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Introduction

About this book

This book contains realistic tasks covering all parts of the IELTS test on photocopiable pages. The tasks are preceded by a 'warm-up activity' called **Introduction** and followed by one or more **follow-up activities** to provide you with a complete lesson which your students should find enjoyable, interesting and, above all, useful preparation for the IELTS test.

Timing

The lessons take from 45 minutes to about 1 hour 30 minutes. Detailed guidance on timing is given in the teacher's notes. If the lessons are too long for the period of your class, the teacher's notes contain suggestions for giving activities for homework or for doing them in a following lesson.

Levels

The IELTS test is designed to give each candidate doing the test a result in a Band from Band 1 (Non-user) to Band 9 (Expert User). The tasks in this book are at the same level of difficulty as the tasks in the IELTS test. The activities and the teacher's notes are designed to give practice and preparation for both **Intermediate** and **Advanced** students taking the test in order to optimise their performance.

For the purposes of this book:

Intermediate students would be expected to achieve Band 4, 5 or 6 in the test.

Advanced students would be expected to achieve Band 6, 7 or 8.

Teacher's notes

The teacher's notes give detailed advice on how to prepare your students for each part of the IELTS test and each question-type. There is separate advice for **Intermediate** and **Advanced** classes. You should choose the advice which best suits your students' level, but you can always use advice from the **Advanced** boxes with **Intermediate** classes and vice versa, if you think it is useful. You may wish to supplement these lessons with extra grammar practice. Our recommended grammar books are *Advanced Grammar in Use – a reference and practice book for advanced learners of English, (with answers)*, ISBN: 0 521 498686 and *English Grammar in Use – reference and practice for intermediate students, (with answers)*, ISBN: 0 521 43680X.

Answer keys

These contain the complete range of possible answers. Answers must coincide exactly with the key (including correct spelling) for them to be correct.

Reading passages

These are designed to be done in class, though they are also suitable as homework tasks. The teacher's notes give detailed advice on teaching different reading techniques, ways of dealing with different IELTS question-types and ways of dealing with reading passages in class.

Many passages have a **vocabulary follow-up**. These are placed after the passage to give students experience in dealing with reading passages *in spite of* difficult vocabulary. These activities can be done first, if you think this will help your students deal with the reading more confidently.

Listening sections

In the IELTS test, candidates hear each section *once only*. However, in classroom practice it may often be beneficial, especially for **Intermediate** students, to play these twice. As in the IELTS test, each listening activity comes in two parts, with a pause in the middle for students to read the next set of questions.

Speaking follow-ups and role plays

These follow most reading passages and listening sections, and are designed to give students an opportunity to express their opinions and ideas on the topic of the lesson. The teacher's notes give detailed advice on how to handle these in class. However, please note that in the IELTS test the topics of the speaking module are *not* related to the topics dealt with in other parts of the test.

Writing tasks

Each of these contains an introduction to the topic and practice in planning answers to writing tasks. They also contain **sample answers** to the task with exercises based on them. When the exercises have been completed correctly, the answers should serve as models for your students when they do their own writing tasks. The sample answers are followed by work on useful structures or vocabulary. The final activity is a similar writing task for students to do themselves. This can be given for homework or, if you think it is more suitable, as class work.

Speaking

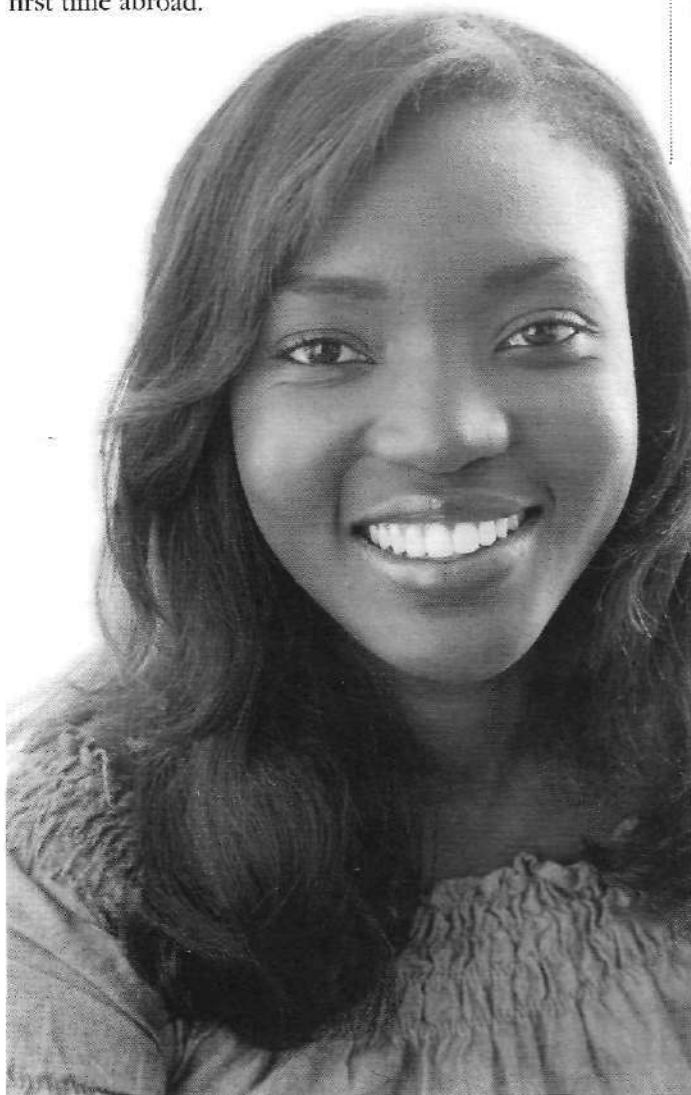
These activities are designed to give practice in the three parts of the speaking module of the IELTS test. In the test, the speaking module takes 11–14 minutes, so it is probably not a good idea to do all these activities at the same time. Photocopy and cut up a few activities to fill ten- or fifteen-minute gaps in your lessons on different days. Read the teacher's notes for advice on how to manage these activities in class.

1 Introduction

Read about Lucy and then, in groups of three, discuss

- what things will probably worry Lucy about going to study in Canada.
 - which type of accommodation would be most suitable for her and which least suitable. Put them in order from 1–6.
- a hall of residence or dormitory
 - a shared flat or apartment with other students
 - a bedsitter or studio
 - a room in a family house
 - a basement flat or basement suite
 - a terraced house or row house

Lucy is a 24-year-old graduate student at the University of Natal, in Durban, South Africa. She has just won a scholarship to study for part of her doctorate at the University of British Columbia in Vancouver, Canada. She is single and this will be her first time abroad.



2 Listening

You will hear a man in Vancouver, Canada, phoning a real-estate agent in order to rent out rooms in his house.

Work in pairs and look at Questions 1–7.

- Before you listen predict the type of information you will need for the answer to each question.

Example: in Question 7 you will need a telephone number.

- Then listen and answer the questions.

Questions 1–7

Complete the form below.

Use **NO MORE THAN THREE WORDS OR A NUMBER.**

BELLINGHAM REAL-ESTATE AGENTS

Property to rent

Type of property: (1)

Architectural type: **2 storey**

Address: 3281 (2)

Richmond, British Columbia.

Monthly rent: \$700 (3)

plus \$30 for (4)

View of: (5)

Seller information

Name: (6)

Address: **as above**

Telephone: (7)

Cell phone: **903 2773987**



Now you will listen to the second part of the conversation.

Before you listen, work in pairs and:

- read the questions and check you understand the vocabulary.
- suggest other ways of expressing the options (A, B, C, D or E) in the questions.

Example: Answer:
8C dryer machine for drying clothes

Then listen to the second part and answer Questions 8–10.

Questions 8–10

Circle two letters A–E.

- 8 Which of the following does the kitchen contain?
- | | |
|-------------------|--------------------------------|
| A dishwasher | 10 Which amenities are nearby? |
| B washing machine | A the university |
| C dryer | B a shopping mall |
| D gas stove | C a park |
| E microwave | D a sports centre |
| | E a movie theatre |
- 9 Which of the following does the house have?
- | |
|--------------------|
| A a swimming pool |
| B air conditioning |
| C central heating |
| D a games room |
| E a fireplace |

3 Follow-up

Role play

Read the advertisement below and then work in pairs to prepare either Role A or Role B. When you have prepared, change partners and do the role play.

Family House for Rent

\$700 per room | 2 bedrooms | Richmond

Two big bedrooms in large 2-storey Richmond home with view over ocean and 2-minute walk from beach and park. Shopping mall 1 block away. Fully-equipped kitchen including microwave and dishwasher. Washing machine and dryer in basement. Games room with ping pong and pool. Central heating. Would suit single students.

Role A: Real-Estate Agent You put the advertisement at the bottom of the page on your website. You should deal with enquiries about it. You are keen to rent out this property as you have not had many enquiries about it – it's rather far from the city centre and the university. Before you start, think of extra details about the property and questions you would ask people enquiring about the room.

Role B: Lucy You have seen the advertisement at the bottom of the page on the Internet. Phone the estate agent to find out more details about the house. You are worried that the house is a little far from the university – you don't have a car at the moment and would have to rely on public transport, at least until you can find a part-time job and earn some extra money. Before you start, think of questions you want to ask the real-estate agent.

Vocabulary

When you travel to English-speaking countries, you may hear either British English vocabulary or American English vocabulary, or something different depending on where you go. Here are some words which are different in British English and American English. (Canadian English is likely to be similar to American English.)

Match the words in British English on the left with their American English equivalents on the right.

British	American
1 cinema*	a yard
2 cooker	b stove*
3 distance between two parallel streets	c sidewalk
4 flat*	d movie theatre
5 garden*	e mall*
6 lift*	f line
7 motorway*	g gas* or gasoline
8 pavement*	h garbage*
9 petrol*	i freeway*
10 queue*	j faucet
11 rubbish*	k elevator
12 shopping centre*	l downtown
13 tap*	m block*
14 the town centre	n apartment*
15 sea	o ocean

*These are the words most often used in Australia.

