

1 Communication

Module 1 includes topics which focus on communication, new technology and social media, and how these things have changed society.

Photocopiable activities

- IA Word to sentence p.115
- IB Talk about ... p.116
- IC Describing data p.117

Teacher's Online Materials

- Test Practice Lesson: Speaking 3, Listening 2
- Module Test 1

Lead-in p. 7

Warm-up

Write these questions on the board and ask students to discuss them in pairs or small groups: *Do you like having your photo taken? Do you like sharing photos with other people? What do you usually like taking photos of?*

- I Check that students understand the saying *a picture says a thousand words*. You could use a picture of your own to demonstrate how easy it is to explain something just by using images.

I Students might mention phones, texts, instant messaging, video conference calls, letters, emails, etc.

2 It means that we can understand more from looking at a situation than we can with a written description.

3 They were taken with a normal camera, but then altered with photo-editing software.

4 Students' own answers.

- 2 Check that students understand the meaning of the words in the box. Ask them to discuss the questions in pairs or in small groups. Check answers with the class.

1a Communication today

Reading pp. 8–9

Lesson objective: to identify topic sentences

Warm-up

Divide students into groups and ask them to compare their mobile phones. Give them the following questions, and ask them to think of more: *Which phone is the best value for money? Which phone is the most attractive? Which phone has the best camera? Which phone is the newest?*

- I Ask students to discuss the questions in pairs. Ask questions to check they know the meaning of the words in bold: *Which word in bold is a picture that you see through a camera, on TV, or something that is drawn?* (image).

- 2 It may be better to do this exercise in two stages. Stage 1: Ask students to read questions 1 and 2. Then give them 30 seconds to look at the passage on page 9. Then ask students to discuss questions 1 and 2 in pairs. Stage 2: Ask students to then read paragraph A (the introduction) in more detail to answer question 3.

I In a popular science magazine.

2 Photos of unusual things when you use smart phones.

3 The introduction is about how things look different in photos from real life. Sometimes, cameras add objects to photographs. These are called 'photographic artefacts'.

- 3a Individually, students answer the questions. Get them to compare answers in pairs.

I B 2 B

- 3b Ask students to brainstorm words and phrases connected with topics A–C. Then ask them to read paragraph B and answer the question.

A distance

(Words include *depth of field, far away, very near, near*. The words *design* and *recent changes* are mentioned, but not repeated.)

- 3c Ask students to identify the difference in meaning between headings 1 and 2. Then, ask them to choose the correct heading.

2 (The underlined topic sentence focuses on comparing humans and digital cameras.)

- 4a Explain that a topic sentence usually introduces the main idea of a paragraph. Ask students to read paragraph C and identify the themes. Then ask them to underline the topic sentence. Get them to compare answers in pairs before checking with the class. Remind students that a topic sentence is not always the first sentence in a paragraph.

However, digital cameras are also significantly different from the old film cameras.

- 4b Elicit from students which topic is repeated in paragraph C.

There is a lot of vocabulary related to time (*more than once, a period of less than a second, during the photo, for longer*).

- 4c** Ask students to discuss the differences in meaning between headings 1 and 2. You may want to discuss this as a whole class.

I (There is no suggestion in the paragraph that old cameras had problems that have been corrected.)

- 5** Before students start the task, you may want to refer them to the Test Strategies on page 170, and answer any questions they have. Divide students into pairs and ask them to underline key words in the List of Headings. Ask them to discuss how these words are connected within each heading. Then, get students to match the headings to the paragraphs. Get them to compare answers in pairs, justifying their choices.

A ii (Put simply, contrary to popular belief, things in photos look different from real life.)

D iii (... glass often makes objects such as a light source behind the photographer appear in the printed photo ...)

E vi (As you go nearer, instead of seeing this image as a continuous picture, the digital image becomes pixelated.)

F v (Fakes, images created by computer ...)

G i (In many cases, the ghostly nature depends entirely on the fact that the photographer's claim 'that wasn't there when I took the photo.')

- 6** Discuss the questions with the whole class. Draw students' attention to the importance of topic sentences, repeated themes and connections with doing Matching headings tasks.
- 7** Check students understand the meaning of *persuade* (make someone do or believe something, using words). This activity could be done in pairs or small groups, with brief class feedback.

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

MyEnglishLab > 1a Reading

Vocabulary p. 10

Lesson objectives: to build vocabulary on communication, and words with more than one meaning

Warm-up

Write *make a photo* and *take a photo* on the board and ask students which phrase is correct (*take a photo*). Explain that *take a photo* is a collocation (words which go together naturally). Write *make a ...*, *take a ...* and *do a ...* on the board. Divide students into groups and give them two minutes to write as many collocations as they can.

- 1a** Divide students into pairs or small groups for this.

become aware clear relationship physical appearance
share information social media technological development

- 1b** Individually, students complete the sentences, before checking their answers in pairs.

1 physical appearance **2** Social media **3** become aware
4 clear relationship **5** share information
6 Technological development

- 1c** Give an example for sentence 1. For example, it's acceptable to ask a person in a gym who looks fit how to use one of the machines. Ask students to suggest other examples for sentence 1 before they do the exercise in pairs.

- 2a** Explain that phrasal verbs are made up of a main verb and at least one particle and that they have a specific meaning. They are more common in speaking than in academic writing.

1 H 2 E 3 A 4 C 5 G 6 B 7 D 8 F

- 2b** Ask students what *get across* in Exercise 2a means (explain). Then ask students to complete the rest of the exercise in pairs.

get across = explain bring up = mention

point out = bring attention to sum up = summarise

leave out = not mention pick up on = notice

spell out = explain very clearly

back someone up = support (in an argument)

- 2c** Point out that some phrasal verbs are separable (e.g. we can say *get across something* or *get something across*). Some phrasal verbs are inseparable (e.g. we can only say *pick up on something*). Tell students that all the phrasal verbs in Exercise 2a are separable, except *pick up on*.

- 3a** Write *point on* the board and tell students that this word has more than one meaning. Ask them how many they know. Then do question 1 as a class.

1 A sharp end **B** idea or opinions

2 A a written or spoken description **B** where you keep your money in a bank

3 A a subject or group of activities **B** a part of the country or city

4 A give clear reasons for something **B** disagree in an angry way

- 3b** Do this exercise as a whole class to generate discussion on the nature of academic texts.

1 B 2 A 3 A 4 A

- 4** Tell students that knowing how to change words into different parts of speech is a good way to build their vocabulary. Ask students to do the exercise in pairs.

2 communication **3** agreement **4** understanding **5** popularity

6 technology **7** difference **8** discussions **9** decision(s)

Student's Resource Book > Vocabulary p. 8

MyEnglishLab > 1a Vocabulary

Speaking p. 11

Lesson objective: to expand upon answers in Part 1 of the Speaking Paper

Warm-up

Ask students to look at the photo. Discuss this question with the class: *What are the people doing and how are they feeling? In what other situations do people feel this way?*

Expert IELTS

In Part 1 of the Speaking Paper, it is important that candidates give full answers so that they demonstrate the language they can use. Encourage students to explain *why* when giving answers.

- 1a** Ask students to read the questions and think about their answers. Then focus them on the phrases in the box. Tell students that these phrases are used to give opinions and that they introduce an idea.
- 1b** Students discuss the questions in pairs.
- 2a** Before they listen, give students time to look at the questions from Exercise 1a again.

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

- 2b** Students could do this exercise individually or in pairs.

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

Extra!

Focus students' attention on the phrases in italics from Exercise 2b. Explain that they are used to introduce ideas. Elicit an example sentence using each phrase (e.g. *The benefit of learning English is being able to communicate with lots of people.*). Make sure students are using the phrases to create grammatically correct sentences.

- 2c** Give students time to think about their answers before they do the exercise.
- 3** Before students start this activity, you may want to refer them to the Test Strategies on page 172, and answer any questions they have. You could follow this by going through the exercises in Expert Speaking on page 185, which give students extra test practice of Part 1 of the Speaking Paper.
- Ask students to read the questions in the box and give them a minute to think of possible answers. Remind them to use phrases from Exercises 1a and 2b. Divide students into pairs to ask and answer the questions.
- 4** You may want to do this exercise with the whole class, beginning with a discussion on why analysing your own performance can be beneficial.

MyEnglishLab > 1a Speaking A and B

Listening p. 12

Lesson objective: to practise locating information in a listening text

Warm-up

Focus students' attention on the mobile phones in the photo. Ask the class who has a mobile phone, and how long they have had it. Divide students into small groups to describe their phones and what they can do, or why they don't have one.

Expert IELTS

The Listening Paper is in four sections. It increases in difficulty with every section. Section 1 is typically a conversation between two or more people in a general situation. Note-completion tasks are often found in this section.

- 1** You could discuss these questions with the whole class, to create a survey of their opinions.
- 2a** Before they listen, ask students why a customer might call a company about a new phone or contract (e.g. the phone is broken or damaged, the bill is incorrect, etc.).

2 (The man clearly says *new contract*, which is a clue that information about a service contract is coming up. This is also the topic of the next question.)

- 2b** After listening, ask students to compare their answers in pairs, giving reasons for their choice.

mobile

- 2c** Ask students to read audio script 1.2 on p202 and discuss why *home broadband* was the wrong answer.

The man says *Just the mobile one, please* in response to the question.

- 2d** After listening, ask students to read audio script 1.3 on p202 to check their answer.

19/nineteen (We hear the phrase *student plan*. These are the signal words that indicate that the answer to question 1 is coming.)

- 3a** This is a good opportunity to refer students to the Test Strategies on page 168. These give students advice on approaching different task types in the IELTS Listening Paper. For weaker classes, you could focus on a single strategy. With stronger students, ask them to read all the strategies before carrying out the task.

Suggested answers

- 2** a number (signal words: minimum, months)
- 3** a service you use on your phone (signal words: No limits)
- 4** an amount of money (signal words: pay, starts)
- 5** a number (signal words: includes, minutes, calls)
- 6** a surname
- 7** a name (signal word: email)
- 8** a thing (signal words: Main use)
- 9** something you use to make a payment (signal words: Pay by)
- 10** a person or a place (signal word: collect)

- 3b** Ask students the number of words or numbers which are allowed for each answer (no more than two). Point out that it is always important to read the instructions carefully in the Listening Paper. Get students to complete the exercise individually and to check their spelling.

1 19/nineteen **2** 12/twelve **3** texts **4** (a) deposit
5 400/ four hundred **6** White **7** stegboy **8** videos **9** cash
10 (the) reception (desk)

- 4** Ask students to check audio script 1.4 on page 202. First, they should locate the answers to the questions in Exercise 3b. Then, they could underline the words which signal that the correct information is about to be given. They could also underline words which signal that contrasting information is about to be given.

2 What's the minimum contract on that? Is that six or twelve months?

3 There are limits on the number of calls you can make – let me see, that's six hundred. But with that you also get unlimited texts ...

4 How much is that? ... We'll need you to put down a deposit ...

5 And how many minutes ... You can make four hundred minutes of calls a month ...

6 What's your full name? ... David White.

7 OK, and I need to take an email address, just so we can contact you if there's a problem ... it's stegboy, that's S-T-E-G-B-O-Y.

8 Do you use your phone for games regularly? ... Well, I don't game much, but I always have a lot of videos on there.

9 And how would you prefer to pay? ... I'd prefer to do it by cash to start.

10 where can I collect the card to get started? ... you can pick up your card at the reception desk

- 5** Encourage students to recycle the phrases from the Speaking section on page 11.

MyEnglishLab > 1a Listening

Language development p. 13

Lesson objective: to review the use of present tenses

Warm-up

Mime an action such as swimming or driving and ask students: *What am I doing?* Ask students to think of a more difficult action and mime it to their partner, who should guess what they are doing. At the end of the activity, ask what tenses students used. They should respond with the present continuous.

- 1a** Ask students to complete the exercise before checking answers with the class.

1 am looking **2** does that include **3** are offering

4 do you want **5** Do you use **6** need

- 1b** Discuss the question with the class and refer students to the Expert Grammar section on present tenses on page 173. This section gives explanations of the grammar point in this lesson. You may want to write key points from this section on the board and ask students to record them.

The verbs *include*, *want* and *need*, because they describe states, not actions.

- 2** Get students to complete the exercise individually and then compare their answers with a partner. Make sure that they use the present simple for things they generally do, and the present continuous for things they are doing (temporarily) at the moment.

- 3a** It is important for students to familiarise themselves with a text by skimming it (looking over it) quickly, as this will help them understand the context. Give students a minute to skim the text quickly, and answer the question.

A *mood* is the way you feel at a particular time (e.g. happy, sad, etc.).

- 3b** Ask students to complete the exercise individually and then compare answers with a partner.

2 show **3** thinks **4** are **5** appears **6** send **7** produces

8 predict **9** shows **10** are **11** hope

- 4a** Focus students on the questions. Check they understand *benefitted* (make better) and *discuss* (do you agree or disagree?) in 1, and *to what extent* (how much) and *way* (method) in 2. Give students up to a minute to skim the paragraph and decide which question is being answered.

2 (It talks about effects, not advantages.)

- 4b** Ask students to complete the exercise individually and then compare with a partner.

2 are using **3** visit **4** use **5** prints **6** do not/don't phone

7 are turning **8** does not come **9** rate **10** are not doing

- 4c** Remind students to give reasons when they discuss the question.

- 5a** Make sure students focus on all the verb forms in each question.

1 Are you working or studying at the moment? (present continuous)

2 What do you like best about your course? (present simple)

3 Is there anything you DISLIKE about your course? (present simple)

4 What are you planning to do when you finish your course?

(present continuous and present simple)

- 5b** Students could do this individually or in pairs.

1'm studying **2** want **3** really like **4** don't like; need

5 'm planning / plan

- 5c** Ask students to think of the tenses they should use before they answer the questions.

Extra!

Divide students into groups to discuss this statement: *Mobile phones have benefitted society*. Half the students must argue that mobile phones have benefitted society and the other half must argue the opposite. Give them five minutes to think of reasons and another five minutes to debate the statement. This will help them practise generating ideas, which is useful for the IELTS Speaking and Writing Papers.

Student's Resource Book > Language development p. 9

MyEnglishLab > 1a Language development

Writing p. 14

Lesson objective: to write an overview

Warm-up

Ask students how many hours a week they spend on their mobile phones, and write the answers on the board. Turn this information into a bar chart. Elicit the horizontal axis showing the number of hours in units (e.g. 0 hours, 1–2 hours, 2–4 hours, etc.), the vertical axis showing the number of students, and the title of the chart.

Expert IELTS

In Writing Task 1, candidates need to write at least 150 words describing the features of some kind of visual information, such as a graph, chart or map. One important aspect of this task is to understand what the visual information is trying to communicate. This should then be summarised in a short overview, explaining what the graph, chart or map is presenting.

- 1a** Refer students to the Expert Writing section on page 192. Point out that this gives a model answer to a Writing Task 1 question. Focus students on the answer, and show them where the overview is (in the first paragraph). Explain that this is the focus of the lesson. Tell students to match the sentences to the charts.

1 B 2 A 3 C

- 1b** Get students to match the overviews to the correct charts.

1 B 2 C 3 A

- 1c–d** Discuss the questions with the whole class.

1c 2 1d 2 (The overview gives a summary of the results. The main body of the description gives examples.)

- 2a** Refer students to the Test Strategies on page 171 before doing this test practice. Then focus students on the questions in Exercise 2a and discuss the answers with the class.

It is very similar to graph shape B. The shape for reasons to 'unfriend' is similar but less pronounced, with a range of reasons to 'unfriend'.

- 2b** Ask students to complete the exercise individually and then compare answers with a partner.

Suggested answer

Introductory sentence: *The chart illustrates the reasons people gave for starting or ending friendships on a social media site.*

Overview sentence: *While two main reasons dominate the reasons to begin friendships, a variety of reasons were given for ending friendships.*

Extra!

Using the bar chart you created in the warm-up section, ask students to write an introductory and an overview sentence, summarising the information.

Student's Resource Book > Writing p. 10

1b Back to the old ways

Listening p. 15

Lesson objective: to practise a Listening Section 1 task

Warm-up

Give each student a piece of paper with a media-related job written on it (e.g. *journalist, web editor, advertising copywriter*) and tell them not to show each other their cards. Ask students to write what they think are the advantages and disadvantages of their job. Then divide students into pairs and ask them to discuss their job, without saying what it actually is. Their partner should guess the job.

- 1 Ensure students understand the meanings of the jobs in the box before discussing the questions.
- 2 Before listening, ask students to underline the signal words in the questions and predict the kind of information that could go in the gaps. You may want to refer to the Test Strategies on page 168 before doing the task. Remind students to check how many words they should use to answer the questions. After listening, ask students to check their spelling carefully.

- 1 advertising (I'm doing a degree in advertising)
- 2 second / 2nd (I'm doing a four-year degree and I'm in the second year)
- 3 cinema (We have a position working as a food assistant ... it's at the cinema)
- 4 (A) Salesperson (The local newspaper is looking for a bright young undergraduate to work as a salesperson)
- 5 media centre (They're looking for an early morning receptionist ... The position is available in the University's Media Centre)
- 6 Desai (Ruby Desai – that's D-E-S-A-I)
- 7 Green Park (I've just moved into Green Park)
- 8 computer programming (I took a course on computer programming)
- 9 business services (she's based in the business services building)
- 10 10.30 / half past ten / ten thirty (I'll put you in for half past ten)

Extra!

Ask students to read audio script 1.5 on page 202. Tell them to underline the parts of the script where the correct answers appear. If they had any incorrect answers, they should try to understand why they were incorrect.

- 3a Check that students understand *losing focus* (to stop understanding the main points).
- 3b You can broaden this exercise into a class discussion.

Student's Resource Book > Listening p. 11

MyEnglishLab > 1b Listening

Language development and vocabulary p. 16

Lesson objectives: to review the use of past tenses; to develop vocabulary related to the media

Warm-up

Write these questions on the board for students to discuss: *What jobs did people do in the past that we don't have now? Why did these jobs stop?* Check answers with the class, and then ask students what tenses they used to discuss the questions. They should have mostly used the past simple.

- 1 Ask students to complete the sentences with the past form of the verbs, and compare their answers with a partner. Check answers with the class.

1 called 2 did not/didn't want 3 came 4 Did you do
5 took, did

- 2 Think of a technology you used in the past (*a tape recorder, typewriter, etc.*) and describe what it was and how you used it. Ask students to write down the past verbs you used in your description. Then divide students into pairs to talk about a technology they used.

Background

The *Industrial Revolution* refers to the change from an agricultural society to a manufacturing society. This involves the spread of machinery and factories and often the movement of people from rural to urban areas.

- 3 Ensure students understand the following vocabulary: *revolution* (a very large change), *ink* (liquid used for writing), *bamboo* (a type of plant), *silk* (a type of material), *impatient* (not wanting to wait for something). Give students a minute to skim the text to understand what it is about. Then ask students to complete the gaps and compare their answers, and spelling, with a partner.

2 meant 3 led 4 chose 5 let 6 wrote 7 undertook
8 were 9 dealt 10 rose 11 rebuilt 12 dreamed/dreamt
13 drew

- 4a Make sure students have access to dictionaries for this.

1 C 2 B 3 F 4 E 5 G 6 A 7 H 8 D

- 4b You may want students to do this exercise in pairs or small groups. Ask them to recycle the language from the Speaking section on page 11.
5 Give students 30 seconds to skim the extract. Ask them what the overall idea is (the media used to be more important than it is now). Ask students to complete the exercise individually.

1 content 2 journalists 3 agencies 4 broadcast 5 views
6 audience 7 events 8 issues

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

MyEnglishLab > 1b Language development and Vocabulary

Speaking p. 17

Lesson objective: improving fluency and coherence

Warm-up

Ask students what is currently in the news, how they found out about it, and how often they check the news. They should take turns to talk to a partner for a minute.

- 1 Make sure students have access to dictionaries for this exercise. Divide students into pairs to discuss the questions and ask them to record any unknown vocabulary in their notebooks.
2a Check that students know what *fluency and coherence* mean (coherence is about being understandable and getting your point across clearly, fluency is the ability to keep talking without large pauses, or noticeable effort). Ask students to look at descriptions 1–3 at the same time as listening.

1 needs to repeat ideas or pause (she repeats the question, and uses *I think that* all the time, as well as having some lengthy pauses)
2 uses the same connectors quite often (she uses *because, that* and *and*)
3 sometimes goes much slower (this is an example of slow speech)

- 2b You could do this exercise with the whole class.

1 able to speak alone for about 30 seconds = Band 6 (is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation);
needs to repeat ideas or pause = Band 5 (usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going)
2 uses different connectors = Band 6 (uses a range of connectives and discourse markers but not always appropriately);
uses the same connectors quite often = Band 5 (may over-use certain connectives and discourse markers)
3 is able to speak at a read-aloud speed = this would be typical of Band 6; sometimes goes much slower = Band 5 (produces simple speech fluently, but more complex communication causes fluency problems)

- 2c Advise students to read the options in Exercise 2a before discussing the questions.

Nicholas is better. He shows the features of a Band 6 performance.

- 3 Before students start the task, refer them to the Test Strategies on page 172, and answer any questions they have. Give students some time to think about their answers to the exercise before speaking. If possible, students should record their answers.
4a–b Ask students to discuss the questions and make recommendations to each other. If students recorded themselves, they can listen again and analyse their performances. When doing this, they should make comments on their partner's strengths and discuss possible improvements.

Student's Resource Book > Speaking p. 14

Reading pp. 18–19

Lesson objectives: how to identify the main idea in paragraphs of a reading text; to practise Matching headings and Sentence completion tasks

Warm-up

Divide students into pairs and ask them to think of a book they like. Ask them to describe it to their partner, saying why it is good, and persuading them to try it.

- 1 Remind students to pay attention to past forms when answering question 1. For question 2, students could recycle phrases for giving opinions and reasons from the Speaking section on page 11.
- 2 Give students two minutes to skim the passage on page 19. Explain that it is important to quickly get an understanding of the topic of any passage in the IELTS exam.

2 (Although it compares the present with an earlier time, there are a lot of names mentioned, which immediately indicate an argument. A historical text would have dates.)

- 3 You may want to refer students to the Test Strategies on page 170 before doing this Reading task. Check students understand the following words in the questions: *intense* (very strong), *capacity* (ability), *critical thought* (a way of questioning ideas), *biological* (relating to biology – the body, nature, etc.). Ask students what they need to write for questions 1–6 (the letters i–x) and how many words are allowed for questions 7–10 (one word only). Remind students to underline the key words in the questions to help them locate the answers in the passage more easily.

1 vi (people were able to remember more information from an article that they read on paper, than a similar group who read the same article online)

2 i (poor understandings are being passed on to others)

3 x (the brain is constantly changing and re-organizing itself)

4 ii (We now have so much choice that many people refuse to waste their time on anything unless something is truly fascinating)

5 v (Unfortunately, just as our bodies are programmed to want to eat fats and sugars, things which we know are not good for us, our brains prefer to read things that are shocking)

6 viii (With modern online news providers, you could exist quite happily never knowing what is happening outside of your personal interests.)

7 seconds (A – For every 150 'readers' who open an article on the internet, one in three of them will leave within seconds.)

8 comments (C – the overall number of comments and the number of people who scrolled down to the end of the article did not match)

9 childhood (D – Michael Merzenich has long argued against the argument that the brain is formed in the early years of childhood)

10 content/things (F/G – we read things we know we should not. Some experts have referred to this as 'psychological obesity'. Editors of respectable newspapers are aware that this kind of content is popular, but they put important news stories on the front cover anyway.)

- 4a–b Divide students into pairs to discuss the questions. You could discuss 4b with the whole class.

Extra!

Ask students to underline any unfamiliar vocabulary in the passage on page 19. Then, ask: *How did the unknown vocabulary affect your ability to answer the questions?* Expand this to a whole-class discussion (if the unknown vocabulary did not negatively affect their answers, explain that it is a useful test strategy to not focus on unknown words if they are irrelevant to the questions).

Writing pp. 20–21

Lesson objectives: to practise understanding the task and writing an overview

Warm-up

Divide students into groups and ask them to describe the most recent film they have seen. Ask them to use past tenses to describe the plot, while the other students guess the film title. Encourage students to ask each other questions to find out more (*Where was it set? What was the plot?*).

- 1 Ask students to discuss the questions. Remind them to give full answers and reasons for their opinions.
- 2a Explain that candidates may lose marks if they copy vocabulary from the title of the graph or chart in their answer. Ask students to do the exercise and then compare answers in pairs.

abroad – internationally

between – from ... to

by selling – from sales

graph – chart

how much – the amount

illustrates – shows

money the film industry made – income from cinema ticket and DVD sales

- 2b Depending on the ability of the class, ask students to rewrite the introductory sentence either individually or in pairs. You may want to put stronger students and weaker students together.

Model answer

The graph shows how much money the film industry made by selling cinema tickets and DVDs in the USA and abroad between 2001 and 2010.

Extra!

Ask students to think about the introductory sentences they wrote. Write some of them on the board and ask students to discuss these questions.

- 1 *Does your introductory sentence accurately represent the data?*
- 2 *Are there any grammatical errors?*
- 3 *Did you copy vocabulary from the task question?*

- 3a** Ask students to discuss the questions in pairs. Make sure students understand the correct answers before moving on to the next exercise.

1 At the beginning, the North American market for DVD sales was bigger, but by the end, the international market was worth more.
2 DVD sales began to fall gradually for both DVD sales and cinema sales.
3 Most of the money came from international cinema ticket sales (\$32 billion compared to \$22 billion for international DVD sales, only \$11.5 billion for US cinema sales, and only \$18 billion for US DVD sales).

- 3b** Depending on the ability of the class, ask students to rewrite the overview individually or in pairs.

Model answer

The graph shows that although the US market for DVD and cinema ticket sales was as big in 2001 as all the other countries, by the end of the study, the international market was more important for the US film industry.

- 4a** You may want to refer to the Test Strategies on page 171, focusing students on the Task 1 section. Check students understand the meaning of *task achievement* (answering the question in a full and appropriate manner) and then ask them to discuss the questions.

1 at best, Band 5 **2** at best, Band 5

- 4b** Write *recounts detail mechanically* on the board. Ask: *What does this mean?* (The student has written about all the data in the graph as if it were a list).

1 listing **2** means **3** important **4** grammatical

- 4c** Students could do this exercise individually or in pairs. During feedback, make sure students give reasons for their answers.

Suggested answer

The first sentence recounts detail mechanically. This means that a 'formula' of language is repeated and/or numbers are merely listed. This can be avoided by using a range of grammatical structures and vocabulary and by focusing on the most important data.

- 5** Explain that prepositions are often important in describing visual information because they sometimes explain the direction of the data. For example, *sales rose from/by/to 10%* all have different meanings (*from* – starting number, *by* – amount of change, *to* – finishing number).

1 at **2** by **3** to **4** by **5** (nothing)

- 6a** Explain that another important skill for Writing Task 1 is to use vocabulary to express quantity.

1 48% **2** 9.5 billion **3** 76% **4** 15 billion and 32 billion
5 20 billion and 30 billion **6** 62.5 billion and 83.5 billion

- 6b** Do the exercise with the whole class, to check that students understood the vocabulary in Exercise 6a.

A exactly **B** approximately, around **C** over **D** just under, almost

- 7** Before students begin, briefly review the structure of a Writing Task 1 description (introduction, overview, main features, summary), the amount of words they must write (at least 150), and remind them only to focus on the most important data from the graph. Give students 20 minutes to write their descriptions.

Model answer

The chart gives an overview of the changes in cinema and DVD sales in the United States and the rest of the world over a ten-year period. From the chart, we can tell that DVD sales have been higher than cinema visits, and the international market has become more important over the period.

At the beginning of the period, just under half of the income came from cinema sales compared to DVDs, at \$10 billion and \$20 billion, respectively. Despite a slight rise in DVD sales around 2005, they finished in more or less the same position, at around \$18 billion and \$11 billion by 2010. However, there were much bigger changes in international sales, with sales of DVDs rising from \$11 billion to \$22 billion by 2010. Cinema sales were worth over \$32 billion. This was more than twice as much as domestic sales.

This shows that the international market became more important to the film industry between 2001 and 2010.

- 8** Divide students into pairs to read and give feedback on each other's answers.

Extra!

Show the strongest answer to the whole class and discuss why it is good and how it could be improved further. You could do this at the end of the class or at the beginning of the next one.

Student's Resource Book > Writing p. 15

MyEnglishLab > 1b Writing

Review p. 22

The aim of this section is to check students' progress in using the vocabulary and grammar from the Module. This could be given as homework and checked in class. Alternatively, it could be used as a more formal test during the class. If done in class, give students approximately 40 minutes to complete the exercises.

1 **1** technological **2** across **3** aware **4** area **5** leave out
6 back up **7** popularity **8** share
2a **1** don't post **2** are missing / miss **3** means **4** is
5 does **6** don't offer **7** don't have **8** agree
9 is becoming **10** goes **11** visit **12** sign up
3 **1** agencies **2** content / coverage **3** journalists **4** views
5 Social media **6** audience **7** events **8** broadcast
4a **1** went **2** was **3** got **4** put **5** chose **6** began
7 didn't mind **8** saw **9** thought **10** took **11** didn't have
12 decided

MyEnglishLab > Module Test 1