

Photocopiable activity: Pairwork crossword –
Describing people page 128
Workbook pages 4–11

Content overview

This unit focuses on people, their characteristics and relationships.

Listening SECTION 1

Booking drama classes

Question types: Note completion

Reading

How teens stay in touch

Question types: Choosing suitable section headings from a list; Sentence completion; Identification of information in the text – True/False/Not Given

Writing TASK 1

Describing a line graph; Verbs of movement; Analysing main trends and purpose

Speaking PART 2

Describing a person

Vocabulary: Describing people

Language focus 1: Likes and dislikes

Language focus 2: Present simple, present continuous and past simple

Digital overview

Presentation Kit

Interactive versions of Student's Book exam tasks

Embedded audio and answer key for all activities

Teacher's Resource Centre

Communicative activity: Pairwork crossword – Describing people

Workbook audio, answer key and wordlists

Student's Resource Centre

Class audio

Wordlist


Speaking Part 2 video and video worksheet

Vocabulary: Describing people page 6

Lead-in

Ask students to look at the title of the unit and the title of the vocabulary section and predict the contents of the unit. Give hints by drawing their attention to the noun *friends* in the title and elicit what words they know related to *friend*, e.g., *friends*, *friendly*, *friendship*, *befriend*, and ways of describing people, e.g., *physical* and *personal*. Also elicit from students adjectives to distinguish between different types of adjectives of personality. Classify the words on the board under the headings 'positive features/characteristics' and 'negative features/characteristics'.

1–6 Students follow the exercises in the Student's Book. Give them specific times to complete the exercises so that they increase their awareness of time management, which is essential in performing competently in the IELTS exam. This can be introduced gradually.

1  Ask the students to look at the photos in pairs and discuss them, along with the questions, giving reasons and examples. Then discuss the photos and questions together as a whole class.

2 Make sure students understand all the vocabulary. Point out that any item can be used more than once. Elicit examples from the class to check comprehension. You might want to give your own example(s) at the end.

POSSIBLE ANSWERS

- 1 adventurous, sporty 2 supportive, helpful
3 reliable, conscientious 4 artistic, creative

3 When students have done the exercise in pairs and checked their answers as a whole class, elicit or point out the importance of such an exercise. It helps them to build their vocabulary and, hence, their confidence.

You might want to elicit more adjectives with suffixes. This always gives students an opportunity to bring their own knowledge into the lesson. Keep your own notes of students' contributions for future reference.


ANSWERS

- 1 talented 2 humorous
3 caring/careful 4 generous
5 confident 6 social, sociable
7 knowing, knowledgeable 8 punctual

- 4 After you have checked the students' answers, point out how the sentences can be used to explain the adjective and add more detail, e.g., *1 My grandfather is (very) humorous, because he ...*. For further practice, ask students to give you a few more sentences of their own by way of introducing the next two exercises. Write the sentences on the board.

ANSWERS

- | | |
|-------------|-----------------|
| 1 humorous | 2 knowledgeable |
| 3 talented | 4 punctual |
| 5 confident | 6 generous |
| 7 caring | 8 sociable |

- 5-6  Monitor students during pairwork, trying not to interfere. Give feedback at the end on use of vocabulary and a selection of errors.

Round up

To round up this section, you could ask students to discuss the following in pairs/groups or as a whole class: *'People generally judge other people just by their appearance without knowing them.'* Do you think this is true? Why/Why not? Do you do this yourself? Monitor the discussion and give feedback on examples of good practice and areas for improvement.

Listening SECTION 1 page 7

Ask students to read the *What to expect in the exam* and *How to go about it* boxes. Check comprehension by asking specific questions about the content of the boxes and/or by asking students to summarise the information in their words.

- 1-2 Point out that the dictation of numbers and letters, as well as spelling, is a feature of the Listening test Section 1. Therefore, students, even advanced students, need to be competent in this area. Encourage students to do further practice outside the classroom by dictating to each other, or recording number and letter sequences, or names, on their phones and playing them to themselves and their colleagues to write down.
- 3 It is important for students to remember that they hear the recording only once, so they need to use a wide range of skills to ensure they perform well. Also, it is important that they use what they know about the world, however limited, to predict what is coming. This is an invaluable skill in all aspects of the exam.

ANSWERS

- Acting, singing and dancing
Both children and adults

- 4 Questions 1-10 can be done as a pairwork exercise followed by global checking. This should then be done for every similar type of question in both the Listening and Reading components so that it is automatic by the time students come to the exam.

Remind students that each section of the Listening test is played only once. However, to build up student confidence, play Section 1 more than once after students have checked their answers. In the exam, students write their answers in a listening booklet and then transfer their answers to the answer sheet at the end of the exam. They have 10 minutes to do so. At an early stage, it is also worthwhile practising this transfer onto a sheet of paper, as many mistakes are made in the transfer process rather than during the completion of the Listening test.

Copy a grid or create a grid for students to use for transferring their answers.

ANSWERS

- | | | |
|-----------|-----------------|---------------|
| 1 Number | 2 Number | 3 Noun |
| 4 Number | 5 (plural) Noun | 6 Number/Noun |
| 7 Number | 8 Name | 9 Number |
| 10 Number | | |

Point out that in order to get a high score band, e.g., 7 in the IELTS exam, they will need to get all ten answers correct in Section 1.



Listening script 01

(M = Maggie; D = Director)


- M:** Hi. My name's Maggie. I think I spoke to you yesterday about coming in to see you about the drama classes.
- D:** Oh yes. Hi. How can I help you?
- M:** We're new to the area and I'd like my children, Terry, Andrea and Jasmine, to join the drama classes. They love acting, singing and dancing and they're very energetic and I also thought it would be a good way for them to make friends.
- D:** Oh yes, we offer dancing and singing as well as acting classes and the club's a good place for everyone to meet new people. We have different social and family groups and everyone here's very friendly.
- M:** Great. Can I just ask you some questions about the drama classes?
- D:** Yes sure. What would you like to know?
- M:** Mmm, what classes are there and when are they held?
- D:** Well ... during the week, we have classes for different age groups. ... By the way, what ages are your children?
- M:** Terry's 8, Andrea's 12 and Jasmine's 16.
- D:** Well, for the youngest age group, those aged 7-11, the times are 5.30 pm-6.30 pm on Tuesday evening and for those aged 12-15 between 4 and 6 pm on Wednesday evening ... and for those 16 and above it's 6-8 pm on Friday evening.

- M:** Is there anything at the weekends?
D: Yes. We also have workshops on Saturdays from 10 am–1 pm, but they're usually for older members, 18 and above. We also have social outings to theatres, at discount rates. So it's possible for whole families to come. We even get free theatre tickets at times, which we announce on our website.
M: Oh that's good to know. And what about school holidays?
D: Well, during the holidays, we run summer camps for young people up to the age of 16. These usually run from 10 am–1 pm and 2 pm–5 pm Monday to Friday. They are combined with the youth club activities and run during August.
M: And what about performances?
D: For each level, we aim to have at least one show a year in the summer. There is no pressure for anyone to perform, but we do encourage everyone to get involved one way or another, either acting or behind the scenes. Usually everyone is really enthusiastic to take part.
M: Is it possible to have a look around?
D: Yes, sure. The building's used by other groups. ... We have no changing facilities, just a large room with lockers where people can put their things, if necessary. But we advise people to come dressed for the workshops ... in loose clothing and trainers.

- M:** Can my kids join immediately?
D: Yes they can. We always ask people to come and have a go first of all. Children usually come to meet new people and then want to come back, even the shy ones.
M: That's a good sign. Is there a fee?
D: There's a joining fee of £14 a year, per person, and then there's a separate fee for the Saturday workshops, but they're usually very cheap. It's just to pay the workshop trainer, as we survive on small grants and gifts.
M: OK. I think I'd like to bring the children along.
D: Great! What's your full name and address?
M: My name's Maggie Campbell.
D: Is that C-A-M-P-B-E-L-L?
M: Yes.
D: And the address?
M: It's 133 Arbuthnot Drive. I'll spell it. It's A-R-B-U-T-H-N-O-T.
D: And the postcode?
M: It's RV27 8PB
D: And the children's names again?
M: Terry, he'll come for the Tuesday class, so that's the 17 March. And Andrea, she'll come for the class on the 18th March. And Jasmine on the 20th.
D: Can I take a mobile number?
M: It's 07700336601.
D: And your email address?
M: It's M-A- ...

ANSWERS

- | | | |
|-------------------------------|--------------|----------------|
| 1 5.30 (pm) | 2 4 (pm) | 3 Friday |
| 4 (older members) 18/eighteen | | |
| 5 summer camps | 6 1/one show | 7 (£)14 |
| 8 Arbuthnot | 9 RV27 8PB | 10 07700336601 |

- 5**  Encourage students to develop their answers by giving at least one example and reason. Follow up with the whole class, checking both these elements. To round off this section, have a brief global discussion on content, and a review of the listening section from the organisational point of view, e.g., *the types of questions, the number in each set, what they test, the purpose of such testing*, etc.


Language focus 1: Likes and dislikes

page 9

- 1** Look at the sentences with the class and elicit the answer. Go through the Grammar reference on page 219 of the Student's Book to refresh students' knowledge if necessary. Highlight the essential difference between the use of the *-ing* form and *to*.

ANSWERS

She uses the *-ing* form after love as she is emphasising what her children love from past experience of doing it. This is different from *would like* followed by the infinitive with *to*, which indicates future action, routine, habit or duty, as opposed to enjoyment from past experience. Compare: *I'd love to go to the cinema/I want to go to the cinema* with *I love to go to the cinema*.

- 2**  Ask students to work in pairs. Make sure students are clear about why the sentences are correct and incorrect.

ANSWERS

- | | | |
|-----------------------|-----------|-------------------------|
| 1 Correct | 2 Correct | 3 Incorrect – 'to join' |
| 4 Correct | 5 Correct | 6 Correct |
| 7 Incorrect – 'doing' | | |

- 3–4** Students can do the exercises in pairs, checking the answers to exercise 3 before moving on to exercise 4. Check comprehension by asking one or two questions about reasons for the answers or suggesting other answers for each exercise.



ANSWERS

- 3**
- | | |
|--|-------------------|
| 1 playing | 2 to live |
| 3 being/to be | 4 keeping/to keep |
| 5 taking | 6 to be |
| 7 socialising/to socialise, staying/stay | 8 playing |
| 9 to see/seeing | |
- 4**
- I'd like to live in the country.
 - Nowadays people dislike doing certain sports.
 - I like playing tennis.

- 4 She enjoys shopping enormously.
- 5 He likes people he knows to be honest.
- 6 She would prefer to see the film on DVD at home rather than at the cinema.
- 7 He really loves mingling/to mingle with other people at parties.


Further practice

Before students do exercises 5 and 6, you can ask them to do some further practice in the Review section, online or using the photocopiable material in the Teacher's Book on page 128.

- 5  Before students discuss different ways of communicating, write the phrase *ways of communicating* in a box at the top of the board, in the middle. In a row below this box draw four or five boxes. Elicit different ways of communicating, e.g., email, letter, instant messages, video-messaging, social media such as Facebook, landline, smartphone, video calling such as Skype or Facetime, and other communication apps. Write examples and draw additional boxes, if necessary. Ask students what the relationship is between the first box and the row of boxes beneath, i.e. general/specific (examples); hyperordinate/subordinate. Use whichever terms you think are suitable. Point out that they are classifying information and elicit the term *classification*. Elicit and point out features like *classification of information* and refer students to this and other features in IELTS essentials on page 205 of the Teacher's Book throughout the course.
- 6  Students can discuss the questions either in small groups or pairs, followed by whole-class feedback.

Speaking PART 2 page 9

Ask students to go through the *What to expect in the exam* box. To emphasise certain important points, elicit and/or stress that they only have one minute to make notes of 10–12 words in total. Ask what the effect of reading sentences or long notes aloud would have on their fluency. Note that making and taking notes are essential skills that need to be practised in academic settings.

- 1–3  Ask students to work in pairs and follow the instructions. You can allow students to follow the three stages through themselves or stop them after each exercise. Before you start the sequence, check that they understand what they are doing.

POSSIBLE ANSWERS

- 1 supportive, helpful, patient

- 4 Refer students to the *How to go about it* box and the Task Card. After they have looked at the box, ask them a few content questions. Read through the prompts on the Task Card, eliciting which part of


the task is the most important, i.e. *and explain why*, and explain why – the first prompts are description, setting the scene for the reasoning required in the last prompt. Ask students to complete the exercise in pairs and then check their answers.

ANSWERS

who this person is – present simple/future with *going to*
 what this person does – present simple
 what qualities this person has – present simple
 explain why you would like to be similar to this person – conditional

- 5 Before students start, go through the example, eliciting the types of words in the list, e.g., *nouns*, *adjectives*, etc., and tell them to write only 10–12 words as notes in order. Elicit which prompt they should write more words for. Students should do this first on their own and then compare their notes in pairs. You can ask one or two students to read out their notes.
 Remind them that each point must be covered. Ask students to discuss the best way for them to write their notes, horizontally or vertically (like the prompts or notes in a PowerPoint presentation).
- 6 Monitor students as they roleplay, encouraging them to be responsible for timing themselves. Allow 1–2 minutes each, permitting them to use their mobiles for this, if it is permissible. Time permitting, and depending on your students, ask a student to talk about the prompt card and/or answer it yourself.
 If time allows, ask students to adapt the card or write their own cards, e.g., *a family member/celebrity*, etc. *they admire/would not like*, etc. Some students may want to do this, as they may not want to do the same card as their partner.

Reading Passage page 10

- 1 Introduce the IELTS Reading test to students. Go through the *What to expect in the exam* box and refer students to the Ready for Reading on page 84. Clarify and/or elicit information about the Reading test from the students. Ask students to do the exercise in pairs or groups. Point out the importance of the following reading skills in IELTS: *surveying*, *predicting*, *skimming* and *scanning* – see IELTS strategies page 203. Point out that each of the three passages are a minimum of 750 words and approximately 2,700 words in total. Elicit the importance of initially surveying the title and sub-headings, then going on to look at the questions before skimming the text.
- 2–3  Students do these exercises in pairs or groups.

Questions 1–13

Ask students to answer Questions 1–13 on their own or do the three sets of questions in stages.

Once you are satisfied students are preparing effectively, let them do the reading. Time them for 20 minutes, but give extra time if necessary. At this stage, confidence-building is important, and the extra time allowed for a correct answer can be slowly reduced over the duration of the course.

When going over the answers, it's helpful to project the text onto the board so you can underline and indicate where to find answers. You can prepare this before class so you are sure of the answers yourself.

True/False/Not Given questions are one of the main areas of difficulty for students in the IELTS Reading test, so take time to go over and discuss answers. The distinction between *False* and *Not Given* must be carefully explained to students from the outset so that care can be taken in future units.

Make a grid with numbers 1–13 on the left. Each time the students do a reading exercise, get them to write their answers in the grid and keep it as a record. They should tick the questions that are right, and leave the ones that are wrong blank. This will help them analyse their reading performance and identify what areas to focus on in their self-study. As in the exam, the reading passages vary in difficulty. As a rough guide, if students are aiming for a score of 6/6.5 in Reading, they should aim to have at least 9 out of 13 correct answers.

Questions 1–6

Ask students to go through the *How to go about it* box. Then check they have understood the contents by asking them questions to help them analyse the form of the headings, e.g., *What are general nouns? Where do they occur in the headings here? What is the importance of general nouns? How do they help you?* Refer students to IELTS essentials on page 205. Point out that paragraph and section headings are often made up of general nouns like *benefit, effect, solution, etc.* preceded by an adjective and/or followed by a prepositional phrase like *of ...*. These general nouns are usually paraphrases of words in the passage, but not always. The nouns summarise the content and the meaning or function of the sections in relation to the rest of the text. It is useful to train students to notice different section and paragraph types and where they would expect them to appear in a text.

Many of your students are used to a *bottom-up* approach where they read every word. Gradually, however, encourage them to employ a *top-down* approach as well, where they *skim* and *scan*. In the IELTS exam, students need to *skim* the Reading Passage to get the gist and *scan* to locate information. They use close reading when they stop to analyse specific information in the Reading Passage to answer a question.

It is essential that you do not over analyse a text and the questions. Gradually wean students off this as you go through the course, as detailed analysis slows them down in the exam.

ANSWERS

1 vi 2 vii 3 i 4 ii 5 viii 6 iii

Questions 7–10

Encourage students to use the headings to help locate the answers. As Question 7 is the first specific question, tell students that they will probably find it near the beginning of the text. Check if any of the questions relate in any way to the section headings. Use the scanning techniques described in Ready for Reading on page 84.

ANSWERS


7 regular basis 8 not necessarily/always
9 half 10 broaden

Questions 11–13

Introduce students to *True/False/Not Given* statements. As students find *False* and *Not Given* statements particularly difficult, spend time analysing the questions before they answer them. Look at examples of some common sentence types in Ready for Reading on page 84. Read the explanation there with the whole class for the difference between *False* and *Not Given*. Once again, students should use the headings to help locate the answers.

ANSWERS

11 FALSE 12 NOT GIVEN 13 TRUE

- 4  Students discuss the question in pairs or in small groups.

Extension

Encourage students to notice and keep a record of general nouns they meet with an example of context, especially noting where they occur in a text, e.g., at the beginning of paragraphs in introductions, in topic sentences, etc. You can also keep a class record for revision purposes as the course progresses. See the Wordlist on page 211.

Language focus 2: Present simple, present continuous and past simple

page 13

- 1–3 Students do exercises 1–3 in pairs. Then go through the examples and explanations with the whole class and refer students to the Grammar reference on page 219 of the Student's Book, or display it on an interactive whiteboard using the Presentation Kit. Elicit the form and function of the three tenses with examples from students' own experiences by asking questions, e.g., *How do you get to school/college, etc.? What are you doing now? What did you do ... ?*

ANSWERS

1
1 Paragraph G 2 Paragraph A 3 Paragraph F


2
1 noted – past simple
2 are making, is changing – present continuous
3 help – present simple

3
a present simple
b present continuous
c past simple
d present simple

- 4 Students do the exercise in pairs followed by whole-class feedback.

ANSWERS

1 helps 2 participated
3 affected 4 influenced
5 are recruiting 6 feel

- 5  Ask students to do this in pairs. Check general comprehension by eliciting several examples from the class.

Further practice

Ask students to do the exercise from the Review on page 16.

Extension

Time permitting, and as a future revision exercise, ask students to work in pairs/groups. Give them a text on any subject of no more than a page. Ask them to underline examples of the present simple, present continuous and past simple only (ignoring all other tenses). This will help them notice the verbs and the tenses in the sentences and the frequency of certain tenses. Choose non-academic, and general academic texts. Follow up with a brief discussion.

Writing TASK 1 page 13**Verbs of movement**

- 1 Briefly introduce Writing Task 1, pointing out that one of the things students have to do is describe line graphs. Mention that this section is an introduction to the writing task on page 206. Ask students to do the exercise in pairs. If possible, show the image of the lines on the whiteboard, and check their answers carefully. You can then show how each movement works on the page. Make sure students understand all of these verbs so they can accurately describe line graphs. You might want to check comprehension by giving true/false phrases for A–B, etc. and asking students to decide if they are correct or not.

ANSWERS

1 h 2 d 3 b 4 g 5 j 6 i 7 a 8 e
9 c 10 f

- 2 Students follow the instructions in the Student's Book.

ANSWERS

1 fell and then levelled off 2 hit a peak
3 dipped 4 plummeted
5 rose gradually 6 remained flat
7 declined steadily 8 fluctuated
9 hit a low 10 soared

- 3–4 Students do the exercises in pairs. Emphasise the importance of using nouns where possible instead of verbs as they help to summarise information. Elicit where they have already seen this in Unit 1, i.e. section headings in the Reading section.

Go through the example in exercise 4 carefully and stress the preposition after the noun and encourage students to learn the nouns with their prepositions, e.g., *decrease/drop/increase/rise in*, etc. To help build students' vocabulary and their confidence, encourage them to keep a written/electronic record of verbs and their nouns for use in Task 1 along with the appropriate preposition (also for Task 2 and Speaking). Point out that this process is called *nominalisation* and is an essential part of IELTS. Refer students to *Nominalisation* in IELTS strategies on page 203. Introduce students to this here and reiterate where appropriate throughout the course.

ANSWERS

3
The following verbs can be nouns: dip, decline, decrease, drop, fall, increase, rise
Note: recover/recovery, stabilise/stability/stabilisation, fluctuate/fluctuations

4

Possible answers

- 2 There was a peak in numbers in the year 2009.
3 There was slight fall followed by a quick recovery in the amount of money spent.
5 There was a steady increase in book purchases over the year.
7 There was a gradual decrease in attendance at the conference last year.
8 There were (some) fluctuations in the growth rate during the previous year.
9 There was a low in member numbers in March.

- 5 Ask students to do the exercise in pairs and elicit several examples from the class.

Analysing main trends and purpose

Give more details about Task 1, as you go through the *What to expect in the exam* box. Elicit from students how much they know about this part of the exam and whether they have analysed and then written about data before. This may be the first time for many of them. Refer students to Ready for Writing on page 128 for more information. When you do exercises related to Task 1, give students time to look at and absorb the information and gradually encourage them to see patterns, i.e. *trends, both similar and contrasting*. Emphasise here the distinction between general, e.g., *the overview*, and specific, e.g., *the data*, information when they analyse and write. For the importance of the relationship between general and specific information, see IELTS essentials on page 205.

For Task 1, encourage students to self-correct where possible. Use a set marking scheme that suits you, e.g., use one based on symbols that indicate the type of error in the piece of writing for the student to correct, e.g., verb/subject agreement (v/s) or preposition (prep). After correction, encourage students to fill out a grid indicating the three most commonly occurring errors for each piece of writing and to work on them.

Encourage students always to paraphrase the rubric in the task where possible – if it can't be paraphrased, then they should not paraphrase, as they might change the topic of the task. Each answer has to contain an overview to obtain a good score. The answer has to be written in paragraphs and be no less than 150 words. Point out that each number counts as a word. Students are not penalised for writing too many words, but they are penalised for not summarising and listing information. Encourage students to aim for 180–185 words maximum and for a minimum of about 160 words. Refer students to *Summarising* in IELTS strategies on page 204. Highlight the word *summarise*, which is the first word in the generic rubric.

In the exam, students should always do Task 1 first as it helps to get them started with writing in preparation for the longer Task 2. They should aim to spend the suggested 20 minutes writing about the task in the exam and during exam practice sessions. For homework and in class preparation they should spend longer and gradually increase their speed during the course.

Encourage students to use a range of generic vocabulary applicable to the task, a range of complex sentences and to avoid repetition.

Steps for students to analyse data

Encourage students to:

- Look at the topic of the graph/diagram in the title, axes (if a graph), headings or labels (depending on chart type).
- Analyse the data by circling significant points only – contrasts, sudden movement, start and finish.

- Write brief notes on the data; write adjectives, e.g., *gradual/significant, dramatic* and nouns, e.g., *rise/fall/fluctuations* next to the appropriate lines.
- Look for general trends and patterns and whether they can group data together.
- Write the answer, paraphrasing the instructions in the introduction, with two body paragraphs showing major trends and examples of specific data.
- Write an overview which can be in the first paragraph, at the beginning of the second paragraph or at the end like a conclusion.

It is very important that students do not try to describe everything in the chart or diagram in a linear fashion, as this does not demonstrate their ability to summarise the data.

Refer students to:

- the Task 1 Writing checklist on page 139 to help them write.
- Ready for Writing page 128.
- the Writing Task 1 band descriptors for bands 5–7 on the Student's Resource Centre. Go through the marking criteria headings so students are aware of what they are aiming for. Focus on only one or two boxes on the criteria table, e.g., task completion, and gradually increase awareness throughout the course.

1–2 Students follow the instructions in the Student's Book.

ANSWERS

1

1 yes

2 Facebook slight; Pinterest – dramatic (more than double); Instagram – dramatic (more than double); LinkedIn – noticeable (up by a quarter); Twitter – dramatic (nearly 50% increase)

3 a

2

1 d 2 a 3 g 4 c 5 f 6 b 7 e

- 3 When students have completed the exercise and you have checked their answers, go through the completed model, eliciting features such as: the paraphrases in the introduction, the overview, noun phrases following the pattern *there is/was* + (adjective) noun + prepositional phrase, linking devices and examples of data. Gauge the number of words. Encourage students to keep a record of phrases/chunks of language for recycling in the future.

ANSWERS

- there was an upward trend in the proportion of adult users of the websites
- enjoyed a 25% rise in the proportion of adult users
- the proportion of adults using Instagram more than doubled.
- the graph depicts
- remained stable
- a similar pattern was apparent
- the proportion of ... increased slightly

4 Students write their own answer for homework or in class, time permitting. Encourage them to spend longer than the 20 minutes at this stage. You might want to accept a collaborative answer from students (in class and/or for homework) earlier on in the course to build their confidence, but each student should submit a copy. This will depend on your students. Encourage students to look at the checklist on page 139 even though they won't have covered all the points on the list. Remind them to check their work for errors.

Select a few errors anonymously from students' work for class discussion after checking their work.

Model answer

The chart shows the proportion of users of Twitter by age group from November 2010 to May 2013 in the USA.

Overall, it is clear that there is an upward trend in Twitter use with the greatest increase seen among those aged 18–29. For example, there was a substantial rise in the proportion of 18–29 year-olds using Twitter with a more than twofold increase from approximately 14% in November 2010 to 30% in May 2013. By contrast, while the use of Twitter among those aged 65+ was slightly upward with some noticeable fluctuations and a peak of about 6% in May 2011, their use constituted about 4% in November 2010 compared to 5% at the end of the period.

The rise in Twitter use among 30–49 year olds was dramatic, with an increase of more than 150% from about 7% to 17% in November 2010 and May 2013, respectively. Similarly, there was an increase among those in the 50–64 year-old age group, with those in November 2010 accounting for 6% of users in this age group against approximately 13% in May 2013.

Word count: 183 words

COMMENTS

The response fulfils the requirements of the task. There is a clear overview which is supported by reference to the data in the graph. The summarising and comparison mean the information is not just listed but combined into an integrated whole. There is a range of vocabulary and different structures are used.

Extension

Encourage students to take an interest in national and international affairs by looking at news channels on the internet to increase their world knowledge. If you have internet access in the classroom, show them an example of the BBC news website, if it is available. Also encourage students to look at websites showing data, such as Eurostat and Office for National Statistics (ONS), so they become familiar with looking at the presentation of data/statistics.

REVIEW 1 ANSWERS pages 16–17

Vocabulary: Describing people

- | | | |
|-------------|-------------|-----------------|
| 1 humorous | 2 talkative | 3 punctual |
| 4 reliable | 5 talented | 6 conscientious |
| 7 ambitious | 8 sporty | |

Language focus 1: Likes and dislikes

- 1 c 2 f 3 e 4 a 5 h 6 b 7 d 8 i 9 g

Language focus 2: Present simple, present continuous and past simple

- enjoy, is causing
- use, did you first use
- have, contact
- want, is, lives, is studying, started
- spend, was
- are having, communicate
- think, it, became, runs
- was, liked, told, made, is
- helped, started, support
- appeal, understand.

Writing Task 1

- Club membership increased dramatically between January and March.
- There was a steady fall in visits to the museum in 2016.
- There were noticeable fluctuations in online sales.
- The number of people joining the social website reached a peak in 2015.
- There was a gradual increase in spectator numbers over the football season.
- Overall, it is clear that the numbers rose erratically throughout the period.
- There was a slight decline in the number of visitors to the leisure centre.
- Ticket sales to the concert rose significantly.

ACCURACY IN IELTS

- 1 rose **dramatically** (spelling mistake)
- 2 users in **the** (spelling mistake) morning.
- 3 He enjoys **being** (wrong verb form)
- 4 people prefer **to spend** (wrong word) time
- 5 **rocketed** (wrong tense)
- 6 My best **friend** (spelling mistake)
- 7 really **talented** (wrong word form)?
- 8 so **I don't go** (wrong tense)
- 9 He **loves** (wrong verb form)
- 10 Attendances at the conference **fluctuated significantly** (word order)