

Pathway to
IELTS
6.0

Teacher's Book

Chris Gough

GARNET
E D U C A T I O N

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Book map

Unit 1 Life and death

Speaking exchanging personal information / talking about stages and events

Vocabulary stages of life and life events

Listening listening for gist

Reading skimming for gist

Writing different types of figure / describing figures

Unit 2 Nature or nurture

Speaking nature or nurture? / talking about background and upbringing

Vocabulary in the family

Listening listening for specific information

Reading scanning

Writing understanding the task / deciding what to say / organizing your points

Unit 3 Boys and girls

Speaking changing roles / agreeing and disagreeing

Vocabulary characteristics

Listening listening for paraphrased language

Reading scanning for paraphrased language

Writing interpreting and describing line graphs / dealing with more information / deciding what to include in your report / writing your report

Unit 4 Past and present

Speaking memories / describing memories

Vocabulary looking back / idioms

Listening listening to label pictures and diagrams

Reading making sure that information is given in a text

Writing understanding the task / deciding what to say / writing a balanced composition

Unit 5 Work and play

Speaking work hard and play hard / talking about your free time

Vocabulary busy or free / prefixes / free time

Listening listening to complete a summary

Reading paragraphs and topic sentences

Writing interpreting a simple bar chart / interpreting a simple pie chart / comparing and contrasting information

Unit 6 Home and away

Speaking what are holidays for? / comparing and contrasting

Vocabulary confusing words

Listening maps and plans / noticing how information is repeated

Reading using topic sentences to predict

Writing organizing paragraphs and using topic sentences

Unit 7	Kill or cure
Speaking	lifestyle / giving yourself time to think
Vocabulary	health and fitness / health issues and minor accidents
Listening	listening to complete a table
Reading	unknown words and phrases in context / working out meaning from context
Writing	describing a flow chart

Unit 8	Bricks and mortar
Speaking	impressive architecture / construction in your country / expressing obligation
Vocabulary	describing buildings
Listening	identifying key words that you don't know
Reading	understanding the general idea / completing a summary
Writing	style and register / introducing opinions

Introduction

How this course works

Pathway to IELTS 6.0 is aimed at students who are currently at intermediate level (IELTS 5.0), but who want to achieve a score of 6.0 in the IELTS Academic exam. It is especially helpful for students who need support and guidance with some or all of the various tests that make up the exam. Carefully scaffolded tasks aim to orientate and prepare students, rather than throw them directly into challenging exam practice. Frequent reflective exercises encourage students to think about how they approached an exam task, why they performed well or not as well as they'd hoped, and how to go about performing better next time. The course aims to help students develop their all-round English, as well as prepare them specifically for the exam.

Pathway to IELTS 6.0 consists of eight units and develops in terms of challenge. In the earlier units, language is graded and texts and recordings are simplified to guide students and give them confidence. By the end of the course, they will be tackling texts and working with language at the level that they will deal with in the exam.

Each unit consists of five modules, which are briefly summarized below.

Speaking and Vocabulary

The focus is on speaking exam practice and preparing students for the type of interaction they can expect with the examiner. There is frequent practice of understanding and answering appropriately the type of questions the examiner is likely to ask. The vocabulary selected is the vocabulary students are most likely to need during the interview. Students are also encouraged to record and revise vocabulary that is particular to their own interests, and that they will need to remember in order to talk fluently about their life. There are frequent reflective exercises that allow them to assess their progress and talk about any concerns they may have.

Pathway to IELTS doesn't have a grammar syllabus. Grammar is dealt with mainly as revision, as it is assumed that students will be studying grammar on a general English course at the same time as they work through this course. Some major grammar points are dealt with a little more thoroughly, but, generally, the aim is to develop their ability to use grammatical structures to communicate or to recognize them when reading texts.

The *Grammar checks* in each unit focus attention on key grammar points as they arise. If students feel they need further practice with a particular grammar point, they should use an appropriate grammar resource in their own time or ask you to assist in the lesson.

The speaking part of each unit focuses attention on a key pronunciation point. Sometimes this involves practising difficult individual phonemes, and sometimes it involves working with features of connected speech, stress and intonation. These points are there to help improve pronunciation in the Speaking test.

Listening

The Listening Module is roughly divided into two sections. The first section aims to engage students in a topic, pre-teach key vocabulary and then focus on a key skill or particular IELTS exam technique. The second section aims to practise the skill or technique, and then encourage assessment and reflection. Each unit focuses on a different skill or technique, but those skills and techniques are revised as the course progresses. All listening tasks are just like those that students will tackle in the exam.

Reading

The Reading Module is designed like the Listening Module. Earlier units focus on a number of short texts and practise general reading skills, while later units deal with longer texts and provide practice with specific exam techniques.

Both the Listening and Reading Modules end with a focus on *Key vocabulary in context*. The aim here is to focus on the semi-formal vocabulary that students are likely to meet in the recordings and texts which make up the IELTS exam. Students are encouraged to select vocabulary from a text that they think will be particularly useful and that they should record and revise.

Writing

The Writing Module focuses equally on the two parts of the Academic Writing test. Each unit provides analysis of and practice with a particular writing skill or technique that is required for the exam. There is a focus on step-by-step guided writing, and there are model compositions and reports for all of the writing tasks.

Consolidation and Exam Practice

This is divided into two parts. The first part revises the speaking focus and vocabulary presented in the first module. Occasionally, a speaking skill will be developed and there might be a new focus. The second part practises listening, reading or writing skills under exam-type conditions. Each unit practises one skill – reading, listening or writing – so over the eight units, reading and listening are practised three times and writing is practised twice.

Exam tips and Question-type tips

These tips occur all the way through the course. They are there to help students know how to approach the various tasks that make up the exam and to provide advice on how to go about getting the highest score possible in the exam. They also give advice that will help students improve their all-round level of general English.

Reviews

There is a review at the end of each section. The aim is not simply to revise language that has been learnt, but to reflect on what has been achieved and what subsequently most needs work. There are exercises that encourage students to revise vocabulary independently and to reflect on what is most useful to them personally.

Workbook

There are Workbook exercises for each of the first four modules in the Course Book units. You might complete these exercises in class if a teacher feels that they need further practice with a point, or complete them for homework. At this level, the aim is both to revise and develop. The speaking and vocabulary exercises in particular aim to develop and expand students' vocabulary, and often introduce language that will help to improve their general English, such as idioms and phrasal verbs. In the Course Book Reading Modules, direct reference is made to the Workbook exercises because the exercises specifically focus on the content of that particular module.

As students work through the course, they will learn more about the exam and what they have to do in each of the tests. By the end of the course, students will know everything about every part of the exam and what is expected of them. When they have finished this course, they will be ready to either sit the Academic exam or to take a short post-advanced course that will prepare them to achieve an even higher score in the exam.

1

Life and death

Unit overview

The first unit presents language related to an overall theme of *life and death*. It is designed to give learners a general taste of what they can expect in the various tests – Speaking, Listening, Reading and Writing that make up the IELTS exam.

Speaking and Vocabulary

Objectives

- To introduce students to the IELTS Speaking test, Part 1.
- To practise typical questions and answers related to the initial introductory stage of the interview.
- To present and practise vocabulary related to stages of life and life events.

Give students two minutes to read the quotation and think. Give them a minute to discuss it in pairs, focusing on what it means and their reaction to it. Spend another two minutes discussing it as a class. Ask students if they think some people make things happen while many people just let things happen to them.

John Lennon was widely regarded as the most creative of the four Beatles. It is ironic that someone so successful admits to not being in control of what happened in his life.

Speaking 1

Exercises A and B develop into short natural spoken exchanges.

- A** Students match questions and answers individually and then compare answers with a partner. Monitor to check progress. Do not give feedback as students will listen to check answers in Exercise C.

- B** Students match follow-up comments to exchanges individually and then compare answers with a partner. Monitor to check progress. Again, do not give feedback as students will listen to check answers in Exercise C.

- C**  **001** Play the whole recording so that students can check answers and get a feel for the interaction. Then play the recording again, pausing briefly between each exchange. Deal with words and phrases that you think are unclear or that students ask about as you go.

Answers are not provided here as they are evident in the tapescript.

Tapescript 001 (1 min, 47 secs)

- C** Listen to the complete exchanges and check your answers.

1

Speaker 1: What's your name?

Speaker 2: Orlaith.

Speaker 1: That's pretty. It's Irish isn't it?

2

Speaker 1: Where are you from?

Speaker 2: Well, originally from Bangor.

Speaker 1: Sorry, is that in Wales or Ireland?

3

Speaker 1: What are you studying?

Speaker 2: Psychology.

Speaker 1: Oh how interesting? What do you want to do in the future?

4

Speaker 1: What do you do for a living?

Speaker 2: I'm in film production.

Speaker 1: Oh, how glamorous. I wish I could do something like that.

5

Speaker 1: Have you got brothers and sisters?

Speaker 2: No, I'm an only child.

Speaker 1: Are you? My family's huge. There are eight of us!

6

Speaker 1: Are you married?

Speaker 2: Not yet, but I am engaged.

Speaker 1: How lovely. Have you set a date?

7

Speaker 1: Have you got any children?

Speaker 2: Yes two, one of each.

Speaker 1: That's nice. What are their names?

8

Speaker 1: What do you do in your free time?

Speaker 2: I play golf most of the time.

Speaker 1: Do you? I play a bit myself now and again.

Pronunciation check

Write on the board *an apple*. Drill it, demanding natural production. Say it yourself, clearly producing the *n* at the beginning of the second word. Write on the board /ən'æpl/ and /ə'næpl/ and ask students which they hear. Refer students to the *Pronunciation check* and give them time to read and absorb the information and examples. Drill the examples, and then put students into pairs to practise – one should speak, the other should listen and provide feedback. Monitor and provide your own feedback. Allow the time necessary to make progress, though do not expect perfection.

- D** Students should write questions individually and then mingle to ask and answer the questions.

Vocabulary 1

The aim is to present vocabulary and to prepare for speaking practice later.

- A** Point out that items are in chronological order, so that students can follow them through logically. Make sure they understand the difference between a *stage* or *period* and a *single event* before they start the exercise.

Students should work in pairs so that they can discuss meaning as they go. They can check in a dictionary if neither in a pair knows the word or phrase.

Be prepared to spend sufficient time giving feedback. Students will want and need some clarification and will benefit from useful expansion.

Vocabulary suggestions

- *Infancy* is the period of being a very young child (up to about seven). A very young child is an *infant*.
- *Adolescence* is the period of changing from a child into an adult, typically 13–15. A person of this age is an *adolescent*.
- A *wedding* is an event – a marriage ceremony, and the celebrations that follow. Note that *marriage* can also be used for the moment a couple say their vows and exchange rings during the ceremony.
- *Pregnancy* is the period during which a woman carries a baby. A woman is *pregnant*.
- *Middle age* as a period is written as two words. The adjective *middle-aged* is hyphenated.
- *Retirement* is both a single event (the day she retired) and a stage (the time after you stop working). *Retire* is the verb. *Retired* as an adjective often comes before the noun – a *retired policeman*.
- We do not use an adjective *old-aged*. A person is *old* or *elderly*.

Answers:

infancy S childhood S changing school E
adolescence S moving house E
leaving school E leaving home E
graduating from university E 18th birthday E
starting work E wedding E marriage S
pregnancy S birth of a child E divorce E
middle age S retirement E and S old age S
funeral E

- B** Students should work in pairs, so that they can communicate and compare ideas as they go. Monitor to check interaction. Feedback is probably not necessary.

Answers:

- a. leaving home b. birth of a child
- c. wedding d. funeral e. moving house
- f. graduating from university

- C** Pronounce each of the key nouns for students, but do not explain meaning. Students can look up or discuss meaning with a partner as they match the nouns to the pictures.

They can compare answers with a partner and explain reasons for their choices. Check answers as feedback. Deal with any remaining uncertainties.

Answers:

Students' own answers.

- D** Students should work in pairs, using dictionaries if necessary. Check answers as feedback and refer back to the pictures to consolidate and expand. Ask questions such as *Who looks anxious in any of the pictures?*

Answers:

joyful / apprehensive / sad / excited / anxious / proud / fearful

Speaking 2

The aim is to personalize language learnt in the lesson so far and to provide Speaking test practice.

- A** Read the instructions for each step with students, so they know what they are doing and why. Then manage each step separately. Monitor during the interaction stage to assess performance and make a note of any points that could be shared as feedback. As feedback, choose two students to share ideas with the class.

Refer students to the Exam tip.

- B** Give students sufficient time to read the questions and check what they need to. Monitor to see what students are checking and clarify anything with the whole class if necessary.
- C**  **002** Read the instructions and make sure students know what to do. Play the whole recording as students tick. Then play the recording again, pausing after each exchange to check answers. Ask students to explain their choices. Emphasize that the important thing is to sound interested and to try to give a full answer.

Some of the poorer answers do contain any grammatical errors, but that is not the principal consideration.

Answers:

- 1. B 2. A 3. B 4. B 5. A 6. B

Tapescript 002 (4 mins, 13 secs)

- C** Listen to some students answering the questions in Exercise B. For each question tick the student that gives the better answer.

Question 1 – Student A

Examiner: Where did you grow up?

Student: Grow up? Oh yes, in my country. Belgium.

Question 1 – Student B

Examiner: Where did you grow up?

Student: Well, I was born in a small town called Myshkin, but my family moved to St Petersburg when I was nine, so really I grew up there – in St Petersburg.

Question 2 – Student A

Examiner: What important decisions have you made recently?

Student: Mm, well I had to decide if I wanted to go to a university near my home city and stay living at home, or apply to a university in Rome and move there. I chose Rome.

Question 2 – Student B

Examiner: What important decisions have you made recently?

Student: Err, I don't know. Maybe to take my exams.

Question 3 – Student A

Examiner: Who influenced you as a child?

Student: Mm, my teachers.

Question 3 – Student B

Examiner: Who influenced you as a child?

Student: Sorry, influence? You mean like parents or teachers, or do you mean like people in sport or pop stars?

Examiner: You decide. Who had a big influence on your life when you were young?

Student: Well, lots of people – my parents and my older sister and some of my teachers. I guess my dance tutor influenced me a lot because I still dance, and I might do it professionally one day.

Question 4 – Student A

Examiner: Do you have regrets about any choices you've made?

Student: What is 'regrets'?

Examiner: I mean, do you feel you would like to change something in the past – make a different decision.

Student: No, everything is good. I'm happy.

Question 4 – Student B

Examiner: Do you have regrets about any choices you've made?

Student: Mm, that's a difficult question. I think everyone has some regrets, but I don't think you should look back. You must look forward in life and think about how you can be happy in the future.

Question 5 – Student A

Examiner: Tell me about a turning point in your life.

Student: *Turning point?* Do you mean an event that changed my life – made things different?

Examiner: Yes, exactly.

Student: Well, two years I finished a relationship. I was going to get married but really I was young – only 20. It was a very difficult decision to make, but I'm glad I made it. My life is very different and I feel freer.

Question 5 – Student B

Examiner: Tell me about a turning point in your life.

Student: *Turning point* is big thing in your life I guess. For me, it was get my first job.

Question 6 – Student A

Examiner: Do you ever worry about growing old?

Student: No, I'm young – too young to worry about being old.

Question 6 – Student B

Examiner: Do you ever worry about growing old?

Student: Mm, I don't really worry about it, but I don't look forward to it. I'm healthy and very active, and I see a lot of old people who don't have good health. I don't want to be an old person that can't do things.

- D** Both students in a pair should answer all the questions. Monitor to check performance, and make a note of anything that needs clarification at the end.

Grammar check

Students should find the grammar point in this first module straightforward. Read through the instructions and put them into pairs to answer the questions. Check answers orally.

Answers:

1. Present simple – general present time / permanent concept
2. Present continuous – specific present time – around now / temporary concept
3. Past simple – specific past time
4. Present perfect – unspecified past time – linking past to present / result of action in present

Watch out!

Draw attention and tell students that the boxes are a feature of each unit. They should look out for the boxes themselves as they work through the book. You can focus on examples of error in the boxes if you think a particular point needs to be made.

Listening

Objectives

- To introduce the concept of listening for gist (global comprehension).
- To practise listening for gist.
- To show that understanding gist facilitates understanding of specific information and detail.
- To introduce students to a range of IELTS listening tasks.

Listening 1

A The aim is to prepare students for the listening stage, rather than to provide extended speaking practice. Set a time limit of one minute to talk about the pictures. Monitor to check ideas. Feedback is not necessary.

B  **003** Make sure students know what to do before they listen. Play the whole recording. Check answers without listening again. Students should discuss the process on the strength of one listening.

Answers:

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

Tapescript **003 (3 mins, 18 secs)**

B Listen to four extracts and match them with the pictures. Write the number of the extract in the box.

Extract 1

Woman 1: So, does it really change your life as much as everybody warns you?

Woman 2: Nobody can warn you – it turns your life upside down! You go from thinking about and looking after yourself, to thinking permanently about and looking after another little person. Life will never be the same again.

Woman 1: Oh dear. Don't you get any time to yourself?

Woman 2: Well, yes – at about 11 o'clock after the last feed – but then you're too tired to do anything.

Woman 1: Mm – but once they're at school it must get easier, surely.

Woman 2: Yes, I'm sure it does but that seems a long way off at the moment.

Extract 2

Voice: ... it's an activity that unites the mind, body and spirit. The mind and the body become one and that's therapeutic. People become aware of body posture, alignment and how they move. The body becomes more flexible and it's possible to maintain relaxation even in a stressful atmosphere. People have more energy and are happier all-round with life.

Extract 3

Boy 1: So, have you thought about this 'People of the World' presentation we have to do yet?

Boy 2: Mm, I've thought about it. I can't say I've got any real ideas, though. I was thinking about doing something about the Egyptians – you know, I think their lives were very interesting.

Girl: No, you're supposed to talk about people that live now. As far as I know, Egyptians now live just like we do! It has to be a presentation about people whose lives are totally different from ours now.

Boy 2: Oh, I didn't realize that. So, something like the lives of Eskimos, you mean?

Boy 1: Or Aborigines, maybe.

Girl: Well, maybe ..., but neither of those is very imaginative, is it? I'm not sure there are many Eskimos now, anyway.

Boy 2: Oh right – so what are you going to talk about then?

Girl: Well, I was thinking about Bedouins in the Sahara Desert. I can show some really good ...

Extract 4

Voice: Okinawa is something of a phenomenon. It has a population of around a million people, but 900 of those are centenarians – that means they are 100 years old or more. That is four times the number of centenarians in most other parts of the world. What is perhaps even more

remarkable is that this seems to be the only place in the world where both men and women are equally likely to reach a hundred. Now, much of this is to do with Japanese lifestyle but there's much more to it ...

- C** Students should complete sentences individually, and then compare answers with a partner and discuss. Go over answers and clarify where necessary.

Answers:

1. general idea / main idea
2. specific information / details
3. every word
4. specific information / details

- D** Discuss the first extract as a class. Ask:

- did you listen for ideas that you could predict from the pictures?
- did you hear any key words or phrases that helped?
- did the speakers' voices (stress and intonation) help?

Direct them towards whole phrases like, *it turns your life upside down!* and *looking after another little person*, as well as specific words like, *feed* and *school*. Note that, if students only pick out single key words, they are not really focusing on gist.

Put students into pairs to discuss the other three extracts. Monitor to check ideas, as lengthy feedback will not be beneficial. Elicit one or two key items for each extract. Answers are not provided as each extract contains several possibilities and students should decide for themselves which they hear.

Refer students to the Exam tip – note that the advice relates directly to the exercise that follows. Give them a minute to read it. Tell them to cover it and ask them what advice it gave.

- E** Read through the instructions with students. Students should look at the images and think individually for two minutes. Then they should discuss ideas with a partner. Monitor to check ideas, rather than conduct whole-class feedback.

- F**  **004** Play the whole recording as students match. Play the recording again, pausing between each extract to check answers and elicit key language that provided answers.

Answers:

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

Tapescript  **004 (2 mins, 7 secs)**

- F** Listen to the four extracts and match them with the images in Exercise E.

Extract 1

Voice: ... generally it's agreed that ultimately there are four main areas of life in which people look to find fulfilment. What is difficult – some might say impossible – is to find fulfilment in all of those areas at the same time. Now, let's start by ...

Extract 2

Tutor: David, how's the project going? I ... I sort of got the impression you weren't making much progress.

Student: Oh ... it's fine, really. I was a bit stuck, but now I know which writer I want to write about, it's all going quite well.

Tutor: Oh, good. So, which writer have you chosen after all?

Student: Noel Coward. I'm going to write my project on Noel Coward.

Extract 3

Woman 1: Uh huh, yeah, but haven't you got the directions on the invitation?

Woman 2: Well, yes, but ... but Steve threw it out. Once we'd told you we were coming ... you know Steve.

Woman 1: Well, the church is in Argyll Road. It's really easy to find. Look, Sue and Tim are coming too. Why don't you give them a call and come up together? You can all share a taxi when you get off the train – then you won't get lost, will you?

Extract 4

Voice: ... and they were very important. They were far more than places simply to wash. They were central to the community – places where people from all walks of life could meet to talk and relax, exercise or conduct business. The ruins of these magnificent ...

Listening 2

A Note that the exercise here is designed to practise listening for gist; it is not a typical IELTS Listening test task. Though multiple-choice questions are common, they rarely assess the overall purpose of a recording like this.

Read the instructions with students and emphasize how important it is to use questions to make predictions about content. Look at the questions for Extract 1 as an example. Establish that students will hear a man and a woman discussing a domestic issue. Then give students sufficient time to discuss the other three extracts.

Students should look at the questions and think individually for two minutes. Then discuss ideas with a partner. Provide concise answers as feedback.

Answers:

Extract 2: Students will hear one speaker talking about life choices.

Extract 3: Students will hear several young speakers comparing or making choices.

Extract 4: Students will hear a lecturer talking about countries in the developing world.

B  **005** Play the whole recording as students match. Check answers, explaining why any options chosen may be wrong.

Answers:

1. a 2. b 3. b 4. c

Tapescript **005 (3 mins, 39 secs)**

B Listen to Extracts 1–4 and choose the correct summary a, b or c for each extract.

Extract 1

Man: Frankly, we just need somewhere bigger. We're bursting out at the seams here.

Woman: Well, yes, I agree. You know I do, but it's not that easy, is it? We'd have to pay a fortune for somewhere bigger round here.

Man: So, let's start looking further afield, then.

Woman: Haven't we already discussed that? I really don't want to uproot the kids. They're happy at school, and they've got so many good friends. We've got so many good friends. I don't want to start all over again.

Man: We won't have to. People would come and see us. The kids would get used to it pretty quickly. I grew up with a big garden – running around outside all the time. I want them to have that. I just think ...

Extract 2

Voice: ... you must also try to ensure a goal doesn't directly interfere with other aspects of life. If business travel is a frequent part of your schedule, or you're inclined to work 70 or 80 hours a week, it'll have a drastic effect on your personal relationships. The travel and long hours might result in poor health or family breakdown. In a nutshell, certain goals are mutually exclusive and are not compatible with other goals.

Extract 3

Female 1: So, have you decided yet?

Female 2: No, not yet. It's so difficult – too many choices. It's such a big decision too. It's going to affect the rest of our lives.

Male: Well, certainly the next four or five years.

Female 2: So, what about you Keith, I bet you know exactly what to do, don't you?

Male: No, not really. I'd love to go to Manchester, but that's only because I think it'll be such a great place to live. The course isn't supposed to be especially good. Then there's London. The courses are supposed to be the best, but I really don't want to live somewhere quite so huge.

Female 1: I think you should base your decision on what's best for your future. Not on where's a great place to live.

Female 2: No, I don't completely agree. I definitely don't want to study too close to home. I'd have to stay living at home with mum and dad – I don't really want that. But if I do move away, it's got to be to somewhere exciting. I'm not going to spend four years in some dull place just so I can say I've got a 2:1.

Extract 4

Voice: Almost all the world's shortest life expectancies occur in Africa where the AIDS epidemic, malnutrition, curable diseases and civil unrest continue to take a dreadful toll on human life. Of 29 countries where life expectancy at birth is 50 years or lower, 28 are in Africa. Afghanistan, a country ravaged by war, is the only other country in that list of 29. There life expectancy is 42 years. Of the 40 countries with the shortest life expectancy, 38 are in Africa.

Refer students to the Exam tip.

C  **006** Read through the instructions with students and point out that this is a task they will see a lot during the course. Note that this first task of its type is fairly easy. Tell students they will hear the words they need to write as answers. Give them time to read all the sentences before you play the recording. Tell them not to answer from memory yet.

Play the recording again. Do not check answers as students will do so in Exercise D.

Tapescript **006 (0 mins, 9 secs)**

C Listen again and complete the sentences.

[Play Track 005 again]

D Checking and reflecting on answers is a constant feature of the skills modules. Give students sufficient time to check and think about why they may have answered incorrectly before moving onto Exercise E.

Answers:

1. a garden
2. long hours
3. Manchester / London
4. 50 years

E Students may not be familiar with this type of reflective process. Explain that identifying what they are doing well and not so well is a very good way of focusing on what they can do better next time. In this first unit, you might like to work through the exercise as a whole class, asking various students to reflect. Later, they can work on these exercises individually or in pairs.

Key vocabulary in context

Sometimes it is necessary to pre-teach vocabulary and sometimes vocabulary is best learnt in context once it has been read or heard. This follow-up vocabulary work is a constant feature of the skills modules in this course. Tell students this before they begin the exercise. Students should complete the exercise individually and then compare answers with a partner. Check answers orally. Students may need some clarification and will benefit from useful expansion (see *Vocabulary suggestions* on next page for guidance). Note that *life expectancy* is a focus in the next module.

Answers:

1. way you live your life
2. long you are likely to live
3. satisfaction
4. there is some sort of problem
5. negative
6. changes dramatically

Vocabulary suggestions

- If you feel *fulfilled*, you feel satisfied.
- *Conflict* is similar to fighting – *conflict between rival gangs*.
- If you *interfere*, you become involved in something that is not your concern. The noun is *interference*.
- The *root* is the part of a plant or tree under the ground. If you are *uprooted*, there is sudden dramatic change in your situation (especially location).

Refer students to the Workbook exercises related to this module. Choose to work on them now or set them for homework.

Reading

Objectives

- To introduce the concept of skimming for gist (global comprehension).
- To practise skimming for gist – whole text and paragraphs.
- To show that understanding gist facilitates the understanding specific information and detail.
- To introduce students to a range of IELTS reading tasks.

Reading 1

The first part of the lesson introduces students to the concept of reading for gist. The second part practises the skill.

- A** The three items are the topics of the extracts that students will read. Give students two minutes to check them in a dictionary and then tell them to close their books. Ask:
- which phrase is related to babies dying?
 - which phrase is related to how long you will probably live?
 - which word means *living a long time*?
- B** Note that two of the phrases from Exercise A are consolidated here. Put students into pairs and give them three minutes to discuss the questions. Tell them they are not expected to know the answers, but should attempt to offer suggestions.

As feedback, answer the questions briefly as a whole class. Specific answers are not provided as they are too numerous, but during feedback try to introduce the following ideas that occur later in the lesson.

genetics / diet / lifestyle / exercise / poverty / standard of healthcare

- C** Read through the instructions with students. Remind them they worked through a similar task in the Listening Module. Make sure they understand they are headings of short texts they will read. Allow students sufficient time to read, think about and discuss each heading.

Students should read the headings and make predictions individually. Then compare answers with a partner.

Monitor to check understanding and also to make a note of which students you can ask for feedback. As feedback, choose one student to make a suggestion for each heading. Note that good answers will involve paraphrasing the heading.

Possible answers:

1. More babies die when families are very poor.
2. People with less money / worse jobs may die earlier.
3. People want to know why some people seem to live longer.

- D** Read through the instructions with students and make sure they know what to do. Explain that the words and phrases blocked out are those that make the task too easy if shown. Emphasize that they only have a 90 seconds – 30 seconds per extract – because the aim is not to read for detail. Impose a strict time limit.

Check answers before Exercise E as there is no point in students discussing why they made wrong matches.

Answers:

1. B 2. C 3. A

- E** The aim is for students to reflect on the process of skim reading. Read the instructions with them and put them into pairs. Tell them to be selective about what they highlight – there is no point in highlighting almost everything.

Monitor and check that students are highlighting logically. The ideal way to give feedback is to make a slide or other visual medium of the text to show on the board and ask selected students to come and highlight parts of it. If you choose to elicit orally and write key phrases on the board, limit the number to two per extract, otherwise it will be time-consuming and potentially unclear.

- F** The aim is both to assess what students have finally understood and to provide some speaking practice. Students keep their summaries brief and use their own words. Monitor as they talk to check performance. Avoid a repetitive feedback stage.

- G** Tell students to cover the Exam tip. In pairs, ask students to recap on why skimming is an

essential skill. Feedback is unnecessary as this will be covered in the Exam tip below.

Refer students to the Exam tip. Emphasize the fact that skimming for gist facilitates reading for detail. IELTS Reading tests do not provide gist tasks and it is essential that students learn to discipline themselves to read texts quickly for overall meaning before tackling questions.

Reading 2

In the second part of the reading modules, students are left to work more independently to practise exam type tasks. In this first unit, however, there is an introductory stage to prepare them and to facilitate their first attempt at reading a long challenging text.

- A** Conduct as a whole-class discussion. Give students a minute to look at the maps and pictures and then elicit ideas. Tell them that the theme of life expectancy and longevity is continued into this part of the lesson. Do not confirm or correct any suggestions for now.
- B** Give students a minute to read the paragraph and establish whether their predictions in Exercise A were accurate or not. Check the meaning and pronunciation of *phenomenon* at this point.
- C** Read through the instructions with students. Students should read the reasons and make predictions individually. Then compare answers with a partner. Conduct quick feedback to check which reasons most students believe to be most likely. Do not confirm their suggestions.
- D** Make sure students appreciate the task assesses their skimming skills. Tell them to read as quickly as possible to identify the four reasons. Check answers when the first five students have completed the task. Clarify by identifying the parts of the text that provide the answers. Ideally, highlight relevant lines on a slide or other visual medium of the text shown on the board.

Answers:

1. ✓ ... whole grain bread, beans, vegetables, fruit / ... a plant-based intake, consisting of stir-fried vegetables, sweet potatoes, tofu and other soy-based fare. / ... consume 20% fewer calories ... / As in the other zones,

these people eat healthily. / Here, a traditional diet is tortillas, beans, rice, and a variety of fruits and vegetables.

2. ✓ ... eat until you are 80% full. / These people never overindulge and ...
4. ✓ For the majority of inhabitants, demanding physical labour is the norm. Even the elderly take pleasure and pride in completing their everyday chores.
6. ✓ They embrace *ikigai* – a purpose for living, ... / ... and here longevity may be connected with faith. / Adventists also take a weekly 24-hour break for the Sabbath to focus on God, ...

Note that the text mentions consuming red wine. It does not mention anyone not smoking.

Refer students to the Exam tip at the end of the text.

- E** Students should now work independently to practise the skills they have focused on. The two tasks are typical exam tasks, and later in the course they will be taught how to approach them methodically. For now, they attempt the tasks as an early taste of exam practice. Set a time limit of ten minutes to complete both tasks.

Students should read instructions and answer questions for both tasks individually. They should check with you if they do not understand the instructions. Students then compare answers with a partner. Monitor to check how quickly students are working and whether some of their answers are correct. Help with instructions if necessary, but do not help with any questions. Do not check answers as students will do so in Exercise F.

- F** Checking and reflecting on answers is a constant feature of the skills modules. Give students sufficient time to check and think about why they may have answered incorrectly before moving onto Exercise G. Students might want to know why some of their answers were not correct. Going through all of them would be very time-consuming and it is best to tell them that they will learn more about how to do these tasks later.

Answers:

1. T 2. F 3. T 4. NG
5. C 6. E 7. B 8. A 9. F 10. D