

# 1

## READING

# Studying Overseas

### Section aims:

- ▶ To develop an awareness of the reading skills of skimming and scanning.
- ▶ To introduce the idea of predicting the content of a text from titles, summary paragraphs and subheadings.
- ▶ To practise a number of task types – short-answer questions; classification; true/false/not given.

## 1 Introduction

**Aim:** To introduce the topic of studying abroad and to act as a lead-in to the reading.

### In the exam

Draw the students' attention to the information outlining the structure and content of the Reading module of the exam. The information focuses on the differences and similarities between the Academic module and the General Training module.

## 2 Skimming and scanning

**Aims:** To explain what skimming and scanning are and what they are used for.

To provide practice in skimming and scanning.

- A**
- ▶ Tell the students what skimming and scanning are. Explain that we skim to get 'the gist' of the text, i.e. the overall general meaning. For example, we might skim a long text to get an overall impression of it before deciding if we want to read any parts in detail. Scanning, on the other hand, helps us to pick out specific details – it is especially useful for finding names and numbers. In many ways, scanning is not what we conventionally think of as reading at all. Give an example of students looking at a web page and looking for an icon to click, e.g. if they are making a purchase, they might be looking for the shopping cart symbol – so they scan the page for it.
  - ▶ Have the students complete this task alone. They should read situations 1–4, decide if each one involves skimming or scanning and tick the correct box.
  - ▶ Have the students compare their answers with a partner before you check the answers as a class.

### ANSWER KEY

This is the first activity in the book for which answers are provided. Draw your students' attention to the Answer key at the back of the Coursebook (page 117), but stress that they shouldn't look at the answers to an activity before completing it in class.

#### 1 scan

**Note** You do not look over the whole page to get an impression of the TV programming for the evening – you want to know what's on now, so you scan for the correct time of day and read only that information.

#### 2 scan

**Note** You aren't interested in looking at the trains for the whole day – you don't want to get a general impression of the train timetabling. You want to know what train is running at a specific time and so you scan the times until you find the hour you are looking for, then you read more closely.

#### 3 skim

**Note** You skim the whole article to get an impression of the overall content. This will help you decide if you need to read a section again more carefully.

#### 4 skim

**Note** You want to appear to have read the report, so you skim it to get a general impression of the text – although you won't know any of the details!

### Extension: Scanning race

**Aim:** To provide further scanning practice, using a television guide.

#### Preparation

- ▶ Make one copy of a television guide for every group of students.
- ▶ Make a list of questions to ask the students, e.g. *I really enjoy gardening, what can I watch tonight?* or *How many films are on tonight?* The number of questions you write will depend on how much time you wish the activity to take.

**Procedure**

- ▶ Put the class into groups of 3–5 students.
- ▶ Give one copy of the television guide to each group. Explain that you are going to ask them questions – like a quiz – about the television guide and that they must work in their groups to try to find the answers as quickly as possible. Tell them to put their hands up as soon as they know the answer and that the first group to answer each question correctly receives one point. Keep track of each group's score on the board.

**Extension:****Newspaper headline matching**

**Aim:** To provide further skimming practice, using short newspaper articles.

**Preparation**

- ▶ Choose between five and 10 short newspaper articles. The number of articles you choose will depend on how much time you wish the activity to take.
- ▶ Cut the headlines off the articles, stick them onto a sheet of paper and stick all the articles, minus their headlines, onto another sheet of paper, making sure that you mix up the order of either the headlines or the articles.
- ▶ Make one copy of each sheet for every group of students.
- ▶ To ensure that this activity focuses more on skimming than scanning, choose articles with headlines that don't contain obvious clues like names or places.

**Procedure**

- ▶ Put the class into groups of 3–5 students.
- ▶ Give one copy of each sheet to every group.
- ▶ Tell the students to match each headline to the correct article by skimming the articles for the main idea. Tell them that it is a race and that they should work as quickly as possible. This will make the students skim the articles rather than read them carefully.

- B** ▶ Tell the students they have to identify the main idea of the article by skimming the text and then decide which of the choices 1–3 best describes the main idea of the text.
- ▶ Stress that they are not expected to read or understand every word.

- ▶ Have the students read the choices 1–3, skim the article for thirty seconds and then circle the choice 1, 2 or 3 they think is correct.
- ▶ Be strict with the time limit, encouraging the students to skim the text, even though it may seem difficult at first.
- ▶ Check the answers as a class. Explain why the incorrect answers are wrong.

**ANSWER KEY**

**Answer: 3**

**Note** English is the most widely used language in the world. 1 and 2 are incorrect because they only focus on specific aspects of the text, rather than the text as a whole.

**Express tip**

Read out the advice in this box while students follow in their books. As this is the first *Express tip* box in the book, explain to the students that these boxes contain useful tips about the exam.

- C** ▶ Tell the students that numbers can 'jump out' of a text. Use the number '50' in the text to exemplify this. Have the students shout out or put their hands up when they have found this number.
- ▶ Ask the students if they remember what the numbers 70% and 50% in the text refer to. Draw their attention to the references.
- ▶ Have the students scan the text to find the numbers 70% and 50%. Once they have found the numbers, have them read the whole sentence around each one so that they can match the numbers to the references.
- ▶ Check the answers as a class.

**ANSWER KEY**

over 70%: the amount of mail written in English  
over 50%: the amount of business done in English

**Challenge**

- ▶ Ask the students to find the other numbers in the text and identify what they refer to.

**ANSWER KEY**

350 million: native speakers of English; 300 million: people who use it as a foreign language

a billion: people who use English as a foreign language. (This one is slightly trickier as the number is spelled out, rather than written in numerals.)

50: the number of countries in which English is the official or co-official language

**Extension:****Reading the business news**

**Aim:** To provide further scanning practice, using newspaper business articles.

**Preparation**

- ▶ Choose several articles from newspaper business pages that contain statistics. The number of articles you choose will depend on how much time you wish the activity to take.
- ▶ Make a copy of each article for every student or every pair of students.
- ▶ On your copy, circle or highlight all the numbers that appear in the texts.
- ▶ If you follow the alternative suggestion at the end of this activity, make a list of sentences which refer to the numbers in the articles.

**Procedure**

- ▶ Put the students into pairs or have them work alone. Write the numbers you selected from the texts on the board. Make sure the numbers are in random order.
- ▶ Tell the students they have to locate each number on the board by scanning the articles, and that it is a race. This will encourage them to skim the articles rather than read them carefully.
- ▶ Tell the students to circle the numbers as they find them. The first student or pair of students to find all the numbers should shout out or put up their hands. When all the students have found all the numbers, have them write sentences explaining what the numbers refer to. Alternatively, you can write your list of sentences on the board and have the students match the numbers to the information.

**3 Predicting content**

**Aims:** To introduce the idea of predicting the content of a text by using information in the title, the summary paragraph and any subheadings.

To introduce students to ‘surveying’ the text to get an overall impression of it, by looking at only the first sentence in each paragraph. This will help to increase their reading speed.

- A** ▶ Introduce this activity by asking the students *When you read a newspaper, how do you decide which stories to read?* Establish that they base their decision on looking at the headlines and predicting what the story will be about.
- ▶ Have the students read the main heading, summary paragraph (in blue) and paragraph headings to predict the content of the text.
  - ▶ Ask them to choose which of the statements 1, 2 or 3 they think best describes the text.
  - ▶ Don’t allow the students to check their answers yet – this will be done after they have done activity B.
- B** ▶ Have the students skim the text to decide if the predictions they made in A are correct. Point out that the first sentence of each paragraph is often the topic sentence, i.e. it contains the main idea of the paragraph.
- ▶ Be strict with the time limit, encouraging the students to skim. Call out the time every 30 seconds to encourage students to pick up the pace.
  - ▶ Check the answer to 3A as a class.

**ANSWER KEY**

**Answer: 3**

**Note** **1** is incorrect because, even though the article mentions universities, the focus is on the countries rather than the institutions. **2** is incorrect because the article is about five countries equally, rather than just the UK.

## Extension: Newspaper article prediction

**Aim:** To provide further prediction practice, using newspaper article headlines.

### Preparation

- ▶ Ask the students to choose an article from an English language newspaper and bring it to class. If they have no access to English language newspapers, they can easily get one from the Internet if they have access, or you could provide the newspaper yourself.
- ▶ It's probably a good idea for you to have a couple of articles in reserve, in case any of the students have difficulties or forget to bring their articles.

### Procedure

- ▶ Have the students work in pairs and take turns doing the task.
- ▶ Each student shows the article they have chosen to their partner. Their partner then makes predictions about the content of the article by looking only at the headline and any subheadings.
- ▶ The student who chose the article should then explain what the headline means and confirm or correct the other student's guesses.
- ▶ Have the students change partners for additional practice.

### Support

- ▶ After students have skimmed the text, allow them to read it again more carefully and explain any difficult vocabulary. As exercise 3B is intended to practise skimming rather than reading for detail, don't pre-teach this vocabulary before they skim. Stress that it isn't necessary to understand every word in the passage to answer question 3A.
- ▶ The following items could be singled out for attention:

*migration    founded    liberty    freedom*  
*values    concluded    survey    based on*  
*paramount    multi-lingual    think for yourself*  
*lower living costs    literature*  
*a good reputation    dynamism*

- ▶ Remind the students that they will not usually have the advantage when doing exam practice tasks of having been through difficult vocabulary beforehand.

## 4 Short-answer questions

**Aim:** To introduce short-answer questions as a task type.

### For this task – exam strategy

- ▶ Read the information in the *For this task – exam strategy* box aloud and have the students follow in their books. Stress that they have to use the correct number of words – the amount is stated in the exam rubric – and that they cannot change the form of the words at all. Emphasise that the students will need to use the scanning techniques practised earlier.

### Exam practice

- ▶ This is the first exam practice task in the book. Point out to the students that these exam practice tasks are identified by the exam practice icon.
- ▶ Tell the students that for questions 1–5 they should scan the text for the names of countries to locate the right sections of text. Stress that scanning will enable them to save time, even if it feels a strange way to read at the moment.
- ▶ Have the students work alone to answer questions 1–5. Remind them that in the exam, they need to answer 40 reading questions in an hour, so limit their time here to less than 10 minutes.
- ▶ Check the answers as a class.

### ANSWER KEY

1 (a) foundation course

**Note** 'Some UK institutions offer a foundation course . . . to prepare international students . . .'

2 (the) British system

**Note** 'New Zealand's highly respected educational programmes are based on the British system.'

3 liberty (and) freedom

**Note** ' . . . liberty and freedom are probably the most important . . .'

4 community college courses

**Note** ' . . . from two-year community college courses . . .'

5 (the) United Nations

**Note** 'Surveys conducted by the United Nations have repeatedly found Canada to be among the top ten places in the world to live in.'

## 5 Classification

**Aims:** To introduce classification as a task type.

To give students the opportunity to consolidate the skills introduced so far in this section.

### For this task – exam strategy

- ▶ Read the information in the *For this task – exam strategy* box aloud and have students follow in their books.
- ▶ Make sure students are clear on what is meant by paraphrasing.
- ▶ Emphasise that students should use the skimming and scanning techniques practised earlier.

### Exam practice

- ▶ Have the students work alone to answer questions 6–10.
- ▶ Check the answers as a class.

#### ANSWER KEY

6 US

**Note** ‘With 50 states all offering a huge range of different types of institutions . . .’

7 AU

**Note** ‘. . . Australian institutions have a particularly strong reputation for research into the environment . . .’

8 UK

**Note** ‘Many students are attracted to Britain by its long history of literature, from Chaucer and Shakespeare to Bridget Jones and Harry Potter.’

9 US

**Note** ‘American students are therefore expected to think independently . . .’

10 NZ

**Note** ‘Low living costs and a high standard of living also make life here very appealing.’

### Support

- ▶ For questions 6–10, ask the students to identify which words in each question are paraphrased in the text. E.g. in question 6 ‘enormous choice’ refers to ‘huge range’ and ‘colleges and universities’ refers to ‘institutions’.

#### ANSWER KEY

7 ‘universities’ refers to ‘institutions’; ‘famous’ refers to ‘have a particularly strong reputation’; ‘environmental studies’ refers to ‘research into the environment’

8 ‘famous authors’ refers to ‘from Chaucer and Shakespeare to Bridget Jones and Harry Potter’

9 ‘should’ refers to ‘are . . . expected to’; ‘think for themselves’ refers to ‘think independently’

10 ‘not a very expensive place to live in’ refers to ‘low living costs’

### Express tip

Read out the advice in this box while students follow in their books. Explain the information in the box by drawing attention to the categories of countries above questions 6–10, which are in alphabetical order, although this isn’t the order in which the countries are presented in the text.

## Extension: Paraphrasing

**Aim:** To introduce the concept of paraphrasing. This is introduced in more detail in Unit 2.

### Preparation

- ▶ On one sheet of paper, write down all the words and phrases on the left of the lists. Label this sheet ‘A’. On another, write all the words and phrases on the right. Make sure you mix up the order of the items. Label this sheet ‘B’.
- ▶ Make one copy of each sheet for every student or every pair of students.

#### Group 1

- |             |               |
|-------------|---------------|
| 1 big       | a large       |
| 2 house     | b home        |
| 3 clever    | c intelligent |
| 4 beautiful | d pretty      |
| 5 very hot  | e boiling     |
| 6 holiday   | f vacation    |

#### Group 2

- |  |  |
|--|--|
| 1 It was a very cosmopolitan city.           | a Its citizens came from around the world. |
| 2 It isn’t very expensive.                   | b The cost of living is very reasonable.   |
| 3 It has a strong reputation for discipline. | c It is well known for being strict.       |
| 4 They are publicly-funded.                  | d They are state-financed.                 |

**Group 3**

- 1 *He lived there for ages and ages.*      **a** *He was a resident for a very long time.*  
 2 *It was absolutely gorgeous!*      **b** *It was beautiful.*  
 3 *It was bit tricky.*      **c** *It was quite difficult.*

**Group 4**

- 1 *He had a degree in Accountancy.*      **a** *He was a qualified accountant.*  
 2 *Many of the people were very poor.*      **b** *Poverty was a major problem.*  
 3 *They never tell the truth.*      **c** *What they say is never true.*

**Procedure**

- ▶ Put the class in pairs or have them work alone. Ask the students to match the items on sheet 'A' with those on sheet 'B'.

**ANSWER KEY**

**I1** False

**Note** '... its high level of public safety ...'

**I2** True

**Note** 'Academically speaking, most of the national, publicly funded universities are of similarly high standard.'

**I3** True

**Note** '... you'll find a university system with one of the best reputations in the world.'

**I4** Not Given

**Note** Although the text mentions that British universities have a good reputation, it doesn't say anything about their practical element.

**I5** Not Given

**Note** The text mentions Canada as being 'among the top ten places in the world to live in' and mentions three cities as being 'world class'. It does not, however, talk about this with regard to universities. Point out that students need to read very carefully when dealing with this task type.

**6 True/false/not given**

**Aims:** To introduce true/false/not given questions as a task type.

To give students the opportunity to further consolidate the skills introduced in this section.

**For this task – exam strategy**

- ▶ Have the students read the information in the *For this task – exam strategy* box. As students find this task type quite challenging, spend extra time clarifying the difference between true, false and not given – particularly differentiating between the false and not given answers. Students may waste time looking for a true or false answer, when in fact it is not given.
- ▶ Remind the students that they must only use the information in the text, not their own personal knowledge – sometimes students think something is true based on their own knowledge, when in fact they can't find it in the text.

**Exam practice**

- ▶ Have the students answer questions 11–15.
- ▶ Check the answers as a class, explaining why each answer was correct.

# 1

## SPEAKING

### Section aims:

- ▶ To help students sound more fluent by encouraging them to extend their responses, and avoid short answers, particularly by asking themselves follow-up questions.
- ▶ To introduce the type of questions students might encounter in Part 1 of the Speaking exam and give them the opportunity to develop their own answers.
- ▶ To practise Part 1 of the Speaking exam: Introduction and interview.

## 1 Introduction

**Aim:** To introduce students to the types of everyday questions they are likely to be asked in Part 1 of the Speaking exam.

- A** ▶ Focus the students' attention on the photo. Establish that the people in the photo are meeting each other for the first time.
- ▶ Put the students in pairs and have them make a list of typical questions the people might be asking each other. When the students have finished their lists, ask them to tell you the questions they thought of and write them on the board. The list should include questions such as: *What's your name? Where do you come from? Do you live in a town or in the country? What's it like? What's your job? What do you do for a living? Do you have a job? Do you have any brothers or sisters? Do you get on with them? What do you do in your free time? Why are you taking IELTS? What do you plan after the course? Do you plan to study abroad? Do you enjoy studying English?*
- B** ▶ Have the students ask each other the questions on their list. Then they should change partners and talk to someone else, so they get the opportunity to ask and answer several times, therefore increasing their confidence and giving them the chance to develop their answers. If it is a relatively new group, it will also give them a chance to get to know each other a little.

### Extension:

#### **Role card introductions**

**Aim:** To give further practice in introductions by having students adopt a new identity.

#### **Preparation**

- ▶ Make one role card for each student in the class. The cards, which can be just small pieces of paper, should contain the names and a few personal details of either famous or fictitious people. If you don't have time to prepare cards, just have students come up with their own identities.

#### **Procedure**

- ▶ Follow the procedure of 1B, but this time students assume the identity written on the role cards you give them. If students avoid the question *What's your name?*, this can become a guessing activity, where students try to guess the identity of their partner. Have the students change partners and repeat the activity.

#### **In the exam**

Read the information in the *In the exam* box aloud and have students follow. Take some time to go through the assessment criteria.

Explain that 'fluency' means speaking without too much hesitation, and 'coherence' means speaking with a logical flow, so one idea flows into the next and the speaker has no problems following your thoughts. 'Vocabulary range' refers to how many different and 'high level' (lower frequency) words the speaker uses. 'Grammatical range and accuracy' refers to how many grammatical structures the speaker uses and if these structures are used accurately.

Explain that students are not assessed on whether their pronunciation is that of a native speaker, but instead, on how clearly they are able to communicate.

Stress that this part of the exam is to give students an opportunity to relax and be prepared for later stages. Nerves clearly can be a problem in the Speaking exam, so spend time reassuring the students that the first part is nothing to worry about – especially if they have thought of answers beforehand. However, it is important that students don't learn their responses by heart because examiners will recognise rote responses and the students will lose marks. Of course, there are only so many ways students can answer *Where do you live?* or *What's your name?* The important thing is that they listen carefully to the examiner's question so they answer the question the examiner actually asks, rather than the one they think the examiner is asking.

## 2 Answering questions about yourself

**Aim:** To help students to predict questions and answers for Part 1 of the Speaking exam and provide them with expressions to help them sound more natural when they speak.

- A** ▶ Explain to the students that they are going to read six dialogues from which the first line has been removed. Ask them to read the six B lines – the responses.
- ▶ Have the students predict questions which would produce the answers in 1–6. Students should not write in their books until they have listened for the answers in B. For the moment, tell students to ignore the spaces (a–f).
- B** ▶ Play the recording and ask the students to check if their predictions were correct.
- ▶ Have them write down the actual questions that were asked in 1–6.

### ANSWER KEY

- 1 Do you enjoy studying English?
- 2 What do you do in your free time?
- 3 Do you plan to study abroad?
- 4 Do you have any brothers or sisters?
- 5 What's your job?
- 6 Where do you live?

### 1.1 LISTENING SCRIPT

This is the first recording in the course. Draw students' attention to the listening scripts at the back of the Coursebook (page 125), but stress that they should not read them before they've heard the recording.

1

**A:** Do you enjoy studying English?

**B:** I'm afraid I don't like it very much. I think it's really difficult, especially the grammar.

2

**A:** What do you do in your free time?

**B:** It depends. I often go out with my friends, but sometimes I enjoy just reading in my room.

3

**A:** Do you plan to study abroad?

**B:** I haven't really decided yet. I guess I'd like to one day, maybe in Canada or Australia.

4

**A:** Do you have any brothers or sisters?

**B:** Well, I have one brother and one sister.

5

**A:** What's your job?

**B:** I have a part-time job in a local shop. In fact, I've worked there for more than three years.

6

**A:** Where do you live?

**B:** Actually, my parents moved around a lot and I've lived in many cities. Now I live in Osaka.

- C** ▶ Tell the students that they are going to hear the recording again and that they should listen for the missing words and expressions (a–f) in speaker B's responses. If you have a strong class, elicit any answers that they remember.
- ▶ Play the recording again and have the students fill in the spaces (a–f) with the missing words and expressions.
- ▶ Check the answers as a class.

### ANSWER KEY

- |               |               |            |
|---------------|---------------|------------|
| a I'm afraid; | b It depends; | c I guess; |
| d Well;       | e In fact;    | f Actually |

- D** ▶ Check that students understand what each of the functions means.
- ▶ Have them write the words and expressions in the correct part of the table next to the appropriate function.



**ANSWER KEY**

a iii; b iv; c ii; d v; e i; f vi

**Express tip**

Read out the advice in the box while students follow in their books. Explain that these expressions, when used appropriately, can help candidates sound more fluent. Encourage your class to use expressions like these when speaking.

- E** ▶ Put the students into pairs or small groups. Have the students personalise the questions and answers 1–6 and use the expressions from the table in D.

**3 Extending your responses**

**Aim:** To help students develop longer responses and avoid one-word answers, something that will earn them a lot of credit from the examiner.

- A** ▶ Explain to the students that extending their responses is very important in the Speaking exam. Write *Do you like ...?* on the board and have students use it to ask you various questions.
- ▶ Answer *Yes* or *No* and then ask them if your answers were interesting.
  - ▶ Have students ask you their questions again, but this time extend your responses, e.g. *Yeah, I think it's great; I've always wanted to ...* etc. Refer them to the example in the Coursebook.
- B** ▶ Put the students into pairs and write the question *Do you plan to study abroad?* on the board. Direct the students' attention to the follow-up questions in the Coursebook and ask them to think of some more follow-up questions. Possibilities include: *What are some of the problems (or challenges) that you will face? What are the benefits of studying abroad? How will it be different from studying in your country?*
- ▶ Write the students' questions on the board. Have the students ask the questions to as many other students as possible. Encourage them to extend their responses in a different way each time they answer the questions.

- C** ▶ Do the first question with the class and write the following notes on the board.

*No / only child / would like an elder brother  
Yes / elder sister / get on well*

- ▶ Have the students complete the exercise and then go through possible answers with the class as a whole before you listen to the recording in D.

**Express tip**

Read out the advice in this box while students follow in their books. Stress to students how important it is to use these linking words to join their sentences together in order to sound fluent. Throughout the rest of the unit, encourage your class to use these expressions when speaking.

- D** ▶ Have students listen to the same questions being answered and ask them to write down the keywords regarding the extra information the student supplied in their answer. This should enable students to judge how well developed their own answers are and, if they need to, extend them further.

**ANSWER KEY****1 Suggested keywords**

- 1 good relationship, shared a room, argued, fight
- 2 before that, studying in Ireland, for two years, living in countryside, get used to London eventually, takes time to adjust
- 3 sports, team sports, cricket, baseball, soccer, football
- 4 speaking with friends, reading, writing, vocabulary, learning, improve
- 5 quit, working, nurse, dentist
- 6 go to Sydney, study business, get a degree

**2 Suggested follow-up questions**

- 1 How do you get on with your sister? What is your relationship like? Are you close?
- 2 Where did you live before? How long did you live there? Did you like it? Do you like where you live now?
- 3 What sports do you like? What sports would you like to play?
- 4 What areas of English do you like? What is difficult? Are you happy with your progress?
- 5 What did you use to do? How long did you do that job? What job would you like to do in the future? Why?
- 6 Where do you want to go? What are you going to study? Why did you choose that country?

## 1.2 LISTENING SCRIPT

1

Yes, I have one sister. She's older than me. We have quite a good relationship now, but when I was younger it was different – not so good. We had to share a room and sometimes we argued about clothes and CDs – things like that. I guess that it's normal to fight a little with your sister.

2

Now I'm living in London, but before that I was studying in Ireland – for two years. Actually, it was great. I was living in the countryside and it was very peaceful. Not like London – it's so busy and noisy! I guess I'll get used to London eventually – it just takes time to adjust, doesn't it?

3

I enjoy playing most sports – especially team sports. Actually, I'm interested in learning the rules of cricket. It seems difficult to understand but I'd like to try it. I played baseball in Japan and I think it's similar. Also, I like playing soccer too, errr, you say football, don't you? But in fact ...

4

It depends. I enjoy speaking with my friends, but reading and writing I find difficult. Also, I have problems with vocabulary – I don't have enough! I've only been learning for one year, so I think I will continue to improve – I hope so.

5

Actually, I quit it last month. I was working as a nurse for a very long time, but now I want to study further because in the future I'd like to become a dentist. I'm not sure why I want to do this. Most people think I'm crazy, but teeth have always been very interesting to me.

6

Yeah, I want to go to Sydney in Australia. I want to study business there so I can run my father's business. But, actually, I'm more interested in Australia because the sun and the surfing is good and it's one of my hobbies. I will study hard too. I must work hard to get a degree in business – and then go to the beach.

## 4 Introduction and interview

**Aim:** To provide a full Speaking Part 1 practice interview, where students can consolidate the skills introduced in the unit.

**For this task – exam strategy**

- ▶ Go through the *For this task – exam strategy* box with the students. Remind them to extend their answers and use the expressions and linking words given as examples to make them sound more natural when they speak.

**Exam practice**

- ▶ Put the students into pairs. Assign one student in each pair to be student A and the other to be student B.
- ▶ Advise the student acting as examiner to listen carefully as he or she will be giving feedback on his or her partner's performance. Allow 4–5 minutes for the activity. Allow student B 1–2 minutes to speak.
- ▶ After student B has finished talking, student A should give him or her feedback. Students should then change roles.
- ▶ If the students need more practice, have them find a different partner and repeat the activity.

**IELTS Express Speaking DVD**

If you are using the *Speaking DVD* which accompanies *IELTS Express*, Section 1 – Overview and Section 2 – Part 1 of the DVD relate to the content of this unit.

It would be helpful to show the Overview before this lesson to give students a general idea of the content and format of the IELTS Speaking exam. The Part 1 section of the DVD could be shown at the end of the lesson to provide a recap and demonstration of the material covered in this unit.

For more information on the *IELTS Express Speaking DVD* and how to integrate it into your lessons, see page 114.