

## Content overview

### Themes

Unit 1 introduces the themes of education and gender. Students will read about issues related to gender differences in education throughout the world, and will be able to call on their own experience to discuss and compare approaches in their own countries.

### Listening

- a dialogue about some of the problems international students face when they first arrive at university in England
- a description of a university campus in the UK

### Reading

- gender differences in maths and science education

### Writing

- interpreting diagrams and graphs
- paragraph planning for Writing Task 1

### Exam related activities

#### Listening

- Section 1 Form completion  
Following directions on a map
- Section 2 Short answers

#### Reading

Multiple choice  
Sentence completion  
Matching (headings to paragraph content, opinions and people)

#### Writing

- Task 1 Describing changes over time in a diagram  
Paragraph planning

#### Speaking

- Part 2 Describing a course of study  
Describing a teacher
- Part 3 Discussing and comparing developments in education

### Language development

#### Language focus

Verb tenses  
Unreal sentence subjects: *there is/are, there was/were*

#### Vocabulary

Synonyms and parallel expressions  
Word formation: prefixes  
Describing trends

### Skills development

#### Reading

Prediction of content  
Skimming for gist (main idea)  
Scanning for opinions

#### Writing

Paraphrasing  
Organizing and writing essays  
Revising and editing your writing

#### Listening

Listening for detail  
Following directions

#### Study skills

Time management  
Note-taking  
Reading for key information

#### Dictionary focus

Building a vocabulary bank

## Warm up p8

Ask students to look at the photos and elicit vocabulary related to educational subjects, teaching methods and gender preferences in education. Vocabulary may include: *single sex, mixed, sciences, arts, humanities, technical, vocational, future career, ability, skill, training, instruction.*

## Reading p9

### Skim and scan reading

#### Aim

The ability to skim and scan academic texts is an essential skill for university studies. As it is never possible to read all the books on a reading list, students must learn to read quickly for gist and select the texts that are relevant to their research or essay titles. The three reading techniques of prediction, skimming and scanning increase reading speed and allow students to read **tactically, giving them time to focus on the most relevant sections of the texts.**

Elicit predictions from the title of the article about the content and write them on the board. Include all predictions, however **unusual**. Students will be able to see which predictions are **correct or incorrect** when they have read and discussed the passage in detail (Exercise 2).

**1** Ask students to read the title of the passage and answer questions 1 and 2.

#### Answers

- 1 C
- 2 D

**2** Students skim the passage individually and compare the content with the predictions on the board in a class discussion. This is an opportunity to explain why some predictions may have been wrong. For example, students may not have paid enough attention to or may have misunderstood the keywords in the title.

**3** Explain that when scanning for names and numbers we can limit our reading to looking for capital letters, figures and symbols.

Ask students to underline the keywords in each question. Go through the answers with the class.

Keywords: 3 year/OECD 4 average 5 professor/Yale 6 university/Dr. Elizabeth Spelke

Students scan the passage for specific information to answer questions 3–6.

Ask students to compare their answers with a partner and discuss any differences.

## Answers

- 3 2003
- 4 10%
- 5 C. Megan Urry
- 6 Harvard

### Matching: Headings to sections

#### Aim

Matching headings to sections is a way of testing that the reader understands the main ideas in a passage. As the heading in the question and the original passage will not have the same wording, it is important for students to look for synonyms (single words which have similar meanings) and parallel expressions (phrases that have similar meanings).

**4** Students look for synonyms or parallel expressions for *controversy* (*fierce reaction*) and *inborn* (*innate*) in Section A of the passage.

**5** Students match the sections of the reading passage to the headings to answer questions 1–5. Go through the answers with the class.

#### Answers

- 1 Section B ii
- 2 Section C v
- 3 Section D ix
- 4 Section E vi
- 5 Section F i

### Matching: Opinions and people

#### Aim

In the IELTS Reading module, students will be asked to attribute opinions to people mentioned in the passage. This exercise gives students practice in scanning for names and finding the corresponding opinion.

**6** First ask students to highlight the keywords in questions 6–11.

Keywords: 6 ability/brain/anatomy 7 attitude/performance 8/9 men/women/respect 10/11 ability/gender

After finding the opinions expressed in the passage, students should scan the passage again to link the opinions with the names of the people (A–G). Students work in pairs to answer questions 6–11.

#### Answers

- 6 C
- 7 E
- 8/9 D/F
- 10/11 B/G

## Sentence completion (from a list)

### Aim

Some of the expressions that answer the reading questions in the IELTS examination will be identical to those in the passage, but sometimes students will need to find parallel or similar expressions.

7 Refer students to the underlined words in questions 12–16 and ask them to highlight the parallel expressions in the passage. The questions follow the order of the passage. Parallel expressions are:

Question	Passage
12 learning capacity	aptitude (line 67)
13 language	verbal (line 70)
14 got better results in math	scored higher (line 93)
15 worst opinion	more negative attitudes (line 102)
16 effort	work harder (line 114)

Students complete questions 12–16 individually and check their answers with a partner.

### Answers

- 12 F
- 13 C
- 14 E
- 15 B
- 16 D

## Vocabulary p12

### Synonyms and parallel expressions

1 Students work individually to match the expressions from the reading passage with parallel expressions. Students check their answers with a partner or the whole class.

### Answers

- 1 c
- 2 g
- 3 h
- 4 i
- 5 d
- 6 f
- 7 a
- 8 b

### Further practice

Refer students to Unit 1 Vocabulary, Exercises 1 and 2, page 179. If necessary, briefly revise the functions of nouns and adjectives.

Refer students to Photocopiable 1, Exercises 2 and 3 (TB page 106).

Students use parallel expressions to summarize the reading passage and discuss their answers. Point out that they should only write one sentence about the main idea of each paragraph and that they should not copy from the passage.

## Word formation: Prefixes

### Aim

As it is very unlikely that students will know all the words in a reading passage, it can be valuable for them to learn the technique of guessing the meanings of words from prefixes. Being able to identify the meanings of prefixes can help students develop both reading skills and vocabulary.

1 Elicit possible paraphrases of *neuroscientist* and *subcategory* as used in the passage. Elicit other associated words. Other possibilities are: *neurotic*, *neurosurgeon*, *neuron*. If students suggest *substandard*, *submarine* or *subscription*, you could explain that *sub* commonly means *under*.

2 Students can complete this matching exercise individually or in pairs. Disagreements can be discussed in a plenary session.

### Answers

- 1 g
- 2 h
- 3 n
- 4 a
- 5 b
- 6 d
- 7 i
- 8 e
- 9 f
- 10 i
- 11 j
- 12 m
- 13 l
- 14 k

3 Students can do this completion exercise individually and compare their answers in pairs.

### Answers

- 1 profit
- 2 final
- 3 write
- 4 graduate
- 5 president
- 6 information
- 7 annual
- 8 esteem
- 9 ability

Refer students to Photocopiable 1, Exercise 1 (TB page 106) to practise generating new words from prefixes.



Explain the different types of accommodation available to students in the UK:

**university residence** – purpose built accommodation on campus for the exclusive use of students during term time

**host family** – a family that takes international students into their home for a fee

**shared house/flat** – a rented house or flat which is shared by several people

**bed-sit** – a room which is both a bedroom and a sitting room/study

Explain the different types of answers required in this section. In this unit there are short answers (questions 1–6) and map completion exercises (questions 7–12).

Explain that for questions 1–6 (Exercises 1 and 2), students must limit their answers to **one** word.

**1 and 2**  1.1 Give students time to read the instructions and the questions, and underline the keywords (1 year 2 feeling 3 name 4 room 5 nationality 6 number).

Play the recording and ask students to answer questions 1–6 only.

Students compare their answers in pairs and discuss any differences. (The correct answers are underlined in the recording script below.)

### Answers

- 1 first
- 2 confused
- 3 Sondra Da Costa
- 4 13
- 5 Spanish
- 6 07764 543302

### 1.1

[T = Tutor; S = Student]

T: Good morning, and how can I help you?

S: Good morning, my name is Sondra da Costa. I'm a first year student and I'm a bit confused about a few things. I was told by a lecturer to come here.

T: OK then, take a seat Sondra and let me see how I can help you. Because this is your first year here, I'll need a few personal details. What did you say your name was again?

S: Sondra da Costa.

T: Is that Sandra?

S: No, it's spelt with an 'O'.

T: So that's S-O-N-D-R-A. And can you spell your surname, please?

S: It's D-A C-O-S-T-A.

T: Is that all one word?

S: No, it's two words, actually.

T: Fine, and are you living on campus or in other accommodation?

S: I'm living in university residences in Bramble House, the one on the main campus, room number 13.

T: How are you finding it so far?

S: Much better than I expected. I have quite a large room and we have a shared kitchen and bathroom. The other students I've met seem really friendly.

T: That's good to hear. I think you've made a wise decision living on campus. Now just a few more details and then we can go on to discuss what's worrying you. Where are you from?

S: My mother is from South America, but I was born in the north of Spain.

T: That's interesting and ... er ... one more thing ... Do you have a number we can contact you on in emergencies?

S: Yes. I have a mobile number. It's 07764 543302.

T: Let's just check that. Did you say 07764 543332?

S: No, it's 54-33-02.

T: That's fine, Sondra. Thank you. That's all the information I need for the moment.



Sample marketing text © Macmillan Education Ltd

### Map completion

**3**  Revise vocabulary for places and locations from the Useful language box by asking students to answer 1–3.

### Answers

- 1 next to Chemistry Lab A
- 2 Lecture Hall B

**3** Go to the top of University Lane and turn left into Newton Drive. Take the first left and turn into Isaacs Street. At the bottom of Isaacs Street on the left is Lecture Hall A.

**4**  1.2 Explain that in this exercise students have to answer questions by listening to a conversation and following directions on a map.

On this recording, the tutor is explaining to the student how to find the Computer Rooms (in the Arts Block opposite Dalton House), the Library (to the right of Lab B), the Finance Office (at the end of Newton Drive), the Students' Union (behind the cafeteria) and the Bank (in Isaacs Street, opposite Lecture Halls A and B, in the middle).

Play the recording for students to answer questions 7–12. The correct answers are underlined in the recording script.

## Answers

- 7 G
- 8 B
- 9 C
- 10 E
- 11 F
- 12 (tutor not available all day) D

In pairs, students practise giving each other instructions to get from one building to another on the map.

### 1.2

[T = Tutor; S = Student]

T: So, how can I help you?

S: Well, I'm really worried about how I'm going to cope with university life ... I mean I feel like I don't know what's going on.

T: Don't worry, Sondra. Most undergraduates feel like this in their first week.

S: Well, maybe if I knew the campus a bit better, that might help.

T: Do you have a map of the campus?

S: Yes. I was given one during orientation week, but to be honest, I don't really understand it.

T: Well, let's look at it together. OK, we are here now in Dalton House. Opposite this building is the Arts Block where you'll find the computers. The Computer Rooms (E) are open from 9.00 a.m. till 10.30 p.m. weekdays, but closed on the weekends.

S: Are there no other computers on campus?

T: There are a few in the Library that are available throughout the year, except Sundays. To get to the Library (F) you keep going down University Lane, past the Science Block on your left. Opposite the Science Block are the Chemistry Labs and the Library is just on the right next to Lab B.

S: Fine.

T: Another important building is the Students' Union (G). Turn left into Newton Drive. There are some trees and a little outside cafeteria. The Students' Union is just behind this.

One thing I must check ... have you sorted out your fees yet?

S: Well, I filled in a direct debit form so I suppose that means everything is fine.

T: Probably, but you should go to the Finance Office (B) just to make sure. It's at the end of Newton Drive. You'll need some identification ... your passport or student ID.

S: And is there a Bank (C) on campus?

T: Yes, it's open normal banking hours and there is a 24-hour cash machine. The Bank's in Isaacs Street which runs parallel to University Lane where we are now. Go past Lecture Hall B and the Bank is opposite, just before you get to Lecture Hall A.

S: Great.

T: Probably the best thing to do is to walk around and familiarize yourself with everything. Don't worry, it won't take you long to settle in.

S: I'm sure you're right. I feel a lot better.

T: I also need you to fill in this form for the tutorial file. Take it away with you and then make an appointment to see me again and we'll go over it. My telephone number is on the form, here, at bottom of the page. You can ring me anytime between 9.00 a.m. and 3.30 p.m. from Monday to Friday ... er ... except on a Thursday when I'm only available in the morning.

Review the answers with the whole class. Play the entire recording a second time to give students a chance to listen again and confirm the correct answers.

**Note:** In the IELTS Listening module, the recording is only played once. If you want to focus on exam practice rather than listening practice, only play the recording once.

## Speaking p16

### Understanding the test

#### Aim

In the Speaking module of the IELTS exam, students are expected to progress from describing personal experiences in informal language to adopting a more formal register to discuss and speculate on topics of global interest.

**1** In pairs, students ask each other the questions and discuss their opinions. They then join another pair and compare their opinions in a group.

### 2

#### Aim

By making notes before the 1–2 minute talk in Part 2 of the Speaking module, students can organize their ideas logically. This exercise shows students the advantages of making clear notes in advance of the talk.

Point out that the IELTS topic card is a useful guide to developing the main points of the talk.

In pairs, students take one minute to make notes on topics A and B. They then exchange their notes with their partner and give a talk from each other's notes.

**3** Ask students to underline the keywords in the questions.

1 future / teachers / smaller / role / education / students / Internet

2 compare single sex education / co-educational environments

3 physics / chemistry / more important / art / music

4 agree or disagree / learn / outside / inside classroom

5 differences / approaches / men / women / learning

Write questions 1–5 on slips of paper. In pairs, students pick a slip of paper at random and brainstorm the topic together. They discuss how to develop their ideas by answering the questions *Why ...?* and *How ...?* and by thinking of examples to illustrate their points.

Individually, students pick another slip of paper and prepare to discuss their topic with a small group.

## Writing 1 p17

### Task 1

**1** Ask students if they can remember the answers to 1–5. Refer students to the front of the book. Students discuss any doubts in groups. Any unresolved questions can be clarified in a whole group session.

### Answers

- 20 minutes. Use the time to select the most important data and identifying trends, organize your ideas. Write and edit your essay. Check you have an overview at the beginning and a conclusion at the end. You should write a factual description of a diagram.
- 150 words in 2/3 paragraphs
- Achievement, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy
- No. You are only expected to describe the most significant facts. You are not asked for your opinion.
- No. You should only include the most important data and the main trends.

**2** In groups, students produce drawings A–H and label the diagrams with the words in 2. Each group draws one of their labelled examples on the board for whole class revision.

### Task 1: Changes over time

**3**

**1** Explain that diagrams may show changes over a period of time or compare several situations at a given moment, or both. By first establishing the time period, students will be able to decide which tense(s) they need to use in their Task 1 writing question.

### Answers

Diagram 1: both

Diagram 2: comparisons only

Diagram 3: both

Diagram 4: comparisons only

**2** Students review the forms of the tenses by completing Unit 1 Grammar, Exercises 1 and 2, page 169. Refer to the Tense revision section on page 168 to troubleshoot errors. Students work in small groups to discuss the tenses they should use to describe the diagrams.

### Answers

1 past

2 present

3 past

4 future

**3** When students have written the introductory sentences individually, they compare and discuss them with a partner.

**4** Working in pairs, students draw diagrams comparing commercial or social trends in their country. Using vocabulary from the Useful language box, students write a description of their partner's diagram. Forming a group with another pair, students can a) rephrase another student's description and/or b) recreate a diagram from a description.

Students work in pairs to select suitable vocabulary from the Useful language box and extend the descriptions of Diagrams 1 and 3. After completing the descriptions individually, students compare and discuss their answers with their partner.

**5** Before asking students to write descriptions of the main changes in the diagrams, review the type of information required (changes over time/comparison) and the tense *to be* used (past).

It may be helpful for students to discuss 2 and 3 before writing individual descriptions of the diagrams in 1.

### Answers

2 a3 b1, 2 c4

**3** For graphs, use a pencil to draw a line joining the first and last points. This will reveal the overall trend and make it easier to see if there are any major variations from that trend. For bar charts, use a pencil to connect the tops of the bars to see the main pattern. For tables and pie charts, circle maximum and minimum figures.

**6** Brainstorm the answers to 1–6 as a whole class before asking students to work in pairs for Exercise 7.

## Answers

- 1 yes
- 2 formal
- 3 past tenses
- 4 both
- 5 Student enrolment from three countries at one university in a five-year period
- 6 See model answer in Exercise 8.

## 7

### Answers

- uses an informal register
- lacks precision
- *blue line* is meaningless
- errors with adjectives and adverbs
- inappropriate to give explanation

Students can refer back to the questions in Exercise 6 to establish the following:

- no dates and figures
- use of informal language (*Well, first of all, After a bit more*)
- use of wrong tense (past dates indicate past tense needed)
- no comparison between national groups
- no identification of groups or lines
- main features not highlighted
- unsupported opinion (*the strong Chinese economy*)

**8** Check and discuss answers to paragraph 2 with the whole group. Encourage students to recognize that there is a range of possible correct answers.

### Answers

- 1 enrolment of students, Japanese admissions, Chinese numbers, numbers of Indian students
- 2 almost, from over, just over, around, about, approximately
- 3 (*accept any suitable answers*) 1 grew steadily 2 sharp rise 3 in 2003 4 steady growth 5 decreased dramatically 6 a high 7 levelled off 8 from 2001 to 2002
- 4 The answer does follow the paragraph plan (page 20).

**9** Before students answer 1–3, ask them to look at the diagram and identify:

- the percentage range (10%–40%)
- the time span (2003–2006/3 years)
- the starting point of each company (D 20%, C 25%, A 27%, B 28%)
- the finishing point of each company (D 35%, C 36%, A 27%, B 28%)
- the peak (36%) and the lowest point (17%) and the year of each (2004)

In pairs, students answer 1–3.

### Answers

- 1 percentages
- 2 A changes little. B, C and D have all increased but by very different amounts.
- 3 See model answer on page 189.

**10** Students write their answers for homework. In the next class, students work in pairs. They exchange answers, compare their partner's work with the model answer on page 189 and discuss differences.

## Study skills p23

### Aim

Students who can describe their strengths and weaknesses in each of the study skills will be in a better position to develop strategies for improving in problem areas.

**1** Students complete the table.

### Answers

Making notes during lectures: Paolo

Selecting key information when reading: Yuan

Learning new vocabulary: Yuan

Time organization: Paolo

**2 and 3** Ask students to discuss individual study skills with a partner to decide their degree of confidence. Pairs can join together to form small groups and share strategies for developing study skills. Ask each group to present its strategies to the rest of the class.

## Dictionary focus p23

### Aim

As students' writing will be more interesting if they can use alternative words to express one idea, it is important for them to build up a bank of synonyms.

**1** In pairs, students look up the words on the list in the dictionary and discuss possible synonyms.

### Answers

- 1 discrepancies = *differences*  
stabilize = *stop changing*  
amount = *quantity*  
data = *computer information*  
element = *part*  
converge = *come together*  
figure = *number*  
trends = *general patterns*
- 2 Suggested answers  
data: *computer information*  
element: a – *weather* b – *earth, water, air, fire* c – *single atom such as hydrogen*  
figure: a – *important person* b – *person's shape*,  
c – *illustration*  
trend: *a fashion*