

## Content overview

### Themes

This unit acts as an introduction to the different parts of the IELTS exam and is thematically focused on the experience of studying overseas.

### Exam related activities

#### Reading

Multiple choice

#### Writing

Task 1 Data relating to higher education  
Understanding visual information  
Writing an opening paragraph

#### Listening

Section 1 Form filling  
Section 2 Summary completion  
Table completion

#### Speaking

Part 1 Expanding answers, giving reasons and examples  
Part 2 Describing a school subject

### Language development

Adjectives ending in *-ing*/*-ed*  
Forming questions  
Dependent prepositions  
Countable/uncountable nouns  
Quantifiers

### Skills development

#### Reading

Prediction  
Skimming  
Matching features

#### Listening

Predicting answers

#### Study skills

Identifying parts of speech  
Collocations: adjective + noun

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## Reading pages 6–8

### Aim

This text has been written for students studying in the UK. The level of the language is therefore not as complex as it would be in the IELTS exam. This enables them to start to develop some of the key skills, such as predicting, skimming, matching text with diagrams and choosing the right option in multiple choice, without struggling too much to comprehend the text.

- 1 Ask students to discuss the questions in pairs or small groups. The discussion should elicit some of the phrases from the next exercise.
- 2 Students work in pairs to categorize the words and phrases into benefits of living abroad, difficulties of living abroad, or both. Encourage students to give reasons and use their personal experience if they are already living overseas.

### Answers

benefits: being independent, meeting new people  
difficulties: feeling homesick, feeling lonely, missing friends and family, the language barrier  
both: a change in diet, a different climate, experiencing a different lifestyle, experiencing a new culture

- 3 Predicting content from the title will help students deal with global understanding of the text. Ask students to predict the content of the first part of the text by discussing the meaning of *culture shock*.
- 4 Encourage students to read the first paragraph quickly to check their predictions. You could set a time limit of two minutes to encourage fast reading.

### Answers

experiencing a new culture, meeting new people, being independent, experiencing a different lifestyle, missing friends and family, feeling homesick

- 5 Ask them to read the first part again to find as many different causes of culture shock as they can.

#### Answers

- shock of a new environment, meeting lots of new people and learning the ways of a different country
  - being separated from the important people in your life: people you would normally talk to at times of uncertainty, people who give you support and guidance
  - missing familiar sights, sounds, smells and tastes
  - being tired and jet-lagged
- 6 Ask students to work in groups to discuss what they know about Britain and make predictions about what the author will say about the different points. Students already studying in Britain can talk about any differences they have noticed between these aspects in Britain and their own countries.
- 7 Ask students to read the text and compare what the author says with their predictions or ideas. Tell them to refer to the glossary if they need help with vocabulary. You could set a time limit for this task of 5 to 6 minutes.

- 8 In a monolingual group students can compare their own country with Britain. In a multilingual class, encourage students to share information about their own countries and compare with Britain.

#### Optional activity

Students write about these aspects of culture in their own countries. Alternatively, students could prepare a poster of their countries to present to the rest of the class.

- 9 This exercise focuses on the adjectives connected to feelings and emotions, which appear in the final part of the text. Ask students to match the adjectives to the definitions.

#### Answers

1 a 2 e 3 d 4 f 5 g 6 c 7 b

- 10 Essentially this is a matching paragraphs to headings task, as often found in IELTS, but it also gives students practice in another useful IELTS skill – interpreting diagrams. Look at the diagram together with the class and check that students understand that the stages are in sequence and that the curve represents how positive or negative they are likely to be feeling.

#### Answers

1 B 2 D 3 E 4 A 5 C

Note that if your students are currently studying abroad, they may well recognize some of these feelings and welcome the opportunity to discuss them.

## Multiple choice

#### Exam information

Multiple choice is a common IELTS task and can be quite challenging, particularly for lower level students. Look at the Strategy on page 8 together.

- 11 Many students will be familiar with the concept of multiple choice, but encourage them to underline and look for key words (or similar words) and then find the evidence for their choices (or why they have not chosen an option) in the text.

#### Answers

- 1 B (paragraph B: ... *you are still protected by the close memory of your home culture.*)
  - 2 A (paragraph E: *Next you may reject the differences you encounter.*)
  - 3 D (encourage students to look at key words: *returning home, advertise, warn*)
- 12 If your students are still preparing to study abroad, you could use this discussion question to allow them to discuss their plans. If they are currently studying abroad, you could focus the discussion either on what they enjoy about living in this country, or on another country they might like to live in in the future.

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## Adjectives ending in -ing/-ed

#### Aim

This is a common area of confusion for students and the following exercises will be particularly beneficial for improving accuracy when speaking. Ensure that students understand the distinction between the *-ed* and *-ing* adjectives.

- 1 Look at the example given. Ask students to underline the correct adjective in the other questions and compare their answers.

#### Answers

- |               |               |               |
|---------------|---------------|---------------|
| 1 exciting    | 3 interesting | 5 confused    |
| 2 frustrating | 4 relaxed     | 6 fascinating |
- 2 Students discuss the questions from the previous exercise in pairs. Encourage them to give full answers.
- 3 Look at the example given. Highlight the use of both *-ed* and *-ing* adjectives and encourage the use of both. Students can use a dictionary to check the meaning of any of the adjectives and then have to provide suitable responses to the prompts.

### Suggested answers

- 1 I watched a horror film which was very frightening./I was frightened by a horror film I watched.
  - 2 It was satisfying to finish painting my bedroom./I was satisfied when I finished painting my bedroom.
  - 3 It was exhausting to do a 15 kilometre walk./I was exhausted after doing a 15 kilometre walk.
  - 4 It was surprising that I passed the exam as I expected to fail./I was surprised to pass the exam as I expected to fail.
  - 5 My bus was late, which was annoying./I was annoyed that my bus was late.
  - 6 I saw a young child smoking which was very shocking./I was shocked by seeing a young child smoking.
- 4 Encourage students to give fuller, more personalized responses here. Monitor and conduct a short feedback slot to elicit a few examples.

### Answers

Students' own ideas.

## Listening

page 10

### IELTS Listening Section 1: Predicting answers

#### Exam information

This listening is similar in style to Section 1 of the IELTS Listening module, which is the easiest text of the four in the exam, and is a dialogue on a non-academic topic. The context is often students in a social setting, or as in this listening, a student talking to a university staff member about admissions, housing or other non-academic subjects.

#### Aim

The exercises in this section develop students' prediction skills by encouraging them to guess the type of information required in each question (a number, a name, an address, etc.) and focus on the exam task of form completion.

**1.1** Encourage students to use the information on the form to predict the overall content and the type of answers. Students then listen to complete the form.

### Answers

- 1 Li Cha's personal details and experience of learning English
- 2 numbers

### 3 information (nouns)

#### Questions 1–10

- 1 18
- 2 2B
- 3 29th October
- 4 Hong Kong/China
- 5 0825 701 6924
- 6 three
- 7 playing table tennis
- 8 reading
- 9 Sydney
- 10 computers

#### Suggestion

Note that in the IELTS Listening module, all recordings are only heard once. However, at the beginning of this course, students might need the security of hearing recordings twice.

### 1.1

[AO = Admissions Officer; LC = Li Cha]

AO: Hello, Li Cha, I'm Susie Shaw, the Admissions Officer.

LC: Hello, pleased to meet you.

AO: I'd just like to talk to you to find out a little more information to give your new tutor, Stephen Ennis.

LC: OK.

AO: How old are you, Li Cha?

LC: I'm eighteen.

AO: OK. Now your start date is next Monday, that's the 14th of February. And you're in class 2B.

LC: Sorry, 2D?

AO: No, 2B. B for Bravo. Do you know when you're finishing?

LC: I'd like to go home and see my family in November.

AO: Finishing at the end of October then, the 29th. We need a contact number here and one in China, Li Cha. Do you live with your parents?

LC: No, I live with my grandmother and brother, Shao, in Hong Kong. Their telephone number is 8731 4591. And my mobile number here is 0825 701 6924.

AO: Obviously you've studied English before. How long have you been studying?

LC: About three years.

AO: Is that all? You must work hard! I thought you'd been studying for at least five years. Do you have any other hobbies?

LC: Well, I like playing table tennis. I also spend a lot of time emailing friends. Oh, and I like reading. I read in English sometimes too.

AO: Great, that's probably why your English is so good. Now, you want to take IELTS, don't you? Why's that?

LC: Well, I want to go to the University of Sydney. I'd like to study IT and computing.

AO: Really? Would you like to get a job in IT in the future?

LC: Yes, I'd really like to work with computers, there are just so many possibilities.

### Forming questions

**Aim**

The language focus sections in this book are designed to improve common areas of difficulty. Sometimes students know the rules, but do not apply them in practice. Therefore, many of the activities employ a 'discovery'-type approach, to enable you to assess how much help students need with this area.

- 1 Go through the form and the first example with the students. Then ask them to write the other questions on a separate piece of paper. Monitor and then correct. Use this opportunity to present question formation including subject/object questions. Refer students to the Grammar and vocabulary bank on page 150, where there is further practice of question formation.

**Answers**

- 1 What's your name?
- 2 How old are you?
- 3 Where are you from?
- 4 How long have you been studying English?
- 5 What are your hobbies?
- 6 Why are you taking IELTS?
- 7 What are your plans for the future?

- 2 Ask students to work in pairs to ask and answer the questions and complete the form on their partner.

### Speaking pages 10-11

#### IELTS Speaking Part 1

**Exam information**

In Part 1 of the IELTS Speaking module, the examiner will ask general questions related to studies, family, future plans and other familiar topics. It is important that students give full rather than brief or monosyllabic answers.

**Aim**

This section introduces Part 1 of the IELTS Speaking module. It gives opportunities for students to practise forming questions and to find out about each other.

- 1 The questions in this exercise reflect the type of questions students will be asked in Part 1 of the Speaking exam. Look at the example given. Encourage students to work together to correct the questions.

**Answers**

- 1 Where do you live?
- 2 How often do you speak English?
- 3 What do you do in your free time?
- 4 Can you speak any other languages?
- 5 How do you travel to work/school?
- 6 When did you come to this country?
- 7 Do you have any brothers or sisters?
- 8 Can you tell me about your home town?

- 2 Students then interview their partner using the questions. Encourage them to make a brief note of the answers so that they can report back to the rest of the class.

### Expanding answers

**Aim**

This book aims to develop students' speaking skills with a particular focus on expressing opinions backed up by reasons, and also to help them produce more extended answers. Although activities are primarily in IELTS contexts, the practice given will also help prepare students for seminar and presentation situations at university.

- 3 Ask students to look at the two short extracts and say which one gives the best answer.

**Answer**

Student B gives a much more detailed answer.

- 4 Refer students back to the questions in exercise 1. Ask them to match the four short answers to four of the questions.

**Answers**

- a 1    b 4    c 7    d 6

- 5 Ask students to match the short answers in exercise 4 with the possible expansions. Feedback as a whole class.

**Answers**

- 1 c    2 d    3 a    4 b

### Giving reasons and examples

- 6 This exercise encourages students to add to their answers by giving reasons or examples. Highlight the four different ways of giving reasons and encourage students to give their own reasons for learning English.
- 7 This exercise again focuses on expanding answers. Ask students to match the sentences to the answers from the previous exercise.

**Answers**

- a 2    b 4    c 1    d 3

## Practice

Students work in pairs to ask and answer the questions. Encourage expanded responses which include reasons and examples.

## Writing pages 12–13

### IELTS Writing Task 1

#### Exam information

This section introduces IELTS Writing Task 1. In Task 1 candidates often have to describe or present data shown in a diagram. Describing data is also an area that is vital in many academic subjects.

#### Aim

The exercises in this section familiarize students with different types of visual data and their functions and introduces them to some relevant language.

- 1 Ask students to discuss the questions in pairs. At this stage discourage them from looking at the charts on the page but to use their own ideas. Get brief feedback as a class.

### Understanding visual information

- 2 It is essential that students can quickly identify the purpose of a diagram and what it is showing. Ask students to look at the four diagrams to check their predictions by matching them to the questions from the previous exercise.

#### Answers

1 Figure 2    2 Figure 3    3 Figure 4    4 Figure 1

- 3 Students match the type of chart to each diagram.

#### Answers

a Figure 2    b Figure 1    c Figure 3    d Figure 4

- 4 This exercise gets students identifying the main features and significant information shown in this type of diagram. Ask students to select the best alternative from the pairs of words given.

#### Answers

1 increased    4 less    7 higher  
2 fell    5 greater    8 most  
3 a quarter    6 under

- 5 Students use the information in the four diagrams to complete the sentences using useful words or phrases to describe trends and compare data.

#### Answers

1 more popular    4 rose    7 just over  
2 higher    5 a quarter    8 lower  
3 least popular    6 decreased

### The opening paragraph

#### Aim

It is common for students to copy the wording of the question in their opening sentence. Encourage students not to simply write down the question again but rather try to paraphrase the wording or change it in some way, perhaps by giving a comment about the general trends shown. The extract provides a clear model of a possible opening paragraph.

- 6 Ask students to look back at the line graph on page 12 and read the rubric provided. They then select the best alternative to complete the model opening paragraph.

#### Answers

1 shows    3 During    5 trend  
2 period/years    4 went up/increased

- 7 Ask students to answer the questions by analyzing the model introduction. In feedback it is important to highlight the differences between the rubric and the summary of the general trends shown (as opposed to specific details, which will come in later paragraphs).

#### Answers

1 present simple  
2 no  
3 past simple; it describes completed actions in the past  
4 general information  
5 specific details

### Practice

- 8 This activity will give students the first opportunity to write a short introduction. They can compare what they have written with the models on page 160 of the Writing section.

## Speaking page 14

### IELTS Speaking Part 2

#### Exam information

This section introduces Part 2 of the Speaking module where candidates have to speak uninterrupted for 1 to 2 minutes. Part 2 may be the students' first experience of a longer, uninterrupted turn or mini-presentation. After the student has finished speaking the examiner will ask one or two follow-up questions related to the topic.

- This is a lead-in and sets the context for the main task. Ask students to discuss subjects they studied at school and their feelings about them. Conduct brief class feedback.
- After reading the Exam information box in the Student's Book, check that students understand the basic format by asking comprehension questions: *How long do you have to prepare? What is the minimum time you need to speak for? Will the examiner speak in this section?* Ask students to read the exam task on the card quickly and check that they have understood exactly what they have to do. Tell the students they have one minute to make notes on a piece of paper. Students do the task in pairs. Encourage them to check that each of the points on the card has been covered. You could get students to time each other. It is quite possible that at this stage they will not be able to sustain their talk for the 1 to 2 minutes necessary. However, you could ask students to make a note of the time they manage as a motivating target for the next time they practise a Part 2 speaking. Highlight the need to expand answers by giving examples, reasons and details. As whole-class feedback, ask a few students to report back on what their partner's talk was about. This should highlight whether any key points on the card were omitted or if the talk was too short.

- Students ask and answer the follow-up questions.

### Suggestion

Encourage students to:

- use the one-minute preparation time carefully to think about and make a note of what they are going to say
- organize their talk in the order suggested on the card
- keep their talk relevant to the topic and questions on the card
- plenty of practice will ensure they become familiar with this type of task.

## Listening page 14

### IELTS Listening Section 2

#### Exam information

This listening text is a Section 2 text in the Listening module. This is a monologue on a non-academic subject, and is slightly more difficult than Section 1. This kind of text may or may not be in a university context, but it will not be part of a lecture. It will be a talk on a more general subject.

- Lead into this listening by telling the students that Professor Gooding is going to talk about the difficulties she has had in adjusting to living in different countries and elicit students' ideas about what she liked and the problems they think she might have had in the countries listed. Encourage students to use their

personal experience and knowledge. This discussion should aid understanding when they listen to the talk.

### Summary completion

#### Questions 1–4

**1.2** Ask students to read the instructions and check that they have understood. Encourage them to predict what kind of words they are listening for before they hear the text.

#### Exam information

Note that the instructions state no more than two words or a number for each answer. This is a common IELTS instruction. Ensure students understand that one or two words or a number are acceptable.

#### Answers

1 International	3 22
2 culture shock	4 fascinated

#### 1.2

Hello, everyone. Thanks for coming this evening. I've been invited here tonight by the International Students' Society to talk a bit about culture shock. For many of you who have recently arrived from your home countries, life here in New Zealand must seem quite strange and different to you in many ways. Because of my work as an anthropologist, I've had the opportunity to work in quite a number of different countries with quite diverse cultures, so I've had my fair share of culture shock and know exactly how you might be feeling at this time.

Tonight, I want to talk a bit about my own experiences of culture shock and then go on to give you a few hints on how to minimize the effects.

I first left New Zealand when I was only 22 to do some research work on the island of Sumatra in Indonesia. I was interested in learning all about the country and the people, but I was particularly fascinated by the architecture.

In the part where I was working, the buildings have beautiful, curved roofs that I had never seen before and I loved them!

### Table completion

#### Questions 5–10

**1.3** Ask students to look at the table and predict the type of answer before listening. Highlight the numbering in the table so that students can follow easily.

#### Answers

- food
- Egypt
- short winter days
- Japan
- read anything
- eat with chopsticks

## 1.3

Life in Indonesia is very different from life in New Zealand, and at first I found it very difficult to adjust. The worst thing was looking different to everyone else. I'm about average height in New Zealand, but in Indonesia, I was much taller than most people, and it made me feel very uncomfortable. One of the best things, though, was the food. A change in diet can be one of the biggest problems of moving to a new country, but for me Indonesia was not difficult from that point of view. I'm very keen on spicy food, and there is an Indonesian chicken curry called 'Rendang' that is out of this world!

Climate can be another thing that people find it difficult to adjust to. I found working in Egypt very difficult because of the extreme heat. In contrast, living in Finland was hard because during the winter months the days are so short. Where I was, in the North, it was only light for about four or five hours a day in December. By the end I was pretty good at cross-country skiing, though!

Language is often one of the biggest barriers when you're settling into a new country, but I'm quite good at learning them and this hasn't usually been a problem for me. However, Japan was quite different. I had learned some spoken Japanese before I went, but I hadn't tried to learn to write, so initially, I was a bit nervous about going to a country where I couldn't read anything. This did make life a lot more difficult for me. I couldn't read the destinations on buses, or menus in restaurants, or even road signs.

Sometimes it can be very small things that you're not used to that can make you feel the most homesick. For me, in China, it was connected with eating again. I really love Chinese food, but I found it very difficult to eat with chopsticks. I did learn eventually, but I still prefer a fork! One of the best things about my stay in China, though, was the Professor I was working with at the university. He was really enthusiastic about his work, and that made my job very satisfying.

OK, well enough about my experience. Having mentioned some of the problems I faced, I want to look a bit more generally at how you can adapt to culture shock ...

## Dependent prepositions

### Aim

Building students' knowledge of dependent prepositions will develop accuracy when speaking and writing.

- Look at the example and check students understand the idea of dependent prepositions. Then ask them to complete the sentences with dependent prepositions. They can check their answers by listening to the audio again or by looking at the audioscript.

### Answers

1 by	3 on	5 about
2 from	4 at	6 about

- Look at sentences 0 and 5 from exercise 2 and elicit that we use an *-ing* form after a preposition.
- Students add the missing prepositions to the sentences.

## Answers

1 in	3 from	5 about
2 by	4 on	6 about/of

- Students work in small groups to talk about different countries and cultures. The first person rolls a dice and has to talk about the statement corresponding with the number shown on the dice. Encourage use of adjective/preposition combinations.

### Suggestion

It is important that you encourage your students to notice and make a note of verb/adjective/noun + preposition combinations as they read or learn new vocabulary.

## Language focus pages 15–16

## Countable/uncountable nouns

### Aim

The exercises in the following section will help students develop their accuracy and give practice of a key area of difficulty for students at this level. Further information and practice activities can be found in the Grammar and vocabulary bank on page 150.

- Check that students understand the basic difference between countable and uncountable nouns. Then ask them to complete the table with words from the box. Monitor and help with any difficulties. In feedback you may need to highlight some of the irregular plurals (people, children).

### Answers

- countable: country, language, sports, subjects, university, students, children, people  
uncountable: accommodation, advice, information, weather, luggage, homework
- singular: country, language, university  
plural: sports, subjects, students, children, people  
NB Uncountable nouns do not have a plural form.

- Students locate and correct the errors in the sentences.

### Answers

- Ahmed speaks four languages.
- Accommodation is very expensive in London.
- The tutor gave me very good advice.
- The bar chart shows the population of four different countries.
- correct
- I went to the library to get some more information about the topic.
- Team sports such as football and rugby are very popular in this country.
- When I came to the UK I had a lot of luggage.

## Quantifiers

### Aim

This kind of language is very frequently used in both Writing Task 1 and Task 2 questions (and indeed in all kinds of academic writing). It is also an area where students often make mistakes. Improving their accuracy in talking about quantity can make a significant difference to the overall accuracy of their writing.

- 3** Ask students to look at the charts and ask questions about which of these sports they enjoy and find out if their likes/dislikes are similar to the ones in the charts. Then ask them to look at the sentences and go over the example together. Students identify mistakes with quantifiers. You could refer them to the Grammar and vocabulary bank on page 150.

### Answers

- 1 The students spend a lot of time watching football.
  - 2 The majority of the students prefer watching football to playing it.
  - 3 Some of the students like playing basketball.
  - 4 The students don't spend much time playing basketball.
  - 5 The number of students who play table tennis is larger than the number who play football.
  - 6 A large number of students enjoy watching football.
  - 7 Several of the students don't play any sports.
  - 8 Most of the students prefer playing table tennis to watching it.
- 4** Ask students to write more sentences about the information in the bar charts.

### Answers

Students' own answers.

## Practice

### Aim

This activity gives students the opportunity to carry out a mini class survey and describe the results using some of the language from the unit. This is not only useful practice for IELTS Writing Task 1, but also a good introduction to small-scale academic research.

- 5** Divide the class into groups and encourage them to choose one of the topics provided (or their own topic, if suitable). They will need to write two or three questions before they carry out the research, eg *What subject would you like to study in the future? Which university would you like to go to?* Monitor this stage to check the accuracy of questions. Students carry out the survey by asking all their classmates and noting down their answers.
- 6** Ask students to complete a table with their results as shown.

- 7** Students draw a simple bar chart to show the information they have gathered. Refer students to the two bar charts at the top of page 16 to help them. Students write a short opening statement to describe the findings. They then write sentences to describe the information in the chart. Encourage them to use some of the language from the unit.
- 8** Ask each group to summarize their findings to the rest of the class. You could highlight on the board any examples of good use of language and/or errors to be corrected (anonymously).

## Study skills page 17

### Identifying parts of speech

#### Aim

A knowledge of parts of speech can help students develop their vocabulary and give them a greater understanding of grammar and sentence structure. When learning any new item of vocabulary, students should be encouraged to identify its part of speech and possible derivatives. Developing this area will help students in all of the four IELTS components.

- 1** Students read the paragraph from the reading text and identify the parts of speech of the underlined words and find a further example for each group.

#### Answers

(additional examples in brackets)  
a verb – arrive (understand)  
a noun – language (accents)  
an adjective – embarrassed (regional)  
an adverb – quickly (thoroughly)  
a preposition – in (than)  
an article – the (a)  
a conjunction – although (and)  
a pronoun – them (they)

- 2** Highlight the importance of expanding vocabulary by building word families. Students complete the table.

#### Answers

Noun	Verb
advice	advise
information	inform
arrival	arrive
education	educate
invitation	invite
experience	experience
choice	choose
application	apply

- 3** Students complete the sentences using words from the box.

**Answers**

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- |              |             |
|--------------|-------------|
| 1 experience | 5 apply     |
| 2 invite     | 6 education |
| 3 choice     | 7 advise    |
| 4 arrive     | 8 inform    |

Refer students to the Grammar and vocabulary bank on page 150, where there is further practice of parts of speech.

## Collocations

### Aim

One of the key areas of focus in this book is the development of students' awareness and use of collocations (words that commonly appear together). This focus will help expand their vocabulary, be useful for receptive tasks and improve accuracy in productive skills. The *Macmillan Collocations Dictionary* is a useful resource for this area of language.

## Adjective-noun collocations

- 4** Students choose two adjectives for each of the four nouns.

**Answers**

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- 0 full-time student; undergraduate student
- 1 higher education; secondary education
- 2 first language; official language
- 3 home country; host country

- 5** Students use one of the collocations from the previous exercise to complete the sentences.

**Answers**

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- 1 first language
- 2 host country
- 3 undergraduate students
- 4 higher education

