



TEACHING NOT JUST TESTING!

“聚焦雅思”系列丛书——全球资深雅思专家为您倾力铺就的雅思成功之路！



IELTS

Sue O'Connell (英) 著

〔教师用书〕 >>>>

聚焦雅思

情景技能训练

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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(英) Sue O'Connell 著

黄希玲 译

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INTRODUCTION

近年来, 雅思考试 (International English Language Testing System, IELTS) 因其科学、公正、客观等特点, 为绝大多数英联邦国家的院校和学术机构认可, 加拿大、澳大利亚、新西兰等国家的移民局和专业机构也将此考试成绩作为衡量技术移民及其他类移民英语能力的惟一标准。随着我国对外交流和留学、移民潮的不断升温, 雅思考试在众多留学类考试中的地位也水涨船高, 日益火爆起来。

雅思考试的目的是检测考生英语语言的实际运用能力和在英语国家的生存能力。为了让广大的雅思考生能够更有针对性、更系统地提高雅思考试应试技巧和掌握在海外留学、工作、生活所需的英语能力, 外语教学与研究出版社成功推出了“外研社·剑桥雅思考试培训教程”, 在中国的出国留学类图书市场引起了巨大反响。现在, 外研社又集全球数位资深雅思考试专家之长, 隆重推出全方位、立体化的雅思考试培训丛书——“聚焦雅思”系列。

“聚焦雅思”系列共有五本, 分别是:

- 《聚焦雅思: 情景技能训练 (学生用书)》
- 《聚焦雅思: 情景技能训练 (教师用书)》
- 《聚焦雅思: 突破听说技能》
- 《聚焦雅思: 突破读写技能》
- 《聚焦雅思: 全真模拟试题集》

与国内此前已经出版的辅导书不同, 本套丛书由全球数位资深雅思考试专家根据英国剑桥大学考试委员会关于雅思考试的最新动向编写而成, 这毫无疑问地确立了它在中国雅思培训类图书中的独特地位。

权威性: 在本套丛书的作者中, Vanessa Jakeman和Clare McDowell是素有雅思考试培训“圣经”之称的《剑桥雅思考试题型透析》(*Insight into IELTS*)的作者; Steven Thurlow, Jeremy Lindeck和Jeremy Lindeck是澳大利亚著名的雅思考官、课程开发专家和作家; Kerry O'Sullivan是澳大利亚著名的教育顾问和作家; Sue O'Connell是英国资深的教育学家、学者和考官。他们都有在世界各国的高等教育机构担任重要学术职位、担当雅思考官和著书立说的丰富经验和阅历。

科学性: 为了帮助中国考生走出应对出国类考试惟有“题海战术”的误区, 我们奉行的宗旨是“Teaching not just testing!”面向将要参加雅思A (学术)类和G (普通)类考试的考生, 从为雅思考试的听、说、读、写提供全面的考前准备, 到围绕雅思考试各项测试的特点, 深入浅出地讲述如何突破雅思考试中的各项难关, 再到最后考前强化阶段的全真模拟试题演练, 本套丛书安排得完备翔实, 科学系统。

独创性: 在雅思备考教材中首度引进了独特的授课模式和教材编排模式, 这种模式是根据教学心理设计的, 具有科学、理性、系统的特点。学生能够摆脱应试学习的枯燥乏味, 而在潜移默化中突破学习瓶颈, 轻松扎实地提高英语技能。《聚焦雅思: 情景技能训练》(学生及教师用书)在此方面表现尤其突出, 其谋篇布局为中国雅思类教材中的独有之作。“聚焦雅思”独具匠心的设计结构有助于中国考生在轻松自然的学习中取得事半功倍的考试效果。

我们的希望

相信在全球资深雅思考试专家的倾力奉献下, 我们希望外研社的这套“聚焦雅思”系列能够为中国考生铺就一条雅思考试的成功之路。“长风破浪会有时, 直挂云帆济沧海。”愿“聚焦雅思”伴所有的中国雅思考生一路前行, 用你们的智慧和我们的努力共同铸就明日的辉煌!

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▶ 导言

《聚焦雅思：情景技能训练》是一套完整的教程，它可以针对雅思考试中的听力、口语、学术类阅读和写作部分提供全面的考前准备。本套教程含雅思考试题型、学习任务的基本信息、应考建议、考试综合准备以及补充练习材料等部分。

本教程旨在通过系统的技能发展与阶段性的测试练习，建立学生的自信心及熟练应对雅思的能力。所选文章与学习任务能够突出主要策略，鼓励学生主动学习。可选择语言点库和写作练习库适合自学或者班级学习。在教学中，教师可以最大限度地灵活调整课程来适应不同学习能力的学生并满足他们的特定需求。

本教程主要特点

- **考试简介 (Exam briefing)**：聚焦每个考试环节、介绍主要题型。
- **解题方法 (Task approach)**：列出了解决每个问题的关键策略。
- **提示部分 (Reminder)**：帮助你记住主要考试策略。
- **错误清单 (Error Hit List)**：根据“朗文初学者语料库”编写，可以帮助学生认识并改正典型的错误用法。
- **模拟考试 (Practice test)**：在单元结束时给学生提供了一个完成一套完整试题的机会。
- **语言点库 (Key language bank)**：提供了语法和词汇重点部分的额外训练，相关练习已经在单元中标出。
- **写作练习库 (Writing practice bank)**：为选出的写作题目提供了指导性答案，另外还提供了一些附加题目。相关练习已经在单元中标出。

此外，本教程还提供了详细的教学笔记、完整的练习题答案、听力录音文本和配套录音磁带。

结构

本书以“雅思考试概览”开始。“考试概览”总结了雅思考试的4个部分、考试中会遇到的题型的介绍以

及评分标准。

“考试概览”之后是20个单元，每两个单元为一个主题，共10个主题。奇数单元（如第1和第3单元）注重阅读，而偶数单元（如第2和第4单元）则注重听力与写作。无论是奇数单元还是偶数单元，各种各样的口语练习都贯穿其中。这样，在每两个单元中，雅思考试的4部分都能被覆盖。

每单元以介绍本单元的主要练习及这些练习与考试的关系开始。接下来是导入部分，这一部分可以激发学生对单元主题和主题词汇的认知。除了阅读、听力、写作与口语练习外，词汇发展、发音练习、找错和错误清单也经常出现在各单元中。如欲了解每单元的详细内容，请参见学生用书的“全书概貌”部分。

本书的最后一部分包括一套完整的雅思试题、语言点库和写作练习库等一系列的补充练习材料。同时还有每单元所选练习的答案及语言点库和写作练习库的练习答案。

最后一页是书中主要结构与词汇及错误清单中列出的所有条目的索引。

如何使用本教程

本教程设计十分灵活，这样每单元的授课时间就可以根据学生水平及每节课时间的长短来延长或者缩短。同样，在课余时间，学生可以根据情况和需要做练习。

快速教学

本教程至少需要60小时的授课时间。在这种情况下，聚焦词汇 (Focus on vocabulary) 和聚焦写作 (Focus on writing) 部分的有些练习需要布置为家庭作业。学生在课前自己阅读较长的文章对缩短授课时间也是有帮助的，这样上课时，大家就可以把注意力有效地放在题型分析上了。学生还需要自学语言点库和写作练习库。

更多课时

如果时间足够，大部分作业（包括补充练习）都是

在课上完成的话，那么完成该教程则需100多个小时。

“雅思考试概览”给学生指明了奋斗的目标，学习过程中，随着学生逐渐明确雅思考试题型的具体要求，他们可以经常回过头来重温这一部分。考试的每一部分与题型都在考试简介中列出，而解题方法部分则列出了具体问题的解题策略。本教程像雅思考试一样，也是分等级的，随着课程的进行与学生的进步，课文与题目的难度也随之加大。

在该水平线上，特别是参加雅思这样有挑战性的考试，学生能够为自己做些什么尤为重要。因此，应该鼓励学生为自己的学习负责，能够有效地利用字典、语法书以及本教程中他们能够找出自己常见错误的找错部分、应该系统学习的错误清单部分以及可以自己练习的语言点库和写作练习库部分。

单元内容

导入 (Lead-in)

导入部分包括讨论题、小测验、词汇发展和解题任务。还有很多侧重单词重音和语音的发音练习。发音练习不仅对学生的口试有帮助，同时还对听力考试有帮助。导入部分是对单元主题的介绍，同时也是整个单元活动的基础。它们允许学生分享彼此的经验与知识、练习交际技巧和扩展主题词汇量。

聚焦阅读 (Focus on reading)

雅思阅读考试的主要挑战之一就是篇幅很长的文章。学生需要处理大量这样的文章才能积累起经验与自信。因此，教程中的10篇文章在内容与长度上都准确地反映了雅思阅读考试的要求。如果课程很紧，有些阅读可以布置为家庭作业。但是，教程中还有一些针对具体阅读技巧而设计的短文和题目，这些在课上就可以轻松完成。

阅读文章选自书刊、报纸、杂志和因特网等，体裁多样，可以对学生的阅读技巧进行全方位的训练：预测、跳读/浏览、举例以及辨别事实与观点等。每个题型，如完成题、搭配题、对/错/未提及等都在考试简介中得以介绍，另外在解题方法中还提供了处理具体问题的明确策略。

聚焦写作 (Focus on writing)

本教程为学术类写作考试中的两类题型提供了全面的准备与技巧。写作技巧建立在句子层面，重点在于恰当的连接与清晰的段落。每个题型都在考试简介中得以介绍，在解题方法部分有针对具体题目的建议。

第1题 (Task 1) 训练学生从大量各异的图表中解读信息，同时，他们也需要熟悉其他可能的题型（描述物品和过程或者解释某物是怎样运作的等）。除此之外，本教程还提供了为有效回答第2题 (Task 2) 而设的阶梯训练，包括：分析问题、组织论证、开头与结尾、提出论据和写总结性句子。

写作练习库针对选出的题型给出了部分提示答案和附加写作题目。

聚焦听力 (Focus on listening)

20篇听力文章选自各种各样的正式与非正式谈话场合，对听力考试中的4个部分提供了平衡训练。录音包括英语的不同形式：美国英语、澳大利亚英语、英国英语、加拿大英语、爱尔兰英语及新西兰英语。本书在最后提供了录音文本和配套录音磁带。

考试简介对听力考试的4个部分及题型，如完成类题（如完成笔记、总结）和换码题（如标注图表、计划）等都做了介绍。解题方法部分提供了针对具体问题的明确策略。

聚焦口语 (Focus on speaking)

为了能考好雅思口语考试，学生需要一系列的谈话技巧。在第1和第2部分 (Parts 1, 2)，他们必须会谈论个人经历和一般性话题，在第3部分 (Part 3) 中，他们必须会谈论比较抽象的话题。在其他方面，他们需要提供信息、表达并证明观点、比较与对比以及推测。在做这些的同时，他们的表达要流利、连贯，语法正确，发音可以接受，还需要拥有较大的词汇量。

这些要求比较高，需要学生在语言和自信心方面做好全面的准备。因此，本书还在导入部分和其他方面为学生提供了充足的练习机会。每单元都有供两人或小组讨论的题目。后面的单元更侧重口试，而第20单元则提供了完整的面试练习。

口试中的3个部分都在考试简介中做了介绍，解题方法部分则列出了考试策略，如做第2部分时运用思路图等。第1和第2部分中的题目一般是关于个人爱好与目标、文化的吸引力、校园生活回忆等，而第3部分更侧重比较抽象的话题，如城市问题、水的问题、预测将来和旅游业等。

聚焦词汇 (Focus on vocabulary)

在本层面中，学生需要在两个领域中训练词汇。首先，他们必须能够克服不认识的单词，特别是在学术类阅读考试中大量根本无法预测的单词。在这里，关键技巧是，学生必须学会找出哪些表达对于理解文章很重要，然后试着猜测其意思。其次，学生需要拥有清楚表达自己意思的足够词汇量，能够讨论个人问题、熟悉的问题、比较抽象的问题，乃至有争议的问题。

这两部分都在聚焦词汇中讲到了。派生形容词、名词的练习是为了训练学生处理不认识的单词的能力，全书还训练学生系统地运用“单词家庭”和其他方式来扩大词汇量。其他方面还包括“单词伴侣”、附属介词和复合名词的训练。除此之外，本书还提供写作题的相关练习，如运用连接词和引出例子的几种方法等。

在这一层面，学生经常担心自己的词汇量不够大，想在这上面下功夫。针对这些学生，语言点库提供了额外的可供自由选择的词汇练习。

找错 (Spot the error)

这些练习要求学生确认并改正初学者在写作与谈论主题时常犯的错误。这是鼓励学生经常检查自己的工作、并从自己的错误中学习的一个方法，因为答案和解释通常可以在错误清单中找到。这部分还为学生系统记录并消灭自己最常犯的错误提供了很好的机会。

错误清单 (Error Hit List)

每隔两个单元就会有一个错误清单，全书共10个。错误清单是从“朗文初学者语料库”中摘录的，针对的是两个单元中与主题或题目有关的常见语法和词汇错误。例子包括：nevertheless 的用法，possibility 与 opportunity 的不同，economic, economical 与 financial 之

间的不同。

错误清单意在为学生提供一个积极的学习资源，教师在课程之初应详细地解释错误清单是什么以及学生如何更好地利用它。全书共38个语言点，覆盖90个表达法。如果学生能够自觉地学习错误清单，并且随着课程的进行随时改正自己的错误，他们就能消灭自己在写作和口语中大量的一般性和可以预见的错误。为了鼓励学生这样做，教师在课堂上如果根据错误清单不定期地检查学生的语言点，或做一些其他的复习工作将会很有帮助。

在学生用书第223页有一个在错误清单中出现的语言点的完整列表。

练习库 (Practice bank)

有两个练习库提供补充练习。这些练习可以根据教学时间与学生需要，以不同的方式应用。如果学生水平比较差或者教学时间比较充裕，教师可以在课堂上讲解大部分题目。如果学生水平比较高或者教学时间比较紧，教师可以把这些练习当作学生自学资料。其他情况包括：这些练习可以被当作家庭作业、复习或教学辅导材料、针对某个学生的辅导资料。此外，词汇练习也可以当作课堂剩余时间的“填充物”。

语言点库和写作练习库中所有的练习都在相关单元中交叉标明。

- 语言点库包括27个聚焦语法与词汇的补充练习。语法包括冠词、被动语态、比较级、条件从句的时态与连贯。词汇包括前缀与后缀、派生形容词与名词、搭配及与媒体相关的主题词汇。所有语言点库的练习答案见学生用书第219~220页。
- 写作练习库包括可以分为两部分的10个补充写作练习。指导性写作练习针对本单元的写作试题或额外练习，一般给出提示性答案。模拟考试练习则提供了更多的不带提示的考试题目。写作练习库中的指导性写作练习答案见学生用书第221页。

1 Workout

To set the ball rolling ...

Introduce the topic briefly with books closed. For example, write up the unit title and/or the related phrasal verb *work out* (= 'do energetic exercise') as discussion points: e.g. *Does anyone here work out regularly? Why do you think joining a gym has become so popular in some countries?* It may be worth comparing this use of *work out* (intransitive) with another common meaning, 'make a calculation' (transitive).

Lead-in (p.8)

Check vocabulary for the activities and discuss which activities students are most/least likely to do. Invite guesses as to the correct order before revealing, or letting students check the answer. Ask if they can draw any conclusions and point out if necessary that two very ordinary household activities, not usually thought of as 'exercise', come right in the middle of the list.

Focus on speaking 1 Talking about personal interests (p.8)

Read through the *Exam briefing* box, and answer any general questions students have about this aspect of the exam.

- 1 Invite students to ask you one or two questions first, so you can demonstrate suitably conversational answers, e.g. *Well, the thing I really hate is the exercise bike. I know it's good for me, but I just find it so boring!* If you feel your students lack fluency or confidence, practise some of the *Useful language* first. Then let them work in closed pairs to interview each other. Monitor the conversations and round off by asking a few students to report back on what their partner said. Doing this on a regular basis tends to encourage better listening!
- 2 Elicit reasons and write these on one corner of the board. They can be checked off later as students work through the text, as a way of encouraging them to think ahead about a text topic.

Focus on reading Working out (p.9)

- 1 Read through the *Exam briefing* as a class, and then give students a few minutes to study the advice. Afterwards, as reinforcement, ask them to cover the page and answer a few check questions (e.g. *What should you look at first? Why shouldn't you read the whole text carefully?*).
- 2 Ensure that students study the two questions before they look through the text, so they have a clear reason for reading. It may be helpful to set a time limit (say three minutes) for reading, to underline the need to skim-read rather than read intensively. Let students compare answers, and make sure everyone is absolutely clear about the correct answers and why the other options are unsuitable.
- 3 Again, read through the introduction with the class, and set a time limit for the task to discourage reading in depth. Check answers without discussing the paragraphs in any detail.
- 4/5 Ask students to read through the advice and then check briefly, e.g. *How do you know if a word is important to understand or not? What can help you guess the meaning of a word?* Let students discuss ideas about Exercise 5.
- 6 Read through the *Exam briefing* as a class. Summary completion is quite a demanding task, and one which needs systematic training. The worst approach is to proceed, gap by gap, through the passage, without reference to the overall context or to the original text.

Read through the introduction and *Task approach*, then give students a few moments to read through the complete gapped text and study the example, so they have a clear framework to work within.

It's a good idea to explain any unknown words in the List of Words (e.g. *vigorous*, *lessen*) and to run through the first two questions as a class in order to establish an effective approach.

Take them through the guidelines for Question 1 from the *Task approach* as an example, and follow the same procedure for Question 2. Ask what kind of word is missing (a word which combines with *to*, i.e. adjective or preposition). Identify examples of this type of word in the list (e.g. *according*, *contrary*). Find the relevant paragraph (para. 7) and check the meaning carefully (... *those who think the more intense*

the exercise the better are wrong). The answer to Question 2 is *contrary*.

NB *Key language* Exercise 1 focuses on word building through the addition of the suffix *-en* (e.g. *lessen* from Exam Task 1). This is a very common way of forming verbs in English.

- 7 Read through the *Task approach* and focus on the definitions for Yes, No and Not Given. Make sure students are absolutely clear about the distinctions between No and Not Given answers. Double-check if necessary (*How many Yes answers are there? When do you choose Not Given?*).

Ask students to jot down the numbers of the paragraphs where relevant information for each question can be found. Check these as an interim stage (this will reinforce the *Task approach* and also help weaker students).

- 8 This is an important phase which can yield a lot of useful discussion. It encourages students to reflect on the task strategies they have used and to build the habit of co-operating and learning from other students. Spend time checking answers in detail, even if students have got most right. Ensure that they can justify their answers by reference to the text.
- 9 This exercise assumes that students are familiar with the basic parts of speech: *noun*, *verb*, *adjective*, and *adverb*. If not, it's important to introduce some basic terms now, because they represent a basic tool in preparing for IELTS and will be relevant to various tasks throughout this book. See *Key language* Exercise 2.

Students can work individually or in pairs to complete the task, but make sure they refer back to the text to study each expression in context. In feedback you could point out that words like *myth* (4), *exploded* (5) and *put off* (9) have more than one dictionary definition, and only the context will determine which is correct.

KEY LANGUAGE

- **The suffix *-en*** e.g. *less* → *lessen*

Exercise 1, page 186

Suggested approach for classwork

With weaker students, the exercise is best done in class, where you can clarify any adjectives which are unfamiliar, and also make sure students identify the two adjectives which require spelling changes before beginning the gap-fill task. There are a number of pairs of opposites in the list, which students could identify if time allows.

NB There are additional *Key language* exercises on affixes (Exercise 9) which are referenced in Unit 5.

- **Grammatical terms**

Exercise 2, page 186

Focus on vocabulary *Word partners* (p.14)

This is an introduction to collocation, the way in which some English words can be combined to form a sense unit (e.g. *winter sports*) while others can't (e.g. *snow sports*). Point out that collocation is a very important feature of English, which students need to develop an awareness of through wide reading and keeping vocabulary notebooks!

Focus on speaking 2 *Comparing and contrasting* (p.15)

- 1 Read through the *Exam briefing* box as a class. Ask students to suggest a few differences between the two activities before they read the practice conversation.
- 2 Use the first pair as an example, supplying suitable prompt words (e.g. *both ...*, *but ...*, *for example ...*), and eliciting appropriate comparisons. Give students time to jot down some differences between the remaining pairs, helping with ideas as necessary, then monitor their discussions.

Ask students to write up one or more comparisons as a record and to underline relevant language.

- 3 Again, monitor discussions and provide appropriate feedback afterwards.

Unit 1 Key

Lead-in (p.8)

See Student's Book page 216.

Focus on speaking 1 (p.8)

(Example answers)

- 2 1** It has mental and physical benefits; it keeps you fit, helps keep weight down and also helps prevent illnesses like heart disease.

2 Walking/swimming

Focus on reading (p.9)

2 1 c 2 d

3 1 3 2 7 3 (example) 4 9 5 5 6 4

5 (Example answer)

An illness, probably a serious one; because it's listed with heart disease and cancer.

6 1 verb (inf.) *lessen* (para. 3: ... *linked with reductions in ...*)

2 adjective *contrary* (4: ... *the myth that ...*)

3 adverb *rarely* (6: ... *the most inactive people ... increasing their activity*; 10: *The greatest benefits ... least active do a little.*)

4 adjective *vigorous* (6: *high-intensity*)
NB Dr Hardman does not disagree with the idea of regular exercise. (see para. 8)

5 verb (sing.) *discourages* (6: *All that does is put off ...*)

6 adjective *fit* (8: ... *don't just depend on how fit you are...*)

7 adjective *active* (8: ... *regular activity ... use more energy ...*)

7 8 False (para. 7: *She also claims ... wrong.*)

9 True (7: *Many benefits ... any level of activity.*)

10 False (9: ... *the level of fat in the blood does not rise so much...*)
i.e. It reduces the rise in blood fat level. It doesn't prevent it.

11 True (9: *Fat and carbohydrate ... are handled more quickly...*)

12 Does Not Say (good advice but not mentioned in the text)

13 False (10: *As you increase ... the risk of injury.*)

9 1 (Example) **6** noun (pl.); b

2 adverb; f **7** adjective; g

3 verb; i **8** verb; h

4 noun; a **9** verb; d

5 verb; e

Focus on vocabulary (p.14)

1 amateur, blood, combat, competitive, spectator, team, water, winter

2 sports car, sports centre, sports commentator, sports equipment, sports stadium, sportswear

Focus on speaking 2 (p.15)

2 (Example answers)

1 Similarities

- They're both good forms of exercise.
- They both take place in the water and involve the same arm and leg movements.

Differences

- You can only swim a few metres backwards and forwards in a swimming pool, but you can swim as far as you like in the sea.
- Swimming in the sea is more enjoyable but you may have to contend with waves, currents and jellyfish. Swimming in a pool is safer but more boring.

2 Similarities

- Both games involve hitting balls.
- Both can be played outside.

Differences

- Golfers use clubs and play on a golf course, while tennis players use rackets and play on a tennis court.
- The size of the balls and the material they're made from are different.
- Tennis is played by two players (singles) or four players (doubles), while golf can be played with any number of players.
- The aim in tennis is to get the ball over the net, while in golf the aim is to get the ball into a hole.

3 Similarities

- Both involve hard, manual work, which needs to be done regularly.
- Both usually require special equipment.

Differences

- Gardening is done in the fresh air, housework is done indoors.
- Gardening jobs vary according to the seasons, while housework tends to stay the same.
- Housework brings instant results, but with gardening the results may take months or even years to be seen.

4 Similarities

- Both involve energetic exercise and are done to music.

Differences

- An aerobics class is generally for a fixed period of time, while a party can last all night.
- People usually eat and drink at a party, as well as dancing.
- With aerobics, there is a teacher who decides what steps or movements should be done and for how long, but at a party people are free to decide exactly what they do.

2 ► Food for thought

To set the ball rolling ...

Introduce the topic briefly, with books closed. You could discuss typical breakfasts in different countries, the more varied the better, e.g. 'full English breakfast' (fried egg, bacon, sausage, tomato and fried bread) or Japanese *natto* (fermented soya beans). Ask how healthy these are and why. It's important not to express judgement at this stage, to avoid pre-empting later discussions. If time allows, you could also discuss students' own preferred breakfasts.

Lead-in (p.16)

Using the introductory question *Who eats more healthily: men or women?*, ask students to vote for either men or women, and keep a note of the result.

- 1 Once students have looked through the table, check any unfamiliar vocabulary, e.g. *fibre*, *cereal*, *wholemeal (bread)*. You could help by telling them there are five healthy and five unhealthy habits. Make sure they discuss ideas with their partner, rather than working alone. Ask a few pairs to report on their decisions and reasons, before they check the answers.
- 2 Focus on the 'Why?' part of the question, encouraging students to formulate a satisfactory answer. If necessary, prompt them with: *Women tend to eat more ... and consume less ...* Point out the usefulness of qualifying expressions like *generally* and *tend to*.

Focus on speaking *Eating habits* (p.16)

These are typical of questions that might be asked in Part 1 of the Speaking Test. Point out that answers should be as full as possible and monitor students' discussions carefully, giving appropriate feedback afterwards.

Focus on writing 1 *Interpreting information from diagrams* (p.17)

NB Since decisions about tenses are relevant in most writing tasks, it's important that students can name at least the main tenses. If they are at all hazy in this area, refer them to the reference list of tenses (*Key language*,

Exercise 3, page 187). You may also wish to go through the accompanying exercise in class or set it for homework.

Read through the *Exam briefing* as a class and discuss any questions students have.

- 1 Give students time to read the paragraphs and study the graphs, and then let them compare answers and ideas. After checking their answers, ask what they think the two vertical scales represent (A: grams per person per week; B: percentages). Then read through the two paragraphs again, highlighting each key expression. Focus on the word *trend* and point out that identifying overall trends is one of the most important aspects of graph interpretation.
- 2 Read through the expressions in the box, checking understanding as necessary, before students do the task.
- 3 Monitor students' work and, after checking, focus on the organisation of the text, looking at how different components of the graph are linked (coherence).

If they are having problems, give extra practice with these or other graphs before doing Exercise 4. This could be in the form of *Give me a sentence about the graph using 'reached a peak'*, for example.

- 4 This is suitable for class or homework.

NB There is a short *Key language* exercise on reporting tenses, which could be done in class or for homework.

KEY LANGUAGE

- **Names of tenses**
Exercise 3, page 187
- **Reporting tenses**
Exercise 4, page 188

Focus on listening 1 *Students' Union survey* (p.19)

Students may be alarmed at the idea of only hearing the recording once in the exam; training needs to strike a balance between developing listening skills and confidence, and accustoming students to the once-only format. For the first few tasks, you could play the recording again on request. Later on, you could read out problematic sections of the recording script for clarification and as a support to weaker students.

NB The recording is in two sections and, unless your students are very able, you may prefer to prepare for, and possibly check, each section separately.

Read through the *Exam briefing* and give students a few minutes to study the instructions and Questions 1 to 7. It's also a good idea to ask a few check questions, e.g. *What's the survey about? How do you mark the correct answer? Are all the questions of the same type? How many words can you use to answer the last three questions?* You could also let them discuss the food illustrated in Questions 2 and 3.

Allow time for comparing answers before the checking phase. Afterwards, you could focus on a few useful or interesting expressions, e.g. *I've never been (that) keen on ..., once in a blue moon, to skip (breakfast), to have a sweet tooth.*

NB If students have difficulties with the spelling in Question 8, it's worth giving further practice (e.g. British or Australian place names: Leicester, Swansea, Bathurst, Kalgoorlie), since this is a fairly regular feature of the exam.

Focus on listening 2 *Healthy eating* (p.20)

Allow plenty of time for the pre-listening phase. It's important that students guess answers in advance, because apart from encouraging the prediction strategy, by checking their answers when they listen, they will be practising the skills for a slightly different note-completion task. (There is an example in Unit 4.)

Read through the *Exam briefing* section and instructions.

Before students work together to guess answers, you could look at the first two questions to focus on the kind of word or expression required (Question 1: adjective modifying noun, e.g. *good, healthy*; Question 2: either a general adverb like *much* or a more specific comparison like *three times*). Emphasise that it is the thinking which is important, not guessing the right answer. Even making a wild guess will make the listening process easier.

Before playing the recording, check that students have filled in all the spaces in pencil. You could also check a few predictions, especially for Question 9, and deal with any unknown vocabulary (e.g. *poultry*).

As a possible follow-up, you might want to focus on the difference between the two comparisons heard: *twice/three times as much* versus *ten/twenty times more*.

Focus on writing 2 *Paragraphing* (p.21)

Remind students of the information in the *Exam briefing* (Student's Book page 17) if necessary.

- 1 Inappropriate paragraphing, or a failure to paragraph at all, remains a common weakness in IELTS written work for Task 2. This introductory task is intended to underline the importance of paragraphing in communicating clearly to the reader. Discussions should cover both when to begin a new paragraph (with each main new idea) and how to do this clearly (indent or miss a line). Point out, if necessary, that paragraphing is highly relevant to Task 2 of the Writing module, but that it may be unnecessary to divide Task 1 answers into paragraphs when they are shorter and deal with a single topic.
 - 2 Cohesion is a major factor in good writing, and this topic will recur later in the book. Ask students to study the two paragraphs and elicit ideas. In discussion, introduce the terms **grammatical link** (e.g. *which*) and **logical link** (e.g. *but*). Then let them look through the reference list(s) in detail. You could point out that there is a fuller list of reference links in the *Key language bank* (page 193), but it's probably best to leave the exercises there till a later stage.
- 3/4/5** Give students time to work on the tasks alone and then compare answers. There are, of course, several acceptable ways of rewriting the text in Exercise 5.

Spot the error (p.22)

This is a good task for students to work on in pairs. Make sure they check answers by reference to the *Error Hit List*, and encourage them to add extra errors from their own written work for this unit. Check that the corrections are accurate!

Unit 2 Key

Lead-in (p.16)

1 See Student's Book page 216.

2 Women generally have healthier diets than men because they tend to eat more fruit and vegetables on a daily basis, and they consume less sugar and fat.

Focus on writing 1 (p.17)

1

Graph	Paragraph	Activity
A	2	meat consumption
B	1	cigarette smoking

- 2 b 1 a slight/marginal rise (in)
 2 between 2000 and 2003; during the period 2000 to 2003
 3 a sharp decrease/fall (in)
 4 to increase rapidly
 5 to be at/reach a peak
 6 to level out
- 3 1 a significant decline 2 (corresponding) rise
 3 reached a peak 4 a steady/marked decline/fall
 5 exceeded 6 a marked fall/decline
 7 in about 1984 8 a steady/significant increase/rise
 9 1994
- 4 (Example answers)
 There was a gradual decline in the sales of LPs from 1978 until about 1988. After that, sales fell more steeply until 1993, and then remained at a very low level.
 Sales of **cassettes** rose steadily for a period of about fifteen years from 1973. Having reached a peak of about 90 million in 1989, sales began to decline, and by 1997, they had fallen to about 40 million.
 There was a rapid increase in the sale of **CDs** after their introduction in 1983, and by about 1991, sales exceeded those of LPs. They continued to rise steeply for the next few years, reaching a peak of about 160 million in 1996.

Focus on listening 1 (p.19)

1 B 2 C 3 B 4 C 5 C 6 B 7 A
 8 Buckingham 9 Travel and Tourism
 10 Second/2nd

Focus on listening 2 (p.20)

1 balanced 2 twenty (20) times 3 five (5)
 4 carbonated 5 dairy products
 6 three or four (3/4) 7 salt 8 three times a/per
 9 avocado (pear) 10 twice as much

Focus on writing 2 (p.21)

1 a New paragraphs should begin at:

The reason people put on weight ...

Surveys show that ...

1 b 1 When writing about a subject where there are several aspects to be considered, for example an argument, a report or a detailed description; to enable the writer to organise his/her ideas clearly and to make it easier for the reader to follow them.

2 When you want to introduce a main new idea or topic.

2 Paragraph A is unnecessarily repetitive, and it is not clear which of the three sentences contains the main idea. By comparison, in paragraph B the three sentences have been linked together grammatically (*which*) and logically (*but*), making it easy to identify the main idea.

3 A although; Moreover

B Because; To; When

4 C (Before) that; such (societies); These (communities); those (prevailing); They D the (meat eaten); that (found); which

5 (Example answers)

A We know that pizzas were eaten in ancient Pompeii, since brick pizza ovens have been uncovered there by archaeologists. However, early pizzas would have lacked one of their main modern ingredients because the first tomato seeds were not brought to Europe from Peru until 1,500 years later.

B Although tomatoes were held in low esteem by most Europeans, the poor people of Naples added them to their yeast dough and created the first modern pizza. By the 17th century, pizza was popular with visitors, who would go to poor neighbourhoods to taste the peasant dish, (which was) made by men called *pizzaioli*.

Spot the error (p.22)

1 (Example)

2 There was a gradual increase in smoking.

3 ... an increase in expenditure ...

4 Consumption of butter has fallen sharply ... / There has been a fall in the consumption of ...

5 Sales of margarine have also fallen ...

6 The popularity of CDs has increased ... / CDs have increased in popularity ...

7 There was a fall in the rate of inflation ...

8 The standard of living ... has risen.

3 ▶ Location is everything

To set the ball rolling ...

Ask students to name the odd one out from a list of cities on the board, e.g. *Paris, New York, Bangkok, Cairo, London, Buenos Aires* (odd one out = New York – not a capital city). Follow up with a few general questions, e.g. *Have you visited any of these cities? Which city would you most like to visit? Is it better to live in a city than in the country? Why/Why not?*

Lead-in (p.24)

- 1 This is a short activity for pair discussion, which touches on some of the topics in the reading passage. Students can check the answers on page 216, but you may prefer to supply them yourself. NB If students are interested and you have time to discuss them, the Key contains some additional facts and figures.
- 2 Let students read through the descriptions individually and then discuss ideas in pairs. If they need help, tell them they can choose from the list of cities on page 24, and if they are still struggling, you could supply the following extra clues:

- A It was a British Crown Colony until 1997.
- B The Olympic Games were held there in 2000.
- C One of its suburbs is associated with the film industry.
- D Bicycles are a common form of transport in the city centre.

Ask students to say how they identified the cities and use the checking phase to highlight any interesting/ useful expressions, e.g. *A container (port);*

B mistakenly (think/believe); C land area devoted to roads; D the seat of government, the stock exchange.

Afterwards, students could create their own city descriptions for others to guess, if time allows.

NB *Key language* Exercise 5 revises the form and use of the passive voice. This exercise could be included at this early stage to highlight the importance of the passive in academic writing.

KEY LANGUAGE

• The passive

Exercise 5, page 188

Suggested approach for classwork

- Write the example active sentence on the board and check that students can identify the *subject* and *object*. Elicit the passive version and write it up.
- Check the term *agent*, and introduce the terms *long* and *short passive*. Ask which is more common, and what kind of writing they would expect to find most examples of the short passive in. Students can check answers in the *Language fact box* (page 189).
- If you feel your students would benefit from a more detailed analysis of the form, you could look at the various tenses possible and also the use of the infinitive, with and without *to* (e.g. *He asked to be excused. The problem could be solved.*)

Focus on speaking 1 Urban problems (p.25)

- 1/2 It's worth pointing out that urban problems, such as population growth, are a very common IELTS topic. Let students check answers to Exercise 2 before they move on to the next exercise.
- 3 If mindmapping is new to students, it's best to work through the initial stages as a class. Ask students to suggest more headings (e.g. *Population, Pollution*), and to add examples. It's important not to be too prescriptive, nor to complete the task at this stage. Point out that there isn't one 'right answer', and that each mindmap will reflect an individual way of thinking.

Focus on reading Location is everything (p.26)

- 1 Ask students to cover the text before eliciting answers to Exercise 1a. Then give them a minute or so to skim the text. Check answers carefully to make sure they have a real overview (i.e. an idea of the whole text, rather than any one aspect of it).
- 2 Let students compare ideas before checking answers.

- 3** Read through the *Exam briefing* and *Task approach*. Encourage students to write on the reading text and point out that they can and should write on the exam paper, which may surprise them.

Ask students to highlight the cities A–I in the text. (Make sure they don't include other place names.) The text doesn't always specify which country a city is in, and although it's not strictly necessary to know this, being able to 'place' a city is probably helpful in terms of confidence. So, if your students' general knowledge is shaky, you may want to check that they know where one or two cities are, and also the modern name for Constantinople (Istanbul).

Focus on the example and ask students to find the relevant parallel expressions in the text (grew into a successful trading city = *was prospering thanks to trade*; location close to the sea = *proximity to the sea*). It may be helpful to repeat this procedure for the first question, as a class.

Let students compare answers, and when checking, make sure they can justify their answers by reference to the text. You may need to clarify one or two vocabulary items, e.g. *swamp* (Question 4) and *periphery* (Question 6).

- 4/5/6** Sentence completion is quite a challenging task-type, and this introduction will probably need to be paced quite slowly, with time to complete the introductory tasks, and plenty of support in tackling the task itself.

Read through the *Task approach* and then ask students to complete Exercises 5 and 6 and compare answers before checking.

- 7** Read through the instructions and example. It would help to do Question 9 as a class. Ask students to think of another word for *farming* and elicit *agriculture*. Tell them to find where this word first appears (line 7) and read the information carefully, before choosing the best ending. Check that they can justify the answer (I) *live permanently in one place* = *settle down and live ...*

It's important that students use their reading skills rather than their guessing skills to complete the task! Monitor to make sure they are reading the text carefully.

Let students compare answers and check they can identify the relevant parallel phrases in the text.

Focus on speaking 2 Describing places (p.30)

If your students are on a shorter, intensive course, you may want to remind them of the format of the interview and also clarify what is expected in Part 2. Emphasise how important it is to keep talking. When the task is a description, it's especially important to think of several aspects of the subject to talk about. Point out that mindmaps are a useful way of making brief notes.

- 1** Monitor the pairwork and ask one or two students to report back on what their partner said.
- 2** Make sure students realise they have to refer to the maps to complete the text. Afterwards, check vocabulary as necessary, e.g. *in the west* versus *to the west*; *attractions* versus *amenities*.
- 3** Where there are two (or more) students of the same nationality, they can usefully work together in pairs or small groups to make notes. However, students should swap groups/pairs before giving their descriptions. Monitor carefully, noting key areas for attention. For additional speaking practice, students could use the same headings to compare their own cities, or to compare their city with the place they will be studying at (ask the question *What differences do you expect?*).

NB There is a *Key language* exercise on describing geographical positions (see below). This should be a fairly quick revision, but it's an important area and there are some points which are well worth clarifying.

KEY LANGUAGE

• Geographical positions

Exercise 6, page 189

Suggested approach for classwork

- Let students work in pairs to read and discuss Questions 1–4. When checking, add further examples to clarify, as necessary.
- For Question 5, students should work individually before checking answers in pairs. With weaker students, it may be worth getting them to write out their answers, and checking their use of capitals carefully.
- Use the other places marked for extra oral or written practice as necessary.

Spot the error (p.31)

This is a good task for pairwork. Make sure students do the exercise before referring to the *Error Hit List*. Check that corrections are accurate, and encourage students to add extra errors from their own written work for this unit.

Unit 3 Key

Lead-in (p.24)

- 1** NB These answers are given in the Student's Book, but more detail is included here.
- 1 Tokyo (27.2 million)
 - 2 Rome (c. one million)
 - 3 Bombay (annual growth rate: 4.22%)
 - 4 Mexico City (2,255m above sea level)
 - 5 London (opened 1863, compared with Paris 1900, New York 1904, Tokyo 1927). London also has the longest underground network, with 400km of track, although New York's has more stations. The busiest underground railway is in Moscow.
 - 6 Chicago (66.4 million passengers per year, compared with London Heathrow 44.2 million, Frankfurt 27.5 million and Paris Charles de Gaulle 25.6 million)
- 2** NB These answers are also given in the Student's Book, but more detail is included here.
- A Hong Kong, China (population density: 5,858 people per square kilometre)
 - B Sydney, Australia (the capital is Canberra)
 - C Los Angeles, USA (the centre of the film industry is, of course, Hollywood)
 - D Amsterdam, Netherlands (the official seat of government is The Hague)

Focus on speaking 1 (p.25)

- 1** (environmental) pollution
- 1 The large number of cars and also the geographical situation of Los Angeles, surrounded by hills.
 - 2 (Example answer)
Because pollution can cause serious health problems.
 - 3 (Example answers)
Fuel could be taxed more heavily; public transport could be improved; alternative 'greener' forms of fuel should be developed.
- 2** See Student's Book page 216.
- 3** (Example answers)
- Crime:** e.g. drug-related crime, young offenders, growing prison population
- Population:** e.g. migration to cities, population explosion
- Employment:** e.g. lack of employment opportunities
- Transport:** e.g. traffic congestion, pollution
- Housing/Living conditions:** homelessness, slum housing, lack of basic services (gas/electricity/water)
- Healthcare:** e.g. need for sufficient trained doctors/nurses, hospital equipment, drugs
- Education:** e.g. need for sufficient trained teachers, books, school equipment
- Other:** e.g. care of the elderly, environmental awareness

Focus on reading (p.26)

- 1 a** (Example answer)
The importance of location in the development of the world's major cities.
- 2** 2
- 3** 1 D ... *banking came to dominate its economy.* (lines 68–69)
- 2 F *By the 1930s ... New York ... world's first city with a population of ten million ...* (112–117)
- 3 A ... *became rich by weaving wool ...* (66)
- 4 B ... *founded ... on swamp land ...* (91)
- 5 C ... *largest city and premiere trading centre ...* (71–72)
- 6 E ... *stations are dotted around the periphery (instead of located centrally) ...* (107–108)
- 7 G ... *the city's power went into steep decline ...* (33–34)
- 8 H *Thousands of slave labourers died during its construction ...* (99–100)
- 5** 1 citizens, inhabitants 2 depended on, couldn't manage without 3 followed, came afterwards 4 leaving, abandoning 5 migrating back, returning 6 started developing, appeared 7 easy to reach, convenient to get to 8 ridiculously, foolishly 9 huge, enormous
- 6** 1 9, 11, 13 2 10, 12, 14
- 7** Example: not so many = *fewer*; were required = *were needed*
- 9 I farming = *agriculture*; live permanently in one place (I) = *settle down and live*
- 10 C protection = *defensive*
- 11 G began to grow and prosper = *flourished*; made money (G) = *became wealthier*
- 12 D lost its power = *went into steep decline*; its dependence on (D) = *became reliant on*
- 13 A established = *founded*; convenient (A) = *accessible*
- 14 E religious (E) = *sacred*

Focus on speaking 2 (p.30)

- 2** 1 (situated) in the west 2 population 3 is (situated) on / lies on 4 includes 5 called 6 in/near the 7 (to the) north-west 8 (tourist) attractions 9 amenities

Spot the error (p.31)

- 1 ... a large/considerable/substantial amount ...
- 2 A number of cities have ...
- 3 ✓
- 4 ... have a high level ...
- 5 A number of surveys have been ...
- 6 Only a small percentage of the houses have ...
- 7 ✓
- 8 ... a higher standard of living.
- 9 ... is not in proportion to the size...
- 10 Compared with ...