

DIRECT TO

IELTS

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Teacher's Book

Sam McCarter

WITH FOUR **ONLINE**
PRACTICE TESTS

Direct to IELTS

Teacher's Book

Sam McCarter



Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-43996-2
ISBN 978-0-230-43997-9 (+ webcode)

Design and illustration © Macmillan Publishers Limited 2013
Text © Sam McCarter 2013

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First published 2013

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Original design by xen
Page make-up by EXPO
Cover design by Designers Collective

Author's acknowledgements
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Printed and bound in Thailand

2018 2017 2016 2015 2014 2013
10 9 8 7 6 5 4 3 2

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Map of Student's Book

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2 The past – public and private Page 18	Using nouns to build ideas	Collocations – multiple combinations Adjectives of evaluation	Matching sections to headings, Yes/No/Not Given statements, completing sentences
3 The age of information Page 30	Prepositions	Verbs related to connections	Completing a summary, matching statements to people, completing sentences
4 Leisure and the environment Page 42	Comparative and superlative adjectives	Leisure and entertainment	Multiple choice, completing sentences with words from the passage, completing sentences with the correct ending
5 A healthy world Page 54	Degrees of certainty	Collocations related to health	Matching paragraphs, classifying, True/False/Not Given statements
6 Shaping the world and beyond Page 66	Hypothesizing Cause and effect verbs and nouns	Words related to space and place	Completing a summary, completing a flow chart, True/False/Not Given statements
7 A consumer society Page 78	Countable and uncountable nouns	Words related to <i>consumer</i>	Matching paragraphs, choosing items from a list, completing sentences, choosing the best title
8 Culture on the move Page 90	Defining and non-defining relative clauses	Collocations with <i>culture</i>	Yes/No/Not Given statements, completing sentences with the correct ending, completing a summary
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Key

1 D 2 F 3 A 4 G 5 C 6 B 7 C 8 A 9 C 10 A

11 reach and connectivity

12 face-to-face communication 13 hybrid (lives)

- 5 Students can discuss one or more of the questions, followed by whole-class feedback.

Additional task

After students have finished reading any reading passage, ask them to select 5-7 words or phrases (including collocations), which they think might be useful in the future. To help students see which words are useful in a text, if you have a smartboard and access to the internet, feed a text into the AWL (Academic Wordlist) tool (www.er.uqam.ca/nobel/r21270/textools/web_vp.html) which will colour-code the text according to the most common 2,000 words in English, the academic words from the AWL and the less common words that they do not need to learn.

Students write the words and phrases they chose in context in their notebooks, alphabetically or under headings.

IELTS Writing Task 2**Lead-in**

Go through the Exam information, clarifying any points that the students are not sure of.

Emphasize the need to write at least 250 words. Students should resist the temptation to write considerably more than this. Point out that by writing less than 250 words, they lose marks by not completing the task properly. If they write considerably more, it probably means they are not completing the task properly, i.e. writing on the topic. They do not need to write more than about 280 words.

- 1 This exercise gives students the chance to analyse the writing task question. Students can do the exercise in pairs or individually. Take whole-class feedback.

Key

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

- 2 As part of the exercise, ask students to justify their choices and check their answers with other students. Take whole-class feedback. For future practice in Writing Task 2, students can be given similar statements and asked to match them to parts of the question. Alternatively, students could be asked to work in pairs/groups and write statements, topic sentences or ideas in phrase form in any order relating to different

parts of the question. As they do this, monitor the language produced for accuracy. Students then give their statements, etc. to another pair/group to match them to the question. Ask students to write on a flipchart page or A3 paper, or to type the answers on a computer for display on an electronic smartboard. You can collate good examples.

Key

2 c 3 b 4 a 5 a 6 c 7 c 8 c

- 3 Once students have compared their answers in pairs, they can present their statement and notes to students who chose a different statement, justifying their choice of reasons, examples and impacts.
- 4 Students can do this in pairs as an oral exercise. When they have finished, they can check their answers with another pair. Take whole-class feedback. Students do not need to write their answers; in fact, you might want to stop them from writing during this exercise so they can concentrate on thinking and speaking, using the table as a template for the process.
- 5 This exercise can be done individually as the students prepare for this in exercise 4.

Key

- 1 This phenomenon is happening as a result of
- 2 enable people to change working practices
- 3 Good examples of this are
- 4 are able to access their main place of work
- 5 The consequence of this is that
- 6 airports

- 6 Students can do this task for homework, or in class without preparation. In both cases, ask students to peer-review each other's work, helping each other to correct or redraft the text, if necessary. Refer them to the model answer when they have finished.

For further practice, students summarize their answer (without looking at it) by making a list of phrases or sentences about the content of the essay. They work with a partner and use the list to describe what they have written to their partner. The students then read each other's essays to see whether the answers fit the summary explanation.

You might want students to create a Writing Task 2 checklist (see page 20) to help them analyse their answers in future.

Refer students to the Writing bank on page 115 for further practice now or as a revision exercise at a later date.

Key**Model answers**

- 1 a new car: an idea for a new car is conceived; the idea is developed; the car is designed; a prototype is made; the prototype is tested
- 2 a mobile phone app: see answers for Exercise 3
- 3 a TV documentary: a topic/area is chosen, the people involved are selected, the camera crew are prepared, the story board is written, the location(s) is/are selected, the filming is done, the editing is carried out and the documentary is shown

Additional task

Ask students to work in pairs and make a list of other processes that they are aware of. They can then compare them with another pair and collate them in class. The internet is a rich source of processes. You can use a Google image search to find examples or look at sites such as www.howstuffworks.com. Children's books are also a rich source of ideas.

- 2 Check students understand all the words and ask them to do the exercise in pairs. They can check their answers with other students. Check answers as a whole class.

Key

- 1 conception
- 2 submission
- 3 approval
- 4 design
- 5 production
- 6 testing
- 7 refining
- 8 uploading

- 3 Refer students to the Grammar focus and, if necessary, the downloadable Grammar Reference. Then elicit the verbs for each of the stages in 2, pointing out how the noun phrase helps summarize the stage and how it can be used with prepositions, e.g. *After the submission of the proposal* compared with the verbs with conjunctions/adverbs, e.g. *After the proposal is submitted./Afterwards/Then/Next the proposal is submitted.*

Key

- 1 The idea of the app is conceived.
- 2 The proposal is submitted.
- 3 The proposal is approved.
- 4 The prototype is designed.
- 5 The prototype is produced.
- 6 The prototype is tested.
- 7 The prototype is refined.
- 8 The app is uploaded.
- 9 The app is sold.

- 4 Ask students to work in pairs and describe the diagram stage by stage using exercises 2 and 3 to help them. Students can compare their descriptions with other students.

Key

Student's own answers

- 5 When students have finished and checked their answers, ask several students to describe the process using the verbs. For further practice, you can ask them to do it again using nouns and verbs mixed.

Key**Model answer**

- 1 the idea is conceived/the concept is discussed/discussion of a concept/the concept is submitted/the concept is approved/the app is created/it is checked, proofread, reviewed/the prototype is tested/the design is refined and finalized/the app is launched and uploaded onto the web/it is downloaded/it is used

- 6/7 Students can do exercises 6 and 7 in pairs, but encourage them to try to complete the blanks as far as possible in their own words before using the phrases in 7.

Key

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

Extension

For further practice, ask students which phrases in the full text in 7 can be replaced with the following phrases:

- 1 *after the finalization of the design*
- 2 *prior to the electronic design phase*
- 3 *a discussion takes place*
- 4 *followed by the submission of a proposal to*
- 5 *undergo a series of tests*

- 5 Outdoor sports such as football and rugby are much more rewarding to play than those in leisure centres.
- 6 The most entertaining film ever is
- 7 Reading books is not the most boring leisure activity.
- 8 Computer skills are one of the most crucial skills to possess nowadays.
- 9 Video games are more harmful to young people than films.
- 10 Active leisure pursuits are more beneficial for physical well-being than passive activities.

- 7 After the discussion, ask several students to read out one of their sentences and ask them to develop it, giving reasons and examples.

Additional task

Ask students to write three sentences comparing two neighbourhoods they are familiar with, or comparing a neighbourhood now and in the past. Monitor students as they write. Students then work in pairs and talk about the neighbourhood they chose, noting similarities and differences between their comparisons. Elicit sentences from individual students orally and ask them to talk about them briefly. An alternative is to ask students to write questions instead of sentences, e.g. *Is ... more modern now than in the past?* They then give the questions to their partner to use as the basis for an interview.

To highlight how comparative/superlative statements can be used to give opinions, ask students to work in pairs and write three opinion statements about leisure/entertainment, e.g. *Swimming is more relaxing than reading a book./The best film ever was ...* They then work with another pair and justify their own statements, and agree with or challenge their partners' statements.

Refer students to online worksheets 4.1 and 4.2.

IELTS Speaking Part 3

- 1 You might want to use one of the Model answers by way of introduction to this exercise. Ask students to expand the notes in the answers into sentences.

Key

Model answers

Leisure time

Do you think it's good to have days off during the week? Why/Why not?

example: a half or whole day off in the middle of the week

reason: important for mental and physical health not to work all the time

purpose: to help them recharge their batteries

In terms of relaxation, is it better to have long or short breaks from work?

example: short breaks e.g. for a weekend up to 4 days

reason: can have more breaks/less difficult coming back to work

purpose: to make it easier to come back to work/for more variety

What are the benefits of going away for long breaks?

example: complete relaxation/escape

reason: forget work completely

purpose: to replenish energy and to clear the mind

Time and work

Which should be more important for people: earning money or having time to spend with friends and family?

example: time is more valuable – spending time with friends and family or alone

reason: healthier attitude to life

purpose: to relax/be creative

People seem to spend more hours at work than in the past. Why do you think this is?

example: young professionals, long hours

reason: life more expensive/need more money for basics

purpose: to earn more

How can work affect people's leisure time?

example: young professionals don't stop/no leisure time

reason: becomes automatic

purpose: to keep pace with modern life/colleagues

Additional task

Students can repeat the discussion with a different student. To develop the focus on hesitation in IELTS Speaking Part 2 on page 43, students could work in groups of three with the third student monitoring hesitations. The monitor could also make a note where some specific hesitations occur, e.g. as students think for words, at the beginning of answers, before new clauses. The candidate can repeat the answers to one of the questions after the discussion.

- 2 This exercise can be done as a pairwork roleplay. The student roleplaying the examiner should ask questions related to the candidate's answers. Note: the answers are not mini-monologues. Encourage students to use the vocabulary for leisure and entertainment on page 42, comparative and superlative adjectives and, where possible, to reduce hesitations. You might give students


Key

roomy, spacious, distant, environmental, spaced, located, local, orderly, organized, organizational, systematic, chaotic, disorderly

- 5 Before students listen and answer the questions, elicit the types of words that are missing, e.g. noun/verb/adjective.

Key

- 1 too much on systems
- 2 GPS navigation systems
- 3 social chaos
- 4 chaotic
- 5 phone networks
- 6 huge problems
- 7 remote areas

Listening script  **1.10**

(E = Examiner; C = Candidate)

E: Do you think we rely too much on systems such as satellites?

C: Yes, I think there is a tendency to do so. Mmm, for example if the GPS navigation systems on cars or a communication satellite broke down for a long time, it would have a huge impact on social order. It would result not only in financial costs for businesses, but it could also lead to loss of life and social chaos. In fact I think it would be chaotic.

E: In what way?

C: Well, mmm, while GPS systems are not used that much in my country, phone networks would be affected and maybe other communications, so supermarkets might not be able to order food, which could lead to huge problems, and people in remote areas might be cut off. I think we should always ...

- 6 Point out the structure of the noun phrases in the bullet points, checking that students understand them. After the group discussion, a student from each group can summarize their group's answers for the whole class.

If necessary, revise the structure of noun phrases (Unit 2, page 26 of the Student's Book).

Key**Model answers**

a telephone system
the transport system
my home town

Additional task

For further practice, students can make a list of networks they use frequently or each day, and rank them in order of importance in their lives. You could ask students to create a Speaking Part 2 task card on a large sheet of paper for display to the rest of the class. Students describe the stages in the task card. They then work in pairs, choose one of the task cards that have been created and talk about it.

Refer students to online worksheet 6.1.

IELTS Speaking Parts 1 and 2

1/2 Refer students to the Exam information about Speaking Parts 1 and 2. Remind students that in Part 1 the answers are not as long as in Part 3. When students have finished exercise 1, collate the questions on the board, checking accuracy. As students ask each other the questions, monitor the students and give feedback.

Key**Model answers**

- 1 What's your name?
- 2 Do you have any hobbies/interests? What are they?
- 3 Have there been changes to places in your home town recently? Like what?
- 4 Have there been any positive or negative developments in the town?
- 5 Is there any space for future development(s)?
- 6 Is there any room for facilities for young people in your home town?
- 7 What kind of systems/infrastructure are needed most?
- 8 Are the surroundings in your home town/neighbourhood in recent years pleasant? In what way?

Additional task

Students can make lists of questions on a range of topics that might come up in IELTS Speaking Part 1. They can keep them as revision cards on paper or electronically. Point out that the topic areas are very wide, including not just hobbies, but topics such as flowers, photography and buildings.

UNIT 7 A consumer society

Vocabulary: Words related to consumer

Lead-in

Elicit the meaning of the title of the unit from students, asking them to predict what types of topics the unit might cover and to think about their own consumption, e.g. *What do you think the unit is about? What words do you associate with the word 'consumer', for example, buying/shopping? How often do you go shopping?* For further practice, students can work in groups and list the items and services that they have consumed in the last 24 hours, week or month. Start them off with food and phone services. Collate items on the board, eliciting the word family related to *consumer* (e.g. *consume/consumption*).

- 1 The pictures show A: window shopping, B: shopping in a covered market, C: shopping in a shopping centre/mall, D: shopping online, E: shopping by telephone. Point out the Useful words and expressions and check the meaning of all the words and phrases listed. Students can report their answers to the rest of the class. Elicit details about the practices among their own family members, friends and countries they are familiar with. You might want to add your own shopping preferences. Elicit reasons from different perspectives/angles such as convenience, safety, cost, time, enjoyment, leisure, etc.

Additional task

Ask students to work in pairs and make questions about one of the photos, e.g. A: *What is the woman doing? Is this common in your town/home country?* Then move on to more abstract questions, e.g. *What is the purpose of shop windows? Are shop windows enticing? Why do people go window shopping? Do people consume more than they need to/should? Do they buy luxury goods they do not need? How important is shopping for the economy in ...?* Students change partners and work with someone who chose a different photo. They take turns to ask each other questions.

Collate some of the questions on the board and ask students to categorize the questions according to whether they are factual or abstract, and determine which questions are evaluative.

Additional task

If students finish any of the exercises in any section of the unit early, you can ask them to work in pairs and select a photo. They then speak about the photo for one minute, trying to avoid hesitations and speaking naturally. You can develop this further by having students work in groups of three, with the third person writing down the number of

times the speaker says a word that is associated with *consumer, shopping/consumption*.

- 2 Students can do this exercise in pairs and then check their answers with other students. Check answers as a whole class.

Key

Model answers

- 1 consumer spending/government spending
 - 2 consumer behaviour/consumer spending
 - 3 basic necessities
 - 4 Consumer demand/Consumer confidence/Consumer spending/Government spending/Government expenditure
 - 5 consumer goods
 - 6 Spending habits/Basic necessities
 - 7 Consumer confidence/Consumer spending
 - 8 consumer boycott
- 3 This exercise helps students see how noun phrases can summarize larger chunks of text. An awareness of this should be encouraged to help students in all sections of the IELTS exam. By way of revision, elicit from students where noun phrases are used in different parts of the IELTS exam, e.g. in the titles of reading passages (e.g. *Human intelligence, the impact of consumerism*); paragraph/section headings (e.g. *the results of the experiment, the origins of a consumer society*); in questions in Section 4 of the Listening Module, where students have to complete noun phrases as part of notes (e.g. *the reasons for the ... of consumerism in the western world*); in Reading with True/False/Not Given statements (e.g. *The rise in consumerism is linked to the rapid development of the internet*); in the Writing Module (e.g. *The graph provides information about the rise in the cost of a range of consumer goods in four countries*). Remind students of the Language focus: Using nouns to build ideas on page 26.

Key

Model answers

- 1 Consumer spending is the money that consumers spend when they shop, government spending is the money raised by taxes or borrowing that the government spends.
- 2 Consumer behaviour is the way that consumers or shoppers behave when they buy things such as clothes items or new technology.
- 3 Basic necessities are items such as food and water.

- 4 Students can do this exercise on their own, followed by checking in pairs. Check answers as a whole class.

Key

- | | |
|-------------|------------------|
| 1 they | 7 them |
| 2 those | 8 these products |
| 3 They | 9 they |
| 4 children | 10 this |
| 5 them | 11 them |
| 6 this view | |

Additional task

For further practice, use a short text and remove the pronouns and examples of lexical cohesion, asking students to complete the text in their own words.

Alternatively, use a student's text and ask students to improve the text using *it/they, this, this + noun*.

- 5 Students can write their answer as a class test or for homework, restricting themselves to 40 minutes for writing their answer. Students can review their writing using the checklist on page 20. Encourage students to check their answer is well connected, with little repetition and good use of referencing, focusing their attention on the beginning of each sentence. They can work in pairs and check and/or explain the sentence connections. For further practice, refer them to the model answer below and ask them to underline the pronouns, etc. that are used to connect the text. They can put a box around these items and underline the text they refer to.

Key**Model answer**

Celebrities such as sports stars and TV personalities are used to advertise all kinds of consumer products to people of all ages. The need for a ban on such advertising directed at young people in their teens is an idea that I agree with to a certain extent, but I have reservations about a total ban.

Adverts where sports stars advertise particular sportswear or clothes is one area which can cause problems for young teenagers especially, and their parents. Footwear such as trainers is a good example. If a sports star advertises a pair of trainers, they can become highly desirable among young teenagers. This can then lead to the youngsters putting pressure on their parents to buy them, especially if friends have them. In a family with more than one teenager this can cause friction and financial problems for the family.

Young adults in their late teens may be under similar pressure. Even if they are working and have their own money to spend, they may feel compelled to keep up with the latest trends in clothes and accessories like expensive watches advertised by famous personalities. Being trapped into keeping up with the latest gadgets can then lead to debt.

Yet, celebrity endorsement of consumer goods in adverts is not all harmful, because stars can act as role models, promoting a healthy lifestyle. If buying the latest trainers advertised by a football star encourages teenagers to be more active, then that is beneficial. Likewise, consumer products such as healthy food and drinks can lead to a greater awareness of health issues.

In conclusion, when considering a ban on celebrities advertising products, we also need to bear in mind the benefits in certain cases and consider whether a total ban might not be harmful.

Additional task

As a further task, students can underline the pronouns and lexical cohesion in the model answer. Or they can ask a partner to underline the cohesion in their homework. They can count the number of times such referencing is used.

Refer students to the Additional material and Writing bank.

Refer students to online worksheet 7.4.

4 a relative clause: which tends to occur mainly among young people/those who move away/which may further erode the old customs and traditions,

5 a second cause: They may also learn new languages and new customs, which may further erode the old customs and traditions.

6 a conclusion: may then make them feel their 'former culture' is old-fashioned and of less value than the new culture they are experiencing.

7 This can be done on the board or in pairs/groups. Elicit several examples and write them on the board.

Key

Model answer

All areas of people's lives all over the world are undergoing rapid change and none more so than traditional ways of life such as festivals and celebrations, which are vanishing rapidly. This trend is the result of many factors and while the situation is serious, much can be done to address the situation.

8 Students can do this under exam conditions in class. Remind students to use a stopwatch/clock and to monitor their time as they write. Refer students to the Writing bank.

Key

Model answer

Most older people have seen life change dramatically compared to the younger generation, with some things emerging and others such as traditional skills and crafts declining. A number of causes have contributed to this latter situation, but it can be addressed by various steps.

The main cause, perhaps, is the rapid pace of development in modern life brought about by globalization. The world is now more connected than before, so new ideas and ways of doing things are spreading around the world rapidly. For example, while in the past basic materials like furniture and other household utensils were made by hand and the skills passed down from generation to generation, now these items like many others are mass-produced by machines in one or two locations and shipped around the world. Another factor is that young people are required to learn new skills mainly revolving around technology and so older traditional skills lose their value. Hence, young people have no interest, as there is less need to learn these skills.

To help maintain the interest in traditional crafts and skills, the answer lies in focusing on the problem at school level. Like languages, if the skills are not used, they will decline and disappear. So, if children are taught crafts like making traditional items such as carpets and furniture by hand, there is a chance interest in these will survive.

Great value is often attached to items such as clothing, carpets and furniture that are hand-made. Therefore, with careful marketing and advertising coupled with apprenticeships and targeted funding, attention can be drawn to traditional skills and crafts and in many cases revived.

In conclusion, with care and attention there is no reason why traditional crafts and skills within all cultures should not survive, and indeed thrive.

9 Elicit comments from students and encourage them to repeat the process when they write in future.

Key

Student's own answers

Revision tool

Students can collate examples of different types of Writing Task 2 questions and write them on one side of a card or sheet of paper, e.g. several examples of questions where they have to discuss both views and give their own opinion. On the other side, they can write revision notes about organizing the answer, writing the introduction, examples of topic sentences, items from the Writing Task 2 checklist, vocabulary etc. Students can then test themselves using the reverse of the card or sheet of paper to check their answers. They can work in pairs with one student looking at the reverse of the card and asking or guiding their partner as they describe the card, giving words and phrases as prompts. They can start with examples in this book.

Refer students to online worksheets 8.4 and 8.5.

Language focus: Countable and uncountable nouns

Student's Book, page 80

1/2/3

Student's own answers

Unit 8

Language focus: Defining and non-defining relative clauses

Student's Book, page 93

1/2

Student's own answers

Writing Task 2

Student's Book, pages 98–99

1/2/3

Student's own answers