pairs. This will help to familiarise students with vocabulary that may be new to them, but which will be frequently used in writing Task 1.

Alternative

Provide students with some simple visual representations of line charts (these can be drawn on the board). Ask students to work in pairs. One student sits with their back to the board, while the other describes the line (not using the adverbs from Exercise 08). The students with their backs to the board have to work out which adverb from Exercise 08 is being described.

inconsistently: the line changes in a way that doesn't demonstrate an obvious pattern

significantly: the change showed by the line is marked or major, perhaps in comparison to another line on the graph

progressively: the change is slow and consistent

noticeably: the change showed by the line is clearly visible, especially in comparison to another line on the graph

gradually: the tendency to change on the graph is slow

sharply: the change indicated by the line is fast and dramatic

markedly: the change showed by the line is clearly visible, especially in comparison to another line on the graph

abruptly: the change indicated by the line is fast and dramatic

- 10 Emphasize the importance of using a range of grammatical structures in the response to Task 1, as this will result in achieving a better score for *Grammatical Range and Accuracy*. Turn students' attention to the example exercise. Ask them to identify the parts of speech in the second sentence, and whether it is necessary to add any other words (e.g. *The*).

Ask students to work in pairs and complete the rest of the exercise.

Sample answers

- 2 Traffic experienced a steady rise as a reason for moving to the countryside between 1990 and 2000
- 3 but then increased markedly between 2000 and 2010.
- 4 The number of people moving to the countryside for lifestyle reasons saw a consistent growth across the whole period shown in the graph.

EXAM SKILLS

- 11 Tell students that they are going to attempt an IELTS Task 1 response to a line chart.

Remind students of the 4 questions that they should ask themselves about the information in the line chart that

they read about in the tip box in Exercise 03. Elicit that these questions relate to the Task Achievement criterion. Set a time limit and ask students to complete the task individually. Before students do this exercise, ask them to read the Tip from Exercise 10.

Advice

It is good practice to ask students to work individually on the task and to give them a time limit, as this will give them a more authentic experience of exam practice. Tell students that they will be penalized for being over or under the word limit of 150 words.

Feedback

If there is time before taking the papers in, you could ask students to peer-assess a partner's answer. Peer assessment is a useful way of raising students' awareness of the strengths and weaknesses of a particular piece of writing, which will help them to develop their own writing skills. As students can find peer-assessment difficult if they are unused to it, it may be useful to provide them with a checklist.

e.g.

- Has the writer described the information in the chart accurately?
- Has the writer identified key trends?
- Has the writer used a good range of vocabulary for describing trends?
- Has the writer used a range of grammatical structures?

Refer students to the IELTS criteria specifically for bands 7 and 8 in the introduction to the Teachers' Book. Tell them to firstly determine whether they fully meet the criteria for band 7 and then check if they surpass it and can be judged to meet the grade 8 criteria.

Sample answer

The line graph sets out the key motivations for people relocating to the capital of a specific country between 2000 and 2015.

Moving for the purpose of study saw the greatest rise overall, with a jump of approximately 62,000. It rose considerably in two periods – from 2000 to 2005 (by 22,000), and then again from 2010 to 2015 (by 33,000), with a more gentle growth of around 7,000 in between.

Elsewhere, the figure of people relocating for work began at 61,000 in 2000, then peaked at 92,000 in 2010 – the highest of any reason, in any year – before finishing as the joint-highest in 2015 (87,000 – on a level with those relocating in order to study). Notably, this category was the only one of the four that underwent a downturn.

Turning to 'adventure', this category rose the most stably and steadily of all four categories, from 11,000 to 15,000 over the fifteen-year period. Meanwhile, the number of people relocating for 'family and friends' reasons climbed gently in the first five years (12,000 to 14,000), followed by an upswing to 22,000, before eventually levelling off at around 23,000 in 2015.

All in all, the graph tells us that, 'employment' aside, there was an increase in each of the four reasons for moving over the period in question, with the greatest rise occurring in those citing study as the main motivating factor. (212 words)

Extension

Ask students to work in pairs and look at the sample answer. Go over the three criteria that students considered in the lesson (*Task Achievement*, *Lexical Resource* and *Grammatical Range and Accuracy*) and ask students to apply these criteria to the sample answer.

LISTENING

OUTCOMES

- successfully deal with Part 1 form completion tasks
- correctly understand names and numbers
- develop your paraphrasing skills for multiple-choice questions
- understand and use future time conditionals.

OUTCOMES

Ask students to focus on the outcomes. The first outcome helps students with the form completion task in Part 1 of the listening test. This lesson will help students develop strategies to best complete this task. The second outcome focuses on correctly identifying names and numbers when listening. Remind students that spelling is very important in IELTS exams and that there are certain ways of expressing information in English. This lesson will help students do this better. The third outcome helps students to recognise paraphrases and synonyms for multiple-choice questions. In IELTS listening tasks, it is common for the recording to use different words to the questions and students need to be able to cope with this. The final outcome helps students to understand future time conditionals when they hear them. This will also make it easier for students to be able to use this grammatical structure.

LEAD-IN

- 01 This exercise helps to prepare students for the topic of the lesson. Give students a few minutes to discuss this and generate class discussion during feedback. Ask students to give reasons and to comment on other students' answers.
- 02 The focus on city tour vocabulary will help students identify the differences between similar words. This will help when students need to identify synonyms or paraphrases when listening. After students discuss this in pairs, encourage student discussion during feedback before you confirm the answers.

- 1 *book* and *reserve* are synonyms; *select* means to choose or decide.
- 2 *discount* and *reduction* are synonyms; *bargain* means that you get something for a very favourable price.

- 3 There are no synonyms here; a *curator* is someone who organises the exhibits in a gallery or museum; a *presenter* is someone who introduces a television or radio show; a *guide* is someone whose job is to show a place to visitors or tourists.
- 4 *visitors* and *guests* are synonyms; *explorers* travel to new and unknown places. You can explore a museum, but you cannot be a museum explorer.
- 5 the *front desk* and *main entrance* are synonyms here; the guard room is more likely to be in a prison and not a place where you show your tickets.
- 6 *explore* and *wander* around are synonyms here; *navigate* means to direct the course of a vehicle, such as a ship.
- 7 *pick us up* and *collect us* are synonyms; *let us on* means allow us to board the bus.

- 03** Ask students to look at the advice given. Make sure students are aware that they may need to identify when an idea is expressed differently when listening compared to the questions but that students must use the exact word they hear. Highlight the need for correct spelling. This exercise prepares students for the listening task in the next exercise by allowing them to discuss possible answers and synonyms for each gap.

Suggested answers

- 1 adjective (the earliest, ancient, prehistoric)
- 2 adjective (ancient, prehistoric, early)
- 3 plural or collective noun (treasure, objects, items, scenes, displays)
- 4 adjective or noun (present day, contemporary, current day)
- 5 ordinal number or adjective (22nd, twenty-second, next, forthcoming)

- 04** Students now have the opportunity to practise identifying synonyms and paraphrases when listening. Make sure students are aware that they cannot write more than two words for each answer.

- 1 ancient 2 prehistoric 3 objects
- 4 Contemporary 5 22nd / twenty-second

Transcript 02

Guide: Ladies and gentlemen, welcome to the Museum of London Life. My name's Peter, and I'll be your guide taking you through your exciting visit, which lasts for approximately ninety minutes, and traces the history of this vast and ever-changing city. But before we eventually arrive back here in the present, we begin our walk in ancient London, where we're going to take a look at life from the point of view of prehistoric men, women and children, looking at how they lived thousands of years ago, when all this around us was fields. At this point, London was little more than a few settlements dotted about here and there. Certainly nothing like the metropolis you see surrounding you today. So, from there, the walk allows you to see the city grow as you progress through the exhibits

and take in the fascinating pieces of history that have been found and donated to the museum over the years – including maps, photos, images and thousands of other objects here. And finally, when we leave the part of the exhibition called 'Contemporary London', we'll move away from our present, here in the 21st century and head off into the 22nd.

- 05** Students can now read the script as well as listen again. This will help them to identify what words have been paraphrased and what synonyms have been used. This is a good way for students to see the actual different expressions used.

- 1 *exciting visit, which ... traces the history of this vast and ever-changing city*
- 2 *life from the point of view of prehistoric men, women and children*
- 3 *when all this around us was fields*
- 4 *take in the fascinating pieces of history*
- 5 *we'll move away from our present, here in the 21st century and head off into the 22nd*

- 06** Ask students to read the advice box. Make sure they are aware that Part/Section 1 of the listening test is the least difficult and that they should aim to score as much as possible as the later sections of the test will be more challenging. This exercise allows students to prepare for the listening and you should recommend that they should try to predict the missing words in the test. During feedback, you don't need to confirm answers but it is a good idea to see if other students agree or not.

- 07** Students have the opportunity to practise filling in the form. Ask students to compare their answers before you give feedback. Remind students that spelling is important here.

1 James Graeme	2 16 Mount Hill	3 E15 2TP
4 770 464	5 15/fifteen	6 15/fifteen
7 4/four	8 (£)4.25	9 Underground
10 12/12th/twelfth		

Transcript 03

- Museum employee:** Hello, The Museum of London Life. How can I help?
- James:** Oh, hi, I was wondering if you could send me some information. I've been looking on your website and can't seem to find what I need to know.
- Museum employee:** Certainly, sir. Can I take your name first of all?
- James:** Yes, it's James Graeme.
- Museum employee:** Ah, okay...so that's G-R-A-H-A-M, correct?
- James:** No, it's G-R-A-E-M-E.
- Museum employee:** OK, great. Got there in the end. So, how can I help?
- James:** Well, it says that I can print off some vouchers for reduced entry, but I haven't got a printer. Could you send me some through the post?

- Museum employee:** Sure. What's your address?
James: 16, Mount Hill Road, – that's M-O-U-N-T Hill Road, London, E-fifteen-2-T-P.
Museum employee: Okay. Can I take a contact number for you for our records?
James: Yes, it's -Double 7-Oh, 3-6-4. Sorry, I mean Double 7-7-Oh, 4-6-4
Museum employee: OK, great. I'll get some vouchers sent out to you.
James: Thanks. Could you just clarify what the discount structure is?
Museum employee: Of course. So, for groups of four or more there is a ten percent discount applied. If you manage to get together a larger gang of people – ten or more, to be precise – then that figure goes up to fifteen percent.
James: And what about students like me? Anything extra?
Museum employee: Yes, all students get that same 15 percent discount automatically, but in groups of four or more that goes up by another 5 to 20%. Would you be coming with friends?
James: No, I think the likelihood is that I'll be on my own. So how much exactly would that cost me for entry?
Museum employee: That's four twenty-five
James: So with the discount that makes... three pounds sixty-one, doesn't it?
Museum employee: No, sorry, that price was with the discount already applied.
James: Oh, OK. And are there any special exhibitions at the moment? I'll book tickets for that as well today, provided there's something special that I'm particularly interested in.
Museum employee: There is, actually. You've just missed a really popular one that took in the Viking period, and coming up we've got the period known as 'The Industrial Revolution', but the one we're currently running one called Underground London, which looks at the tunnels, sewers, and catacombs beneath the streets of the city.
James: Great! Ideally, I'd like to visit on my birthday, the thirteenth of July.
Museum employee: Let me check...No, that's a Monday. We're closed on Mondays.
James: Ah, that's a shame. Never mind, I'll come the day before. Can I book over the phone now?
Museum employee: Certainly, so that's one student ticket for the 12th. Let me take your payment details.

- 08** Ask students to read the tip. Tell students that there are certain ways that information is expressed in English and by knowing this that they can get higher marks and not make as many mistakes. The exercise tests students' existing knowledge of this. Put students into pairs or small groups to do this and encourage discussion during feedback before confirming answers.

1 B 2 A, C 3 A 4 C 5 B 6 C 7 A, B 8 B

Extension

Prepare a document with the following – you can choose alternatives but try to use the categories in Exercise 08. Ask students to work in pairs to say how they should be said in English.

Telephone Number

662 005 005

Period

21st Century

Year

1978

Date

31/10/80

Name

Smith-Peters

Price

£12.99

citybreaks@travel.com

Time

16.00

- 09** This exercise focuses again on identifying synonyms or paraphrased information but this time within a multiple-choice question context. Ask students to read the Bullet Box. Tell students that it's a good idea to think about how the possible answers could be rephrased before students start to listen. This exercise gives students practice of this. Tell students to read the example to help them.

Suggested answers

- show to collect his ticket* – produce in order to be able to enter, have as proof of identity to get his ticket
passport – identification document, ID
debit card – bank card, payment card
smartphone – no obvious synonym except telephone/ phone
- most appreciates* – likes the most/best, thinks is the most important, is most impressed by, thinks is key
designed – structured, put together, connected, linked, built talks about *the city's inhabitants* – shows/ paints a picture of the life of city dwellers / citizens / the local people *is involved in fundraising for the local community* – does local charity work, raises money for local causes, donates money to worthwhile community organisations

- 10** Before students listen to check their answers, ask them to read the exam advice. Tell students not to write down the first answer they hear as the speaker may change what they say. Ask students to compare their answers in pairs before class feedback is provided.

1 B 2 B

Transcript 04

- Museum employee: Your pre-printed ticket will be available to collect as soon as you arrive at the front desk.
- James: So, I should bring my passport, then, for proof of ID?
- Museum employee: People usually have a copy of their booking on their email, and they just show this on their smartphones and go straight through. But if, for some reason, you can't get any internet connection here, you obviously can't pull up your ticket details to show the museum assistant. But you'll get your tickets fine, as long as you can produce the payment card you bought the tickets with. That's the only ID we need to see.
- James: Great. Well, thanks for all your help today. Anything you'd recommend personally? What do you like most about the museum?
- Museum employee: One very important thing is that the museum here has formed some extremely worthwhile partnerships with a wide range of local charities. In London, like any capital city, there are a lot of social problems, and the museum's help in reaching out to the world outside is greatly appreciated by so many. But what is so good for visitors – and is absolutely key for me – is that, as you walk through from one room to another, you always, always get a real sense of who has lived here over the years, and what sort of people they are, or have been. And that's really easy to do, because the way the exhibition designers have connected each section to the next with a real sense of development and design. It just flows so well from one room to the next, better than any other museum I've been into, certainly.
- James: Wow. You really like it there, don't you?
- Museum employee: Absolutely. Unless something dramatic happens, I should be working here for a long time.

- 11** This exercise gives students the opportunity to analyse the language structures used and order of information given by the speaker. This will help students to understand more about how this particular task in the listening test may be structured.

Question 1

- The options are mentioned in the order A C B.
- Option A: 'So, I should bring my passport, then, for proof of ID?' Option B: 'But you'll get your tickets fine as long as you can produce the payment card you bought the tickets with. That's the only ID we need to see.' Option C: 'People usually have a copy of their booking on their email, and they just show this on their smartphones and go straight through.'

Question 2

- The options are mentioned in the following order: C B A
- Option A: *because of the way the exhibition designers have connected each section to the next with a real sense of development and design. It just flows so well from one room to the next. Better than any other museum I've been into, certainly.*
 Option B: *But what's so good for visitors – and is absolutely key for me – is that, as you walk through from one room to another, you always, always get a real sense of who has lived here over the years, and what sort of people they are, or have been.*
 Option C: *One important thing is that the museum here has formed some extremely worthwhile partnerships with a wide range of local charities. In London, like any capital city, there are a lot of social problems, and the museum's help in reaching out to the world outside is greatly appreciated by so many.*

- 12** This exercise uses sentences from the unit in order to analyse them in terms of grammatical structure. This is a good idea as students already understand the context. If you feel students need more help with this, write the first question on the board and invite answers from the class.

Cause underlined

- I'll book tickets for that as well today, provided there is something special that I'm particularly interested in.
- You'll get your tickets fine, as long as you can produce the payment card you bought the tickets with.
- Once we leave the part of the exhibition called 'Contemporary London', we will move into the 22nd century.
- Unless something dramatic happens, I should be working here for a long time.

- 13** This exercise provides further linguistic analysis – this time focusing on the future time word. Ask students to do this in pairs and then provide feedback and confirmation of answers after encouraging class discussion of the possible answers.

1 provided 2 as long as 3 Once 4 Unless
 We can replace *provided* with *as long as if*. *Once* could be replaced with *when*. *Unless* means 'if not', so we can change it if we change the whole cause clause:
If something dramatic doesn't happen, ...

14 Students now can use their existing knowledge of the examples from the sentences in the previous 2 exercises to identify the grammatical patterns for first conditional. You may want to confirm that students are aware of what is meant by both terms by providing examples. In addition, you may want to ask students to create example sentences and you can then concept check that all students are aware of the correct structure and usage.

Future time conditionals follow the same structure as the *first conditional*:

If + present simple ... / ... *will* + bare infinitive.

Note that all present tenses are possible in the *If* clause, although the present simple is the most commonly used. In the result clause, instead of *will* we can use *be going to* and other modal verbs such as *can*, *should* and *must*. We can also use an imperative in the result clause.

15 This exercise provides students with practice of this language structure. Ask students to complete this exercise in pairs before providing class feedback. Ask students to comment on their classmate's answers before you confirm if they are correct or not.

Sample answers

- You can get a discounted ticket as long as you show your student card.
- Once everybody has bought their ticket, we will go to the first exhibit room.
- You won't get lost provided you use the map you were given.
- Now everybody is free to explore the museum. You can go wherever you like as long as you return to the main entrance for 4 pm.
- Your bus back to the hotel will depart as soon as everybody is on board.
- Do not touch or take photos of the exhibits unless there is a sign saying that it is allowed.

Extension

You can provide students with further practice of this by recording your own answers and then playing these full sentences for students to listen to and note down. Alternatively, you can ask other students to read out their sentences while students note down the answer. You can vary this by using the same language structures in different contexts.

EXAM SKILLS

16 Students now have the opportunity to practise the skills they have developed in this unit. You can do this under conditions similar to the listening test and then ask students

to compare their answers after or you can ask students to discuss strategies before doing the exercise.

1 David Cottenham 2 DV12 8HA 3 7.30 pm /
 19.30 /half past seven 4 £60,000 5 244 510
 6 we-move-u 7 B 8 C 9 C

Transcript 05

You will hear a conversation between an employee at a removals company and a man who is planning to move to London. First you have some time to look at questions 1 to 6.

[pause]

Now listen carefully and answer questions 1 to 6.

Woman: Good afternoon, We-Move-U, how can I help you?

Man: Hello, there. I'd like some help with my move to London. I'm currently living a long way away in the southwest of the UK, is that an area you cover?

Woman: Yes, we cover all of the UK, so that is no problem. Can I take your name first, please?

Man: Yes, it's Mr. David Cottenham.

Woman: C-O-T-N-A-M?

Man: No, it's C-O-T-T-E-N-H-A-M.

Woman: Okay, Mr. Cottenham, you said that you live in Devon...

Man: Yes, at 4 West Cottage in Humblington. It's a small town near Exton. Well, it's more of a village really.

Woman: Mm-hm, and the postcode there, please, so I can look up exactly where you are?

Man: D-V-12 8-H-A.

Woman: Okay, I've found your home on the system here. My goodness, that is very much in the countryside, isn't it?

Man: Yes, it is. London is going to be a bit of a shock for me. It's so crowded.

Woman: Well, it can be, but it depends where you live. What address are you moving to?

Man: 8b Greenend Road, E19 4RR. 'Greenend' is one word.

Woman: Well, that area is one of the quieter parts of London, at least. Not as busy as other places, certainly. When are you looking to move?

Man: 30th August.

Woman: That's good for us. People are on their summer holidays, children are not at school...so there is less traffic on the roads. What sort of time are you thinking of leaving?

Man: Around half seven would be good.

Woman: That may be difficult, because our staff need a lot of time to pack your things into the van.

- They will need to start in the middle of the night if you want to leave that early...
- Man:** No, no, I mean half seven in the evening.
- Woman:** Oh, I see. We can do that. And do you want to take out insurance, in case there is any damage to your property?
- Man:** Yes, I think so. I've looked at everything I own, and I think that it's all worth about forty thousand pounds in total.
- Woman:** Shall we say a little bit more, just in case? I know you probably think it will be much more expensive to take a higher amount, but the difference in what you pay for forty thousand or fifty thousand in insurance is actually just a few pounds. It's ten pounds higher for fifty thousand, and fifteen pounds higher for sixty thousand.
- Man:** Yes, OK. Make it fifty thousand. No, on second thoughts sixty thousand. So, how much do you think the relocation will cost in total?
- Woman:** Let me check... I think we can do everything for approximately £2,000. That figure may change, of course – it's just an estimate for now – but it gives you a good idea of the price you will have to pay.
- Man:** That's pretty good, actually. I was expecting a lot more?
- Woman:** Would you like to book now? Or shall I take your mobile number? I can call you back tomorrow, after you've had some time to think about it, maybe?
- Man:** Sure, it's oh-seven-two-three-eight, two double-four, five-one-oh.
- Woman:** Great. I'll speak to you tomorrow. And if you have any other questions, either call us back on the number you first dialled, or have a look at our website.
- Man:** What's the website address, please?
- Woman:** www-dot, we-hyphen-move-hyphen-u, (that's the letter u, not the word 'you') dot-co-dot-uk.
- Man:** Okay, thanks for your help. I'll speak to you tomorrow.
- Before you hear the rest of the conversation you have some time to look at questions 7 to 9.*
- [pause]
- Now listen and answer questions 7 to 9.*
- Woman:** Hello, Mr Cottenham, it's Maria here from We-Move-You. How are you?
- Man:** Oh, hi there. Yes, I'm very well. I've actually been thinking about our conversation yesterday. You said that the total cost of the package with insurance would be around £2,000. Does that insurance cover everything?
- Woman:** It depends what you mean by 'everything'. That is how much our 'Silver' package would cost, and as well as insurance for anything that gets broken or damaged, it also covers your costs if our delivery drivers are late getting to London.
- Man:** Are there any other packages?
- Woman:** Yes, our 'Economy' cover is the same as 'Silver', but without the cover for late arrival, and that would cost you around £1,800. Our 'Premium' package has the same insurance as 'Silver', but on top of that our removals team men come and pack all your things, put everything into boxes for you.
- Man:** And that's the 'Premium'? Hmm, I guess that's quite a benefit. How much is that?
- Woman:** It would be £2,500 for this job. So shall we agree on 'Premium'?
- Man:** Hmm...no, let's stick with 'Silver'. If your drivers are late, it doesn't affect us. Actually, I've been looking at some reviews of your company online. Generally very good – the thing that seems to impress most people is the cost.
- Woman:** Well, yes, I think most people are surprised by our low prices. Others believe that our level of customer care is the best thing about us, and I have also seen some reviews where people are most impressed by how quickly we complete the job. I agree with everything they say, of course, but I am probably most proud of our reputation for customer care and satisfaction.
- Man:** Great. Well, I think that's everything. Oh, one final question – once I make the booking, will I have to pay more if I need to make any changes?
- Woman:** In most cases, there is nothing extra that you will need to pay once your initial payment is completed. Unless, that is, you decide to cancel the booking completely – in that case, there will be a charge of 10 percent of the total fee if you cancel less than 15 days before the date of the move. And if you need to move the date, for any reason, we will usually do that for a very low cost.
- Man:** Fantastic. Great. Well, I think I'm ready to book.

Extension

As previously done in this unit, provide students with another opportunity to listen and read the tape script in order for students to analyse both the language used in terms of paraphrasing, synonyms and grammatical structures as well as order of information provided. This will help students better prepare for the listening test.

SPEAKING

OUTCOMES

- review all three parts of the Speaking test
- analyse good and bad answers to parts of the test
- correctly use future time conditionals in the Speaking test.

OUTCOMES

Ask students to focus on the outcomes. This lesson is linked to Parts 1, 2 and 3 of the IELTS speaking test. The first outcome helps students to understand the structure and format of the test. The second outcome follows on from this and helps students to analyse examples of student responses in the test in order to understand what they should and should not do when answering. The final outcome focuses on a specific grammatical feature (future time conditionals). This will help students to respond more accurately and to gain greater marks for grammatical range when answering in the speaking test. Future time conditionals are a relatively complex and high level grammatical feature and accurate use of this will be rewarded in the test.

LEAD-IN

01 This exercise aims to identify what students already know about the IELTS speaking test and to help them understand what format the speaking test will have. In addition, it will help to familiarise what the examiner expectations are. If you feel that students need a little more time before they do this exercise, give students 3-4 minutes to discuss in pairs what they already know about the speaking test. After this time, invite student responses but do not confirm answers. Instead, ask students to comment on other students' contributions. This will generate a class debate. Then ask students to complete the exercise.

1 B 2 C 3 C 4 B 5 C 6 C 7 A 8 A

02 This exercise gives students the opportunity to give their own opinions about the test and encourages them to identify what they are good at and what they will need more support with when preparing for the speaking test. After pairs discuss this, invite students to give their opinions to the class and encourage other students to comment.

Students' own answers

03 This exercise focuses only on Part 1 of the speaking test. Before students do this exercise, explain to students that Part 1 questions focus on general familiar topics that reflect students' everyday life rather than complex or abstract questions. Ask students to complete this exercise in pairs. This will allow you to monitor.

The following questions would not be asked: 2, 3, 5, 7

04 Before students complete this exercise, ask them to work in pairs to think of 3-5 pieces of good advice for students doing Part 1. Before students do this exercise, ask them to read the Tip.

Advice

- Never memorise complete answers to questions BEFORE the exam. It is normally obvious to examiners when a candidate does this and it may affect your score.
- Aim to show a variety of verb forms and grammar structures – but they must be correct if you want a high score.
- Vary your vocabulary. Use synonyms and paraphrase to express your ideas using different words.

This will help students when doing this exercise. Ask students to listen first and then to discuss their answers in pairs afterwards. Tell students to focus on bad practice.

These answers are not likely to impress the examiner.

Question 1: The candidate repeats the word 'apartment' several times. She could improve this by using reference words like 'it' and 'one', and the flow of her answer would improve (along with her score for Fluency and Coherence).

Question 2: The language used is very good, but it doesn't answer the question. It is highly likely to be a memorised answer, which should be avoided completely – the vocabulary is not relevant to the topic at all. This limits the score for both Fluency and Coherence and Lexical Resource.

Question 3: There are several problems with the grammar used; these would limit the score the candidate might get for Grammatical Range and Accuracy.

Transcript 06

Examiner: In this first part of the exam, I'd like to ask you some questions about yourself. Let's talk about where you live. Do you live in a house or an apartment?

Candidate 1: Apartment. It's a small apartment in the centre of my home town, but it's still bigger than the apartment I live in now. My apartment now is just one room, really. I used to live in a huge apartment, but it was my parents' apartment and it was time for me to go to university. I left, found a place. And that's the apartment where I live now.

Examiner: What do you like about the area where you live?

Candidate 2: I used to live in Guangzhou, the capital city of Guangdong Province in south-eastern China. Once an important stop-off point on the maritime Silk Road, Guangzhou maintains to this day its importance as a major port and transportation hub.

Examiner: Do you often visit parks in your city?

Candidate 3: Actually, I have gone to my local park last week. I've really enjoyed it. I have a friend, he never been to my town, so yesterday we have decided to go together next week. We will go on next Tuesday, I think. As soon as we will finish class, we will go.

Extension

Ask students to take it in turns to role-play the same questions from the recording. Put students into pairs. Tell student A to ask the exact questions that the examiner asks. Ask student B to create their own answers. Then ask students to swap roles. Monitor as students do this and note down any common errors or points you wish to talk about in class feedback.

Feedback

Using the notes you made, you can write on the board examples good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative. This is a good way to respond to emerging learners' needs.

- 05 This exercise focuses on Part 2 and helps students to familiarise themselves with the task required of them. Encourage students to discuss their answer and to give reasons.

Task card A

- 06 In this exercise, students evaluate an example response. This will help them to identify how to divide up their time when answering this task in the test. Before students do this exercise, ask them to read the Tip.

Advice

In each Part 2 question, you do not need to try and give equal time to each of the four prompts. Some prompts will be easier to expand on than others.

As before, play the recording and give students some time to discuss their answers in pairs or small groups.

This candidate talked about all four points, exploring three of them in some detail. He used a good range of vocabulary and grammar; the organisation of the answer was also very good indeed, and the long turn flowed naturally from one idea to the next. It is not important that he spoke about the third prompt only very briefly, as he clearly had decided to spend more time on the points he felt he could expand on more easily, and in more detail.

Transcript 07

Candidate: So, I'm going to tell you about a town in the Lake District, which is a beautiful region in the north-west of England, pretty close to the border of Scotland. There are dozens of fantastic little villages and towns there, but the one that tops the rest is called Windermere. It sits on a huge lake and is surrounded by hills, trees and rocks. I've been lots of times already, and I can't wait to go back – as soon as I finish the second semester at university, I'm going to head up there again.

Being far up in the north, as you can imagine, it can get pretty cold in Windermere, particularly in winter. Too cold for some. Having said that, there is a real stark beauty to the town at that time, when your breath comes out like mist, and

the streets get white with the snow that falls. Summer is the opposite extreme – it can actually get pretty warm, comfortable enough to wear just a t-shirt and shorts – but if you wanted to visit at that time, you'd have to get yourself prepared for all the tourists. Other times? Autumn is pretty, I've been told, but I tend to visit in spring.

I go every year, just me; I have to say that I generally prefer not to go with anyone else. For one thing, you can make friends really easily if you stay in a hostel. There are young people from all over the world who make it their mission to spend a few days or a week there. As I say, it's an ideal place to go hiking or hill-walking, so that's the priority for me and for hundreds of others. There are also a really interesting variety of independent local shops, selling everything from cheap souvenirs to galleries full of extremely expensive art. When I go back, I'm going to do what I always do – browsing through the shops after a long day walking in the countryside.

Extension

Ask students to take it in turns to complete the example Part 2 test above. In pairs, ask student A to speak first and for student B to listen and give feedback after student A finishes. Encourage students to be constructive in their comments. Then ask students to swap. Monitor and make notes as students do this.

Feedback

Using the notes you made, you can write on the board examples good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

- 07 This exercise gives students the opportunity to listen to a good example of responses to Part 3 of the speaking test in order to analyse them in more detail in the following exercise.

1 D 2 E 3 A 4 C 5 B

Transcript 08

Candidate: (Answer 1) For a number of reasons. Often, I think, because they are exhausted; capital cities in particular can be very demanding places to live – the noise, the traffic, the cost of living – and people often grow tired of all that. It's just too over the top for some. They start to feel drawn to the peace and quiet that rural life might be able to give them. Generally speaking, though, I do think that it is the case that younger people – people like me – are more drawn to that vibrant, city lifestyle. As soon as you get older and have a family, you start thinking it's time to move.
 (Answer 2) Well, one possibility that I can foresee is that buildings will keep getting taller and taller. This has been going on for

some time, all over the world, and so many people now are moving to the city. Unless this changes, we are going to need more and more homes for everyone. We might even see a 500-storey skyscraper one day. That might sound ridiculous now, but cities are likely to keep expanding at the rate they are currently, so there will be no other option that I can think of.

(Answer 3) Oh, I think that would be a bit of a disaster, to be honest. Insisting that everyone uses public transport could create more problems than currently exist. Fine, if you were just visiting the city it probably wouldn't bother you too much, but if you were a resident there...then again, the streets would be safer for pedestrians. And it might do something about the levels of pollution. I do think it is bound to happen, to be honest. So, as long as people are happy to use buses and bikes instead of their cars, life will continue as normal.

(Answer 4) I can understand why people want a huge, old-fashioned house. In the similar way to living in the middle of the bright lights of the big city, there is something quite romantic about it. Having said that, I do think it does depend on your age. Most people of my age, for example, prefer the idea of coming home to a smart, modern apartment every day, high up in the sky, overlooking the city, well – it just sounds amazing. Providing I make enough money, I'll definitely be on a top floor myself one day.

(Answer 5) Well, in the old days, your whole life was in one place. You married someone from the same town, you had a job in the same village, and your family stayed around you. In some places, life is still like that – people only need to go next door or downstairs to see their parents, for example – but a few people were given the opportunity to move around from one town to another, on trains or even aeroplanes, the traditional family unit started to change, I think, and people are now much more spread out. Not just nationally, but internationally. By the time I'm a grandparent, I think it will be even more different.

- 08** Students are able to analyse the responses in more detail here. The specific focus of this exercise is to make students aware of the connection between the function of what is said and the grammar used. Before students do this exercise, ask them to read the Tip.

Advice

Thinking about the function of the question being asked will help you to develop your answer and decide what language and structures to use.

A iii B v C ii D iv E i

- 09** This exercise gives students the opportunity to understand some of the marking criteria and comments made about the example answer they have just listened to and read. This will help students to identify what they need to do to provide good responses in this part of the speaking test. Let students discuss this in pairs.

1 P	2 GRA	3 FC	4 GRA	5 LR	6 FC
7 P	8 LR	9 FC			

- 10** This exercise gives students another opportunity to listen and to better understand the feedback given.

Extension

Ask students to take it in turns to complete the example Part 3 test above. Put students into pairs. Tell student A to ask the exact questions that the examiner asks. Ask student B to create their own answers. Then ask students to swap roles. Monitor as students do this and note down any common errors or points you wish to talk about in class feedback.

Feedback

Using the notes you made, you can write on the board examples of good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

- 11** This exercise links back to the student's answer from the example Part 1 response and connects to the grammar focus of this lesson. Encourage students to discuss this in pairs.

The grammar is incorrect: *As soon as we ~~will~~ finish class, we will go.*

This is the grammatical structure often known as the first conditional (*If* + present tense, *will* + bare infinitive) but with *As soon as* instead of *If*.

- 12** This exercise connects back to the Part 3 example above and focuses on the grammar used for future conditionals. Ask students to discuss their answers in pairs first. Then play the recording for students to check their answers.

A As long as	B By the time	C Providing that
D As soon as	E Unless	

Transcript 09

- A** As long as people are happy to use buses and bikes instead of their cars, life will continue as normal.
- B** By the time I'm a grandparent, I think it will be even more different.
- C** Providing I make enough money, I'll definitely be on a top floor myself one day.
- D** As soon as you get older and have a family, you start thinking it's time to move.
- E** Unless this changes, we are going to need more and more homes for everyone.
- 13** Students have the opportunity now to analyse the grammar used in order to be aware why certain language choices have been made in the recording and what would happen if alternative words were used. Ask students to do this in pairs

and then encourage a class discussion before confirming answers. After going through the answers, you may wish to ask concept check questions to make sure that all students understand.

- 1 *Unless* suggests that the speaker sees the changes as completely necessary, but they doubt whether the changes will ever happen. On the other hand, *Once* suggests that the speaker sees the changes as certain to happen, with a natural result (which they give). Using *Once* in this sentence is still grammatically correct and logical. However it wouldn't work in the answer given by the candidate.
- 2 *When* suggests the speaker believes that people will definitely, at some point, be happy to use buses and bikes instead of their cars (A), and that she will definitely, at some point, make enough money to buy a top-floor flat (C). *As long as* and *Provided that* both suggest that the speaker is not convinced that the result given in each case is definite – people may not be happy about using buses and bikes; she may not ever earn enough money to buy the top-floor flat.
- 3 Sentence D is different. The speaker is not thinking about the future in particular, but is stating something as a constant fact (in their opinion). The structure is a *zero conditional* (present simple / present simple), whereas the other sentences use the *first conditional* (present simple / will + bare infinitive).

- 14 This exercise uses the sentences from the previous exercise but the focus here is on pronunciation.

Advice

In order to get a high score for pronunciation, it is important to know how to use natural word and sentence stress. Normally the syllables of words which carry the main meaning are those which are stressed and grammar words which are not.

- B By the time I'm a grandparent, I think it will be even more different.
- C Providing that I make enough money, I'll definitely be on a top floor myself one day.
- D As soon as you get older and have a family, you start thinking it's time to move.
- E Un less this changes, we are going to need more and more homes for everyone.

- 15 This exercise gives students the opportunity to practise repeating the sentences with the correct pronunciation. Students can do this in pairs with the non-speaking partner giving feedback. Nominate students to try saying the sentences in front of the class and encourage other students to comment and correct if necessary.

Alternative

If students have smartphones, you could ask them to record their sentences and then to listen again at home and then try to improve the pronunciation by listening again to the model and re-recording.

EXAM SKILLS

- 16 Exercises 16-18 provide students with an opportunity to practise all 3 parts of the speaking test focusing on the topic of towns and cities. In this exercise, ask students to take it in turns to ask and answer Part 1 questions. Monitor as students do this and take notes of any common errors or points you wish to talk about in class feedback.

Feedback

Using the notes you made, you can write on the board examples of good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

- 17 This exercise provides practice of Part 2 of the speaking exam. Make sure students are aware of the procedure and encourage them to spend one minute preparing notes. If you feel students would benefit from comparing notes, you can allow students to discuss their notes in pairs before speaking. Ask students to take turns completing this exercise and to give each other constructive feedback. As before, monitor as students do this and take notes of any common errors or points you wish to talk about in class feedback.

Feedback

Using the notes you made, you can write on the board examples of good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

Refer students to the IELTS criteria specifically for bands 7 and 8 in the introduction to the Teachers' Book. Tell them to firstly determine whether they fully meet the criteria for band 7 and then check if they surpass it and can be judged to meet the grade 8 criteria.

Extension

Ask students to record their answers on a smartphone and to re-record it at home. This can then be emailed to you and you can use example answers in future lessons in order to analyse them, show good practice or improve on a weaker model.

- 18 Students have exam practice of Part 3 questions here. Students should take it in turns to ask and answer the questions. Encourage students to focus on grammatical range and accuracy, including future conditionals, and pronunciation in terms of word and sentence stress. Follow the advice for feedback and extension above.