

Lifelong learning

Module 1 includes topics such as neuroscience, learning apps and how the brain learns.

Photocopiable activities

- 1A** Spot the word p. 132
- 1B** IELTS quiz p. 133
- 1C** Words that collocate p. 134

Teacher's Online Material

- Test Practice Lesson: Speaking I
- Module Test I

Lead-in p. 7

Warm-up

Write on the board:

Multiple intelligences:

- 1 *Linguistic – The word player*
- 2 *Logical/Mathematical – The questioner*
- 3 *Visual/ Spatial – The visualiser*
- 4 *Musical – The music lover*
- 5 *Bodily/Kinaesthetic – The mover*
- 6 *Interpersonal – The socialiser*
- 7 *Intrapersonal – The loner*
- 8 *Naturalistic – The nature lover*

Tell students that the list represents ways people like to learn. Divide students into small groups to discuss their intelligences for 5 minutes. Ask some students to share their ideas with the class. Tell students they can search for more information on the internet during their discussions if they would like.

- 1** Divide students into small groups to discuss the questions and then feedback as a class. Encourage students to give full answers and write any useful vocabulary on the board.

Expert IELTS

At this level, try to encourage students to challenge each other's ideas in discussions. Explain to students that taking an active part in discussions will help them develop ideas for the Speaking and Writing tasks, as well as improve their spoken fluency and range of vocabulary.

1a Successful learning

Reading pp. 8–9

Lesson objectives: learn how to predict content from context by scanning; Test practice (Note and table completion)

Warm-up

Create a mind map with *time management* in a circle on the board then sub-categories (*work, study, household tasks, shopping, health*) around it. Ask students to copy the mind map and work in pairs to add ideas. You could do an example first, e.g. *work – take regular breaks, prioritise tasks, don't jump between tasks*, etc. Set a time limit of 5 minutes. Whichever pair has the most phrases wins.

- 1** Ask students to note down their ideas for question 1 and elicit their answers. Then give them a time limit of 2–3 minutes to read the passage quickly before answering question 2. You may want to get feedback from the whole class.
- 2a–b** These exercises could be done in pairs or as a whole class. Elicit the answers and write them on the board.

2a 1 noun **2** Students' own answers

2b Suggested answers:

- 1** people should decide on the **main aim** for the day and work out when they are most likely to achieve **peak productivity**.
- 2** productivity

- 3** Before doing this exercise you could refer students to the Test strategies on page 170. Go through the general exam and task type information. Clarify any issues then give them 20–30 minutes to complete the test task. Draw their attention to the question rubrics and check they have noticed the two word/number restriction. Get feedback from the class, writing the answers on the board. Give students time to find the answers in the text and tell them to underline those parts. Discuss any incorrect answers.

1 productivity **2** decision **3** body temperature **4** day-dreaming
5 gym (visit) **6** tension **7** protein **8** 80 percent/% **9** movement

Extra!

For homework ask students to choose 8–12 new words from the text, look up their meanings in a dictionary and write example sentences. Alternatively, you could give students a list of words to check from the text, such as *pinpoint, pressing concerns, slump, distracted*.

Expert IELTS

Students who have studied other Expert IELTS books will be used to the 20 minute time limit for the reading tasks. For students new to IELTS tell them they have to read and answer the questions for the reading texts in 20 minutes each. So set a time limit in classroom practice.

- 4a–b** Divide students into pairs to discuss the strategies then get feedback from the class. Get them to make a list of ways to improve their reading skills and ask them to refer to it in future reading lessons.

Suggested answers

- 4a** **1** It helped me to eliminate answers based on the word form.
2 Reading the first line of each paragraph and underlining key words in the questions.
3 I chose them based on the part of speech. Sometimes I was distracted by words I thought had a similar meaning.
4b Next time I should spend more time focusing on the questions so I know what I'm reading for.
- 5** This exercise could be done as a mingling activity. (In a mingling activity the students stand up and ask questions to different students for a set time, usually 5–10 minutes, before class feedback.)

Student's Resource Book > Reading pp. 6–7

MyEnglishLab > 1a Reading A and B

Vocabulary p. 10

Lesson objectives: explore vocabulary from the academic word list; learn new collocations; practise dictionary skills

Warm-up

Tell the students they will do a mingling activity. Dictate these questions: *What's your favourite subject and why? How do you like to study? What subject do you find most difficult and why?* Get students to ask as many students as possible in five minutes. For feedback ask students which of their classmates is most similar to them.

- 1a** Write the words on the board and elicit the answers.

Nouns: capacity, method, reaction Verbs: acquire, retain
 Both: focus, process, research

- 1b–c** Get students to do these exercises individually, using a dictionary if necessary. Give them 10 minutes to do both exercises then ask them to compare answers in pairs before a quick class feedback.

1b **1** retain **2** reaction **3** focus (n) **4** acquire **5** capacity
6 research (n) **7** focus (v) **8** process (n) **9** method
10 process (v) **11** research (v)

1c **1** retain **2** method **3** focus **4** reactions **5** research

- 2** Write the word *collocation* on the board and elicit the definition (the combination of two or more words to form a common phrase, e.g. *make an exception*). If useful, write *take a photo* and *have a party* on the board as clues. Ask students to complete the exercise individually before doing class feedback. Suggest they write any new collocations in their notebooks, using a sentence of their own to show the meaning.

1 demonstrate **2** achieve **3** process **4** focused **5** conducting

- 3a** Get students to do this individually then check in pairs. During feedback, ensure that students correctly identify the parts of speech and discuss any new lexis, e.g. *prodigies, obscurity*.

People love to learn using their smartphones and this can be achieved by using the many apps on the market. These apps provide a wide range of learning tools which cater for all interests and age groups. Apple was the first company to release apps for download. It started with just 500 but within three months this rose rapidly to 3,000. In contrast, when Google began launching apps there was a slower increase in downloads. It began with a few and this gradually increased over the next few years. Now, there are thousands of apps on both operating systems. In the last few years, the number of apps has fluctuated slightly for Google, from 500,000 to 600,000 and there has been a steady increase to a million for Apple. Free apps tend to be downloaded the most, whereas the demand for ones which are paid for has fallen sharply in comparison.

It is likely that apps will remain a popular way for people to learn and Google and Apple will probably remain the market leaders. However, newer platforms may threaten the market in years to come.

- 3b** You could do this exercise as a class.

1 rise, increase **2** fall **3** fluctuate

- 4a** Do this exercise as a class eliciting the answers. If you can project another example of a dictionary entry onto the board, it would help to show the features of definitions and how they are laid out. Check students know the meaning of *synonym* (similar word) and *antonym* (opposite word).

spelling, part of speech, pronunciation, definition, collocation(s), synonyms and antonyms.

- 4b** Divide students into pairs to discuss the questions. You may wish to open the discussion to the class.

Suggested answers

- 1** It depends on the word as some words may have more than one meaning and/or pronunciation.
2 Part of speech, word family, all meanings, pronunciation, synonyms and antonyms, multi-word verbs if they exist, dependent prepositions if applicable, any affixes.

3 Knowledge of synonyms can be useful in all areas of the test. For the Speaking and Writing papers, synonyms may help you if you forget the original word you meant to use. Collocations could be useful in Reading tasks where you may be required to match sentence halves, for example.

4c Get students to do this in pairs and discuss their findings.

Student's Resource Book > Vocabulary p. 8

MyEnglishLab > 1a Vocabulary

Speaking p. 11

Lesson objectives: practise Speaking Part 1 sub-skills and pronunciation; Test practice: Part 1

Warm-up

Divide students into teams of four and ask them to write down their dream job and show it to everyone on their team. Put two teams together and tell them that each team member must describe their job (without naming it) to the other team who must then try to guess it. They could score points for each correct answer. Set a time limit of 5 minutes for each team.

1 Divide students into pairs or small groups to discuss the questions. Ask for two volunteers to share their answers and write any useful vocabulary on the board.

Suggested answers

1 I wanted to be a pilot but found out I was short-sighted when I had an eye test at school. Now I'm a teacher, but I think I'd like to learn to fly a light aircraft – it's fine to wear glasses.

2 I think that over the years I have become less ambitious, but my goals have transformed into personal ones rather than those following the expectations of society.

3 In terms of achieving those goals I can set myself targets and monitor my progress. I think education can help both formally, through for example, taking flying lessons and informally through asking colleagues and friends for advice on how to approach learning to do something so different.

2a Ask students to read the question. Play the recording and elicit the answer.

A writer. We don't know yet, she's going to study writing at university.

2b Ask students to listen again and complete the sentences. Get feedback from the class.

1 wanted **2** was inspired **3** used to write **4** 'd/(had) sent
5 was thinking **6** 've/(have) decided

2c Students could do this exercise individually or in pairs. Feedback, clarifying any issues which arise.

1 B 2 F 3 C 4 D 5 A 6 E

2d Divide students into pairs for this exercise. Remind them to use a range of tenses. Get students to make a note of any errors to discuss with their partner afterwards.

Suggested answer

When I was a teenager, I thought I wanted to be a doctor. I had always been interested in how I felt so bad when I was sick and then after I had taken some medicine I felt better. During my school years, I was always thinking of applying to medical school. I used to imagine what it would be like to be a doctor and how it might feel to save lots of lives. However, it turned out that I wasn't that good at science subjects and I didn't get very good grades in my final high school exams. So, I changed my mind and studied something completely different. Since then I haven't regretted my decision – just because we are interested in something, it doesn't mean we're going to be able to do it as a job.

3a Write *good* on the board and elicit some synonyms, e.g. *fantastic, excellent, great, lovely*, etc. Divide students into pairs and tell them to continue the exercise. Write their suggestions on the board.

Suggested answers

1 exceptional **2** ashamed **3** challenging **4** diligent **5** impressive
6 harsh

3b Before starting this exercise, check and drill the pronunciation of the words. Get feedback from the class and ask students for definitions for the two extra words (*beneficial: helpful, useful; hopeless: very bad feeling, no hope*).

1 talented **2** guilty **3** demanding **4** obedient **5** ambitious
6 severe

3c You could do this exercise as a whole class.

1 D 2 C 3 B 4 A 5 E

3d Ask students to give a full description of the situation in their discussion. Afterwards elicit some ideas from the class.

Suggested answers

1 The last time I felt eager was when I was going on holiday because I'd been excited about it for a long time.

2 I last felt inspired after watching a documentary on TV.

3 I recently felt dedicated when I had a difficult report to write but I wanted to do it well.

4 The last time I felt disheartened was when I failed my piano exam.

5 I felt uncertain when I was choosing what to study at university because I like lots of subjects.

4a Play the recording and elicit the answer.

The final one is correct.

4b Get students to do this exercise individually and then compare answers with a partner.

4c Play the recording and then get feedback from the class. You may need to play the recording more than once to clarify any incorrect answers. Drill any problematic words if necessary.

4b/c hopeless guilty ambitious talented severe demanding
obedient eager inspired dedicated disheartened

- 5 Refer students to the Test strategies on page 174 and Expert speaking (Test 1, Part 1) on page 184. Then divide them into pairs to ask and answer the questions. Explain that one student is the candidate and the other the examiner. When they have finished, they can change roles. Suggest they record themselves if possible.

Suggested answers

- 1 Due to the fact that it is likely to open more doors and provide a wider range of opportunities in my future professional life.
 2 I want to study microbiology because in my opinion it holds the keys and solutions to many of the world's current social issues which have their roots in poor health.
 3 The desire to make a difference in this field ... to contribute to the betterment of society.
 4 For me, the challenges have mostly been in opening myself to so many new ideas in medical science and keeping up with the changes because they happen so fast these days.
- 6 Divide students into pairs to review their answers. If they have recordings, ensure they listen to them.

Extra!

Get students to listen to their recordings from Exercise 5 and analyse their performance by telling each other their strengths and weaknesses. Then ask them to read the Test strategies again and identify which ones they used and which ones they should use more.

MyEnglishLab > 1a Speaking A and B

Listening p. 12

Lesson objectives: learn how to recognise paraphrasing in Listening Section 2; Test practice: Section 2 (Multiple choice)

Warm-up

Divide students into groups and explain that they are going to create a 'Library of Things' where they can choose anything in the world to put in a library, not just books. Students should discuss their ideas and agree on three items for their library. Give them 4–5 minutes to do this then get feedback from each group. Ensure they justify their choices.

- 1a Divide students into pairs to discuss the questions then get feedback from the class, writing some of their ideas on the board.

Suggested answers

The first could be a national library or one found in a large company or university. It looks like it would have a vast range of information, but this could make it difficult to locate specific items. The second one is a library that you might see in villages in the countryside – places too small to have their own libraries. Libraries like this could be very useful for older people or people with disabilities who find it hard to travel from one place to another. One disadvantage of a library like this is that it probably doesn't have a wide variety of books.

- 1b–c Ask students to write a list of their ideas and discuss them with a partner.

1b **Suggested answers:** research information required for educational assignments, read for pleasure, meet fellow students for collaborative study, access services such as printing or scanning

1c Students' own answers

- 2 Before starting the exercise, write *paraphrase* on the board and elicit the meaning from students. Get students to read the questions before playing the recording. Elicit answers.

1 New students 2 Students' own answers

- 3a Write the question on the board and elicit the answer. Ensure students justify their ideas.

(what) added, holidays

- 3b Divide students into pairs to brainstorm some synonyms for the phrases then elicit some ideas.

A places to unwind, casual seating areas

B areas for working, student desks

C recent computer resources, latest laptops

- 3c Get students to read the excerpt and answer the question. Elicit the answer with an explanation.

A

- 3d This exercise could be done as a class to ensure students understand more about how paraphrase is used in the IELTS Listening paper.

1 Yes, B had the same words, and C reused 'IT'.

2 A was expressed differently: 'informal area' and 'take a break'.

3 This can tell us that simple word matching for the correct answer is not likely to work. It is important to listen for synonyms and the language around them.

Expert IELTS

Tell students that paraphrase is used extensively in both the Reading and Listening papers and that they should be constantly expanding their vocabulary to help them prepare for this. Also, encourage them to practise using different grammatical structures and language to say the same thing.

- 4a This exercise could be done individually or as a class. Elicit the answers and write them on the board.

need – have to have/must use/is necessary. *Library card* does not change.

- 4b Divide students into pairs to brainstorm synonyms. Elicit ideas.

Suggested answers

A take out/loan books B work in specific places for self-study

C produce a copy of your assignment D take out journals from the archive section E pay the money owed for overdue books

- 4c Play the recording. Students can check their answers in pairs before class feedback.

B/D

- 5 Divide students into pairs for this exercise. You may want to do an example together as a class.

1 Answers are located in these sentences: 'We also have a range of journals which can be accessed, the most up-to-date ones are just past the reception desk. However, if you want older versions, they're on the top floor and you have to swipe your library card to get into the room.' 'Also, you'll have to use your card to book one of the quiet rooms for when you want to work without distraction.'
 2 All of the right answers were expressed in synonyms at some point: 'journal archives' are referred to as 'older versions' of journals. 'Use private study areas' is 'book one of the quiet rooms'.
 3 Students' own answers

- 6 Give students 5–10 minutes to discuss the questions in groups then do class feedback. Encourage students to give full answers.

Suggested answer

I think that libraries are more important than ever due to the inaccuracies of much of the information online. I think it depends on the generation and how people were taught to access information. The internet is often the first place people search as it is easy, and this convenience is a potential threat to libraries in my view.

Extra!

You could have a class debate on libraries. Tell the students that the local government is planning to close the local library. Divide the class into groups of four. If this is not possible, have a few groups of threes with a stronger student representing the local government's position on their own. In each group two students represent the local government and must defend their decision to close the library. The other two students represent the community and must argue for the library to remain open. Give them 10 minutes for the debate.

MyEnglishLab > 1a Listening

Language development p. 13

Lesson objectives: revise synonyms and practise using prefixes for paraphrasing and word formation

Warm-up

Choose three words that have a few synonyms such as *explain*, *understand*, *message* and write them on the board. Divide students into pairs and give them 2 minutes to write down as many synonyms as they can think of for each word. Get feedback from the class and ask different students to look up the words in a thesaurus as a way to check the synonyms.

- 1a Ask students to read Expert grammar on page 176 and answer any questions they may have. You may want to do this exercise as a whole class and elicit the answers.

1 C 2 B 3 A 4 D

- 1b Get students to do the exercise individually and then check in pairs.

1 order/get the book in 2 recent/up-to-date 3 refill/top it up
 4 explain/talk you through

- 2a–d Ask students for a definition of *prefix* (letters added to the beginning of a word to make another word, e.g. *unimportant*) and when prefixes are used. Then divide them into pairs to complete Exercises 2a to 2d. Get feedback from the class clarifying any answers as necessary.

2a 1 inter 2 un 3 in 4 re 5 en mis

2b 1 D 2 B 3 E 4 A 5 C

2c **Suggested answers:**

1/D sharing books/if it's not here/we can order it

2/B return/don't have access to/electronic system

3/E refill/run out of credit/place

4/A give a day's notice/change/reservations

5/C appear strict/make sure/use the library properly

2d 1 inter = sharing 2 unable = don't have

3 insufficient = run out of 4 rearrange = change

5 misused = make sure people use the library properly

- 3a Ask students to do the exercise individually then check their answers with a partner. Feedback as a class and discuss what helped students to determine the correct word form for each gap.

1 adverb 2 adverb 3 verb 4 adjective 5 adjective 6 adjective
 7 noun 8 verb

- 3b Get students to identify which part of speech the words are in the box (*adjectives*). Then ask students to do the exercise individually and check in pairs. Do class feedback.

1 simply 2 easily 3 digitised 4 illegal 5 invaluable 6 accessible
 7 information 8 vary

- 4a Students should do this exercise individually then check in pairs. Remind them that the answers could include prefixes or a change of word form. Get feedback from the class.

1 impossible to 2 is invaluable to/for 3 work steadily
 4 likelihood of 5 concentration by

- 4b Either divide students into pairs to discuss the question, or discuss as a whole class.

Student's Resource Book > Language development p. 9

MyEnglishLab > 1a Language development

Writing p.14

Lesson objectives: practise structuring answers and summarising features in Writing Task 1; Test practice: Task 1 (Describe a line graph)

Warm-up

Write *Changes in education* on the board and underneath write *your grandparents, your parents, you, your children*. Divide students into pairs or small groups and ask them to discuss how education has changed over recent generations and predict how they think it will change for the next generation. After 5–10 minutes, bring the class together and ask students to share some of their ideas.

1a Refer students to Expert writing on page 191 and look at and discuss the example line graph. Then divide them into pairs to analyse the graph in Exercise 1a. Get feedback from the class. If possible, project the graph on to the board and annotate it to show the answers.

1 blue = high school, green = graduate, red = post graduate
2 1950–2010 **3** high school **4** post graduate **5** graduate
6 more similar

1b Read out structures A–D, explaining them further if necessary. Get students to do the exercise individually then check in pairs. Get feedback from the class. If possible, put the sections in order and project them on to the board to show how the writing flows.

1 C **2** D **3** A **4** B

2a–b You could do these exercises as a class. This would help ensure students fully understand the overview, trends and details, which are all important to task achievement.

2a 2 is the correct overview. 1 is not correct because Korean men spend less time in education than New Zealand women. Also, New Zealand women were the highest group in 1990. 3 is not correct because we know Korean students are equalling New Zealand students now, but we do not know if Korean students will overtake New Zealand students in future.

2b **1** trend **2** detail

2c You could do this as a whole class or divide students into pairs. Get some feedback from students.

Suggested answer

In the case of both countries, females generally spent less time in education. New Zealand students used to spend far more years in education than Korean students.

3a–b Refer students to the Test strategies on page 173. Give them 5–10 minutes to write their plan, then ask them to compare it with a partner.

Suggested answer

Introductory sentence: The graph shows the amount of time (in years) that men and women spent in education in two countries: Korea and New Zealand.

Description of overall trends: Males generally spent slightly longer in education, at the end of the 60-year period (2010) all the groups converge.

Explanation of most important feature with data: the difference between men and women: in New Zealand there was only a small difference (under a year), around the 1990s females overtook males for a short time, but in Korea the difference was larger (two years in 1950 but then decreased).

Explanation of other important features with data: in 1950 Koreans spent around three to five years in education compared with seven to eight years in New Zealand and in 2010 both countries were similar at ten to twelve years.

Overview: The average time spent in education generally increased for both males and females.

Expert IELTS

Being able to write a clear overview and understand the difference between trends and details is very important for Writing Task 1. Ask students: *Who might use these graphs? Why?* so that they begin to develop an understanding of how graphs are used to represent data in the real world.

Extra!

You could give students another line graph and ask them to write an overview and three or four sentences describing trends and details either in class time or for homework.

Student's Resource Book > Writing p. 10

MyEnglishLab > 1a Writing

1b Untapped resources

Listening p. 15

Lesson objectives: learn how to predict alternative language in Listening Section 2; Test practice: Section 2 (Multiple choice)

Warm-up

Divide students into small groups and ask them to show each other the apps on their phones. Give them 5 minutes to discuss which ones they like and use the most, and why. They could also brainstorm ideas for apps they would like to create. Feedback by asking a few students to share their ideas.

1 Students discuss the questions either in pairs or as a class. Remind them to justify their answers.

2a–b Ask students to do this exercise individually then compare answers with a partner. Elicit ideas from the class.

2a/b Suggested answers

job: role, position, employment, works in ...

A: advisor for schools, helps solve problems in schools

B: provides professional guidance/educationalist, works in a school/college

C: someone with specialist IT knowledge, experienced in computers

2c Play the recording and then elicit the answer for Exercise 2c.

A

2d Ask students to do the exercise individually, then get feedback from the class.

... when I was teaching and got so interested in their use that I left my job and set up my own consultancy in educational app development. I now advise on learning objectives and work with schools and tech companies to help develop apps with real learning benefits.

- 3** Refer students to the Test strategies on page 168 and 169 before giving students some time to think of alternative language for the questions. You may want to elicit their ideas and write them on the board. Alternatively, for more realistic test practice, just play the recording. Allow time for students to compare answers in pairs then get feedback from the class.

1 A 2 C 3/4 C, D

Suggested answers Alternative language:

1 apps which people do not pay for A not as good as paid apps

B have lots of marketing C are not well conceived

2 What is the speaker's view of ... A it is not affordable

B it suits young people C it is convenient

3/4 not covered enough A Languages other than ...

B mathematics C creative subjects

D learning to play instruments and sing E reading fictional books

- 4** Ask students to read audio script 1.6 on page 201 and highlight the section with the answers, then compare ideas with a partner. Encourage them to justify their answers if they disagree. If possible, project the audio script on to the board for feedback and analysis.
- 5** Divide students into small groups to discuss the questions. Round up by asking them to share some of their ideas. Write any useful vocabulary on the board.

Suggested answer

As far as I am concerned, technology is a tool and therefore, if used properly, can greatly improve education as it can be used to help teachers impart information in ways students might find more engaging and relevant as well as aid students to do research or, for example, type up essays or give presentations. However, it must not be used as a substitute for good teaching. Students should be aware that technology is there to provide them with ways to approach their learning and teachers need to use it sparingly rather than fully rely on it.

Extra!

Ask students to write an essay (at least 250 words) to answer the questions in Exercise 5. Ask them to use the ideas from their discussions in their essays.

Student's Resource Book > Listening p. 11

MyEnglishLab > 1b Listening

Language development and vocabulary p. 16

Lesson objectives: review tenses and build vocabulary for Writing Task 1

Warm-up

Write on the board: *Last year I ... , This year I ... , Next year I ...*. Give students 5 minutes to write some sentences about themselves using as many tenses as possible. Next they compare their sentences with a partner, identifying the tenses used and correcting any mistakes. Monitor and clarify any disagreements about tenses usage and form. Round up by eliciting some example sentences.

- 1a** Ask students to do the exercise individually then feedback as a class. Clarify any grammatical issues as necessary providing additional examples where useful. Refer students to Expert grammar on page 176 either during or after the exercise.

1 present perfect **2** future with *will* **3** present simple

4 present continuous **5** past simple **6** past perfect

7 future with *going to*

- 1b–c** Get students to do these exercises individually then check in pairs. Get feedback from the class.

1b 1 completed **2** is increasing **3** had achieved **4** have become

5 is going to introduce **6** will go

1c 1 're going to show **2** 'll outline **3** wanted **4** 'd thought

5 've tried **6** love

- 2a** Students could do this exercise individually or in pairs. You may want to copy the boxes on the board and complete them during class feedback.

Go up: climb, grow, soar

Go down: decline, decrease, drop, plummet, reduce, lessen

No movement: remain stable

- 2b** Ask students to do this individually and check with a partner. Get feedback from the class.

1 Firstly, the line remains stable then it falls sharply. (rises/ increases/climbs)

2 Next the line increases gradually. (decreases/drops)

3 Then the line rises sharply. (gradually/steadily)

4 After this, the line plummets. (fluctuates)

5 Finally, there is a slight drop. (sharp/significant)

- 2c** Give students 5–10 minutes to write some sentences and then ask them to compare their ideas with a partner. Elicit some examples from the class and write them on the board. Correct/improve sentences where necessary.

Suggested answer

The number of students studying rises sharply in the morning, then falls gradually towards midday. After that there is a slow increase in the afternoon. In the late afternoon and early evening, the quantity of students studying fluctuates and finally there is a sharp drop later in the evening.

Extra!

You may want to provide further line graphs to give students more practice in using the language in Exercise 2a. Try using two or three graphs which are both static in terms of time (i.e. only require the present simple) and those which include data in the past, present and future. Students could write their five to ten sentences in class, or for homework.

Student's Resource Book > Language development and Vocabulary pp. 12–13

MyEnglishLab > 1b Language development and Vocabulary

Speaking p. 17

Lesson objectives: develop decision-making vocabulary; focus on lexical resource; Test practice: Part 1

Warm-up

Write on the board *Would you rather ... or ... ?* Give students 3 minutes to complete the sentence with two different choices such as *do a job you love* or *do a boring job for lots of money*. Then divide them into pairs to ask and answer their questions. After 3–5 minutes, round up by eliciting some ideas.

- 1a** Give students 2–3 minutes to discuss the questions in pairs then elicit some of their ideas.

Suggested answer

She has to decide whether to eat the chocolate cake or the apple. In this situation, I think I would eat the apple as it is healthier.

- 1b** You might want to discuss the first collocation as a class before students complete the exercise individually. Get feedback from the class.

1 draw up **2** consider **3** come **4** take **5** change **6** resolve
7 deal **8** reach

- 1c** Divide students into pairs to ask and answer the questions. If possible, ask them to record their answers so that they can listen to their recordings at home and think about how to improve their language and/or extend their answers which is useful for the Speaking paper. Round up by eliciting some ideas.

Suggested answer

A big decision I had to make was which university to go to. First of all, I considered the courses I was most interested in and then I drew up a list of the universities which offered them. I then looked at the possibilities and considered them on merit and location. Initially I chose one close to my hometown but then I changed my mind because I realised I actually preferred the course on offer at another university. I came to the conclusion that the course was more important than the location.

- 2a** Students read and discuss the descriptors. For feedback elicit the key differences between the bands.
- 2b** Ask students to make notes on the candidate's performance before playing the recording. They could do this by noting down examples of good language and/or the number of errors. After listening, ask students to compare answers and discuss improvements in pairs. Get feedback from the class and write students' suggestions on the board. You could play the recording a second time and give your own analysis.

The student repeats certain words and phrases such as *nice*, *important*, *for me* and *English* and uses the present tense and past simple tense a lot and there is little more variety than this. There is a reliance on simple structures and common vocabulary. There are no unusual or idiomatic expressions and a lack of cohesive devices to avoid repetition. If this section of the test was representative of the student's complete speaking test, she would be unlikely to achieve more than a band 5.

- 3** Refer students to the Test strategies on page 174 and ask them to consider which ones they should focus on when doing the test task. Divide them into pairs to ask and answer the questions. Get them to record their answers if possible so they can listen again later and evaluate their performance.

Suggested answers

- 1** At school I thoroughly enjoyed studying history – both world history and the history of my country.
2 Because I loved learning about how the world has changed, especially looking at how territories and countries have come and gone.
3 I think it was the atmosphere. The teachers were very dedicated so all the students felt valued and got on well together.
4 I was in the tennis club and I played the violin in the school orchestra for a while but I gave it up because I wasn't very good.
5 Next year I want to go to university to study marine engineering.
6 I decided to take IELTS so that I would have more opportunities to study abroad.

- 4a–b** Ask students to answer the checklist individually before discussing their performance with a partner. Encourage them to take peer assessment seriously by writing down suggestions made by their partner. This list can be added to in future speaking lessons and referred to for revision.

Extra!

Divide students into pairs to write another set of Part 1 questions based on familiar topics such as *hobbies*, *family*, *where they live*. Then change the pairs and get them to ask and answer their questions again. Give students 2–3 minutes to compare their performances in Exercise 3 above and notice any improvements.

Student's Resource Book > Speaking p. 14

MyEnglishLab > 1b Speaking A, B and C

Reading pp. 18–19

Lesson objective: Test practice (Table completion; Note completion)

Warm-up

Dictate these words: *cognition*, *neural networks*, *synapse*, *neurotransmitters* and ask students which part of the body they are connected with (the brain). Give students 5 minutes to discuss the meanings and then check their understanding in a dictionary. Feedback by eliciting definitions.

- 1a** Divide students into pairs to do the exercise and write down their answers.
- 1b** Give students 30 seconds to skim the paragraph to check if their answers are correct or not. Briefly discuss why questions 1 and 3 are incorrect.

- 1** False (he argued that it was the seat of thought, sensation, emotion and cognition).
2 True
3 False (it has around 100 billion)
4 True

- 2a** Refer students to the Test strategies on page 170 and then the two *Help* notes. Ask students to check their answers to the *Help* questions with a partner and discuss any queries which arise. Then give them 20 minutes to complete the Reading task. Remind them to reference the exact parts of the text where they find the answers.
- 2b** Students discuss their answers in pairs. Do class feedback and clarify any answers as necessary.

2a/b 1 impulses 2 (tree) branches 3 Axon
4 (insulating) sheath 5 120 metres 6 chemical energy
7 (narrow) gap 8 receptors 9 disorders

- 3** Students discuss the analysis questions in pairs. You may want to widen the discussion to include the whole class by way of feedback.

Suggested answers

- 1** Using the title and key words.
2 You must write the word(s) exactly as it/they appear in the passage, with no changes at all.
3 To see how many words are required.
4 So that you can predict possible information/types of words; to check whether the word(s) fit grammatically.
- 4** Students could discuss the questions in pairs or small groups before class feedback.

Suggested answers

1 It was commonly believed that the brains of men and women were wired differently, with men better at spatial awareness and logical reasoning and women at social skills, multitasking and memory. But more recent research has determined that the gender of the brain does not necessarily match the gender of the person to whom it belongs. Others believe that gender differences re thinking are less physically determined but more as a result of social conditioning. There has been a lot of research recently into the teenage brain which appears to show that a brain does not totally mature until the mid-20s and consequently parts of the brain which control behaviour, such as risk-taking, planning ahead, etc., are less developed in the teenage years.

2 Some suggestions have been that learning a language or musical instrument can help to keep the brain active, the same applies to doing crosswords and activities with numbers, such as Sudoku.

3 Motor skills are important when children are young, memory and cognitive ability assume a higher importance in one's teens and twenties, whilst emotional intelligence is very important for young adults and adults.

Extra!

For homework, ask students to re-read the text and look up 10–15 new words in a dictionary. Remind them to note down all the useful information provided in the dictionary such as part of speech, synonyms and pronunciation. Encourage them to get into the habit of writing down any words they think could be useful to learn for IELTS.

Expert IELTS

When scanning texts for useful vocabulary it is important for students to understand that it is not necessary to write down and learn words which are highly specialist. Although texts in the IELTS Reading paper often use very specific words relating to certain fields of knowledge, answering the questions correctly will not depend on knowing these unusual words.

MyEnglishLab > 1b Reading

Writing pp. 20–21

Lesson objectives: plan how to write a description for Writing Task 1; Test practice: Task 1 (Describe a line graph)

Warm-up

Begin this class mingling activity on the topic of Education by writing on the board: *What do you like about school/university? What do you dislike? What would you change and why?* Give students 5–10 minutes to walk around the classroom asking each other these questions. Ask them to note the answers given and feedback by asking a few students to share what they found out.

- 1** Students could do this exercise in pairs first then discuss their ideas with the class for feedback.

Suggested answer

I think it means that nowadays education focuses too much on preparing students for the world of work instead of life. I agree with the quote because for me education should prioritise knowledge and the ability to manipulate it for a variety of contexts, not just employment.

- 2a–b** Get students to read Expert writing on page 191 and answer any questions that arise. Ask them to answer questions 1–5 individually then compare answers in pairs before class feedback.

- 2a** **1** There are minus numbers. **2** Some years are in the future.
3 The orange and blue lines could be grouped together because they both decrease and become negative numbers. The yellow and grey lines could be grouped together because they increase.
4 yellow **5** dark blue
- 2b** The answers help students focus on the main trends and key features.

- 3** Refer students to the descriptors and tell them to complete the sentences. Remind them that focusing on these points will help them achieve a high score.

1 (band) 6 **2** (band) 7 **3** (band) 6

- 4** Divide students into pairs to discuss the questions. Then feedback with the class, writing the answers on the board for students to refer to later. Allow space for the next set of answers to be written on the board.

Suggested answers

- 1** How different levels of education affect employment from 1990 to 2025.
- 2** It is categorised by level of education.
- 3** Key features include: university level education means more people are employed, high school and less means fewer people are employed, the current trends are predicted to continue.
- 4** The overall trend is that the higher the level of education, the greater the percentage of people employed.

- 5a–d** Give students 5 minutes to complete these exercises. Then have them check in pairs or small groups. Get feedback from the class, writing the answers on the board for them to refer to later. Briefly discuss why certain sentences in Exercise 5c cannot be used to express a future prediction.

- 5a** If year stated is completed in past = past simple; if there is a past to present time reference = present perfect; for the period from the current year to 2025 = *will* future.
- 5b** The period from the current time period to the end. It is speculative.
- 5c** 1, 3 and 6
- 5d Suggested answer:** The employment of master's and bachelor's degree holders is predicted to increase. The decrease in high school leavers' employment will remain stable, the number of people with no school certificate who are employed will decline more sharply.

- 6a** Give students 5 minutes to think about and plan their answer.
- 6b** For realistic test practice give students 20 minutes to complete this task. Elicit the minimum word limit (150 words) and remind them to refer to their plan and the answers to Exercises 4 and 5a–d.

Model answer

The line graph outlines changes in levels of employment in the UK between 1990 and 2025. The information is divided into four groups by level of education from no school qualifications up to master's degree level.

From 1990 to the current year (2017), it can be observed that for people who hold a bachelor's or master's degree their level of employment has generally increased by approximately 10 percent for graduates and just under 30 percent for postgraduates. This directly contrasts with those groups with less education as, during the same period of time, those who did not complete high school or only received a high school certificate have seen their levels of employment decrease by 5–10 percent.

In the future, a similar pattern is predicted. However, these differences are likely to be magnified. By 2025, it is expected that levels of employment for master's degree holders will have risen by 35 percent over the complete period, while those with no university education are set to decline in terms of their level of employment. Overall, the information shows that the higher the level of education an individual has, the more likely they are to find employment.

- 7a–b** Divide students into pairs to compare their answers and suggest improvements.

Extra!

Students could rewrite the task for homework implementing the suggestions made by their partner in Exercise 7b. In the next lesson the same partner could review the revised report and check the suggestions have been implemented.

Student's Resource Book > Writing p. 15

MyEnglishLab > 1b Writing

Review p. 22

The review gives practice and consolidation in the language and vocabulary of the module such as collocations, tense review and describing trends. The exercises can be done either in class (with a suggested time limit of 20 minutes) or as homework.

- 1a** 1 B 2 B 3 C 4 A 5 C
- 1b** A grow/soar B drop/plummet C remain stable
D decline/drop
- 1c** A Firstly, the line plummets.
B Then the line remains stable then grows.
C Next the line remains stable. D Finally, the line soars.
- 2a** 1 information 2 variety 3 unlimited 4 improvement
5 reviewing 6 easily 7 assess
- 2b** 1 have risen/have been rising 2 plummeted 3 will soar
4 has grown 5 has declined/is declining 6 will reduce
7 decreased/was decreasing 8 are going to increase/will increase

MyEnglishLab > Module Test 1