

General Notes:

Module 1 covers the first 4 units of **Complete IELTS – Bands 6.5-7.5 - Student’s book and Workbook with answers (CUP)** and the first two tests of the **Practice Tests book**.

Abbreviations: **SB** = Student’s book / **WB** = Workbook / **PT** = Practice Tests book / **TB** = Teacher’s book / **p.** = page / **pp.** = pages / **pp. 5-8** = from p. 5 to p. 8 / **ex.** = exercise / **exs.** = exercises / **exs. 1-3** = from ex. 1 to ex. 3 / **HW** = homework / **sts** = students / **B** = board

During the course sts are gradually familiarised with the different papers that compose the exam, and the different task types within each paper. To provide them with **guidance** and to help them understand which **strategies** to use when tackling different tasks, make sure to refer to:

- *The **IELTS Academic Module: content and overview** (SB) on p. 7, which provides information about each paper, including the format of each task type;*
- *The **Exam information** (SB) in the units, which summarise key information to help introduce each task type, which provide useful tips;*
- *The **Exam advice** (SB) and the **MMCI@ss activities** containing useful tips on all four papers.*

Since an important element in exam practice is a **balanced routine**, the course has been designed so as to give sts practice of the four skills, namely reading, writing, listening and speaking.

Grammar: The course takes into account the fact that sts have previously studied the major grammatical areas needed for IELTS, so the aim is to provide them with a general revision, reminding them of those areas tested in the exam (Grammar sections) and familiarizing them with how they are tested (Reading and Use of English sections).

- *Encourage sts to use the **Answers** (WB) on pp. 62-70 to check HW.*
- *Refer sts to **Language reference** (SB) on pp.112-123 in order to review grammar.*
- *Call Sts’ attention to the **Corpus Spot** (SB) which provides examples of mistakes taken from the Cambridge Learner Corpus.*

Writing: The course aims at gradually familiarising sts with the writing tasks that are used in the exam.

Preparation for the writing tasks should be done in class, while the actual writing should be assigned for HW;

- *Refer sts to **Writing reference** (SB) on pp. 102-111 for model compositions;*

MMCI@ss activities have been designed to complement or replace activities in the SB.

Recording and Reviewing Vocabulary

- *Encourage sts to record useful phrases and collocations in their own “Vocabulary Notebooks”.*

Mock Tests: The first two tests in the Practice Tests book will be used in the first module of the course.

REMEMBER: Although the IELTS course is meant to be a yearlong course, candidates are free to sit the exam whenever they want, which means you may have to cater for the needs of those sitting the exam in June.

IMPORTANT: The pace of the lessons is a crucial element to help students be successful in the tests. As it is an examination practice course, teachers should try to replicate the timing of tasks proposed in the test as much as possible so that students can learn how to cope with the time limit during the exam.

WEEK	LESSON	SUGGESTED TIME	NOTES
1	Lesson 1	10'	<ul style="list-style-type: none"> ◆ Getting to know your group. Talk to sts about why and when they are taking the test. Take the chance to ask them about their expectations of the course.
		15'	<ul style="list-style-type: none"> ◆ Use IELTS_overview.ppt to go over test format and raise awareness of the skills needed to pass the exam. (NB: For more information see http://www.cambridgeenglish.org/exams/ielts/whats-in-the-test/.)
		15'	<ul style="list-style-type: none"> ◆ Open IELTS1_L1_ListeningAndVocabulary.ppt. Show image on slide 2 and have sts guess what the people in the photo do. ◆ Click the mouse to show personal qualities and ask sts to discuss in pairs what they mean, if they are important for those people in the photo and why. Elicit sts' answers. ◆ Move on to SB p. 8 activity 2. Elicit sts' answers. ◆ Ask sts to answer the questions in activity 3 in pairs.
		10'	<ul style="list-style-type: none"> ◆ Ask sts what they think people should do to choose a career. ◆ Refer sts to the advertisement on p. 9 and ask them if they have ever been to a similar event. Ask sts who answered positively to briefly express their opinion on the experience. ◆ Ask sts to discuss questions 1 to 3 in activity 1 in pairs.
		15'	<ul style="list-style-type: none"> ◆ Go through Exam information on p. 9 with sts. Tell them they're going to hear a conversation between a university student and a company representative at a graduate fair. ◆ Refer sts to p. 9 activity 2. Ask sts to do the activity in pairs. Class check. ◆ Go through Exam advice on p. 9 with sts. ◆ Play CD track 1 so that sts can complete the form in activity 2. Class check.
		15'	<ul style="list-style-type: none"> ◆ Show the extracts from the listening on slide 3 and elicit what the words in red have in common (They're examples of dependent prepositions.). Ask sts to complete the other extracts on SB p. 10 Vocabulary activity 1 in pairs. Class check. ◆ Ask sts to do Vocabulary activity 2 in pairs. Class check. ◆ Go to Vocabulary activity 3 and have sts do it individually. Class check. Call sts' attention to the Appendix on p. 123.
		10'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 9 activity 4. Allow them some time to prepare what to say and encourage them to use the vocabulary from p. 8 activity 1 as well as examples of dependent prepositions.

	Lesson 2	10'	<ul style="list-style-type: none"> ◆ Tell sts they're going to check how much they know about the Reading Paper. Open IELTS1_L2_Reading.ppt. Show slide 2 and have sts discuss how to complete the information in pairs. Class check by clicking the mouse. ◆ Click the mouse again to show question and have sts discuss it in small groups. Elicit sts' suggestions. ◆ Move on to slide 3 and ask sts to discuss the suggestions presented. Encourage sts to try out different strategies so as to find out what works best for them.
		25'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 10 Reading Section 1 activity 2. Class check. ◆ Ask sts to do activities 3 and 4 individually. Have sts compare their answers in pairs before class checking. Refer to TB p. 9 for tips to be given to sts. ◆ Go to p. 12 activity 5. Ask sts to do the activity individually. Class check. See TB p. 9 for tips to be given to sts.
		10'	<ul style="list-style-type: none"> ◆ Tell sts that scanning and skimming skills will help them answer different kinds of questions on Paper 1. Show slide 4 and elicit what sts are supposed to do in each kind of question. Class check by clicking the mouse. Tell sts they're going to practise the three types of questions on slide 4. ◆ Go through Exam advice on SB p. 12 with sts and ask them to do activity 6. Class check.
		10'	<ul style="list-style-type: none"> ◆ Refer sts to p. 13 activity 7. Go through Exam advice with them before they do the activity and see TB p. 10 for tips to be given to sts. Class check.
		15'	<ul style="list-style-type: none"> ◆ Move on to activity 8. Go through Exam advice with sts before they do the activity and see TB p. 10 for tips. ◆ Ask sts to do activity 9. Follow procedures described on TB p. 10.
		15'	<ul style="list-style-type: none"> ◆ Show slide 5 and have sts discuss the topics in small groups.
		2	3
15'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 14 activity 1. Play CD tracks 2-5 for sts to listen and do the activity. Class check. ◆ Move on to activity 2. See TB p. 11 for important tips. Class check. ◆ Show slide 3. Ask sts to choose three topics and prepare to talk about them. Have sts talk about the topics in pairs. 		

		25'	<ul style="list-style-type: none"> ◆ Show extracts from the interviews on slide 4. Click the mouse and allow sts some time to answer the questions in pairs. Class check by showing slide 5. ◆ Move on to slide 6. Call sts' attention to the indication of correct, <input checked="" type="checkbox"/>, and incorrect, <input type="checkbox"/>, sentences. Click the mouse to show question and allow sts some time to discuss it. Class check by showing slide 7. ◆ Show slide 8 and have sts complete the sentences in pairs. Class check by clicking the mouse. ◆ Show extract from the interview on slide 9. Click the mouse and allow sts some time to discuss the questions in pairs. Class check by showing slide 10. ◆ Show sentences on slide 10 and have sts choose the correct ones in pairs. Class check by clicking the mouse. ◆ Distribute handout IELTS1_RP_L3_Grammar (a copy per st), and ask sts to complete the sentences individually. Have sts check their answers by looking at the key at the bottom of the handout. ◆ Move on to SB p. 14 activity 4.
		15'	<ul style="list-style-type: none"> ◆ Go through Exam advice on p. 15 with sts. See TB p. 12 Pronunciation Sentence stress 1 for important tips. ◆ Go to SB p. 15 Pronunciation activities 1, 2 and 3.
		15'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 14 activity 5. Allow sts some time to prepare what to say. ◆ Have sts answer the questions in pairs.
	4	5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L4_WritingAndGrammar.ppt. Show image on slide 2 and elicit what the person is doing (Analyzing a graph.). Ask what graphs are useful for (Graphs are useful because they can summarize a lot of information into one picture.). ◆ Click the mouse and go through exam information with sts.
		20'	<ul style="list-style-type: none"> ◆ Go to slide 3 and ask sts to, in pairs, describe the information in the graph orally in their own words. ◆ Click the mouse and ask sts to describe the highlighted part of the graph in pairs using the prompts given. Class check by clicking the mouse. ◆ Call sts' attention to the two different verb forms, past simple and present perfect. Refer sts to SB p. 115 Past simple, present perfect simple and past perfect simple. Ask sts to go through the information on p. 115 and find out why the <i>past simple</i> was used to describe part of the graph while the <i>present perfect</i> was used to describe the other. Class check by clicking the mouse. ◆ Click on the internet icon and have sts complete the sentences in pairs. Class check either by eliciting answers or having sts complete the sentences and clicking on Check.

		15'	<ul style="list-style-type: none"> ◆ Move on to slide 4 and ask sts to describe the highlighted part of the graph orally in pairs using the prompts given. ◆ Click the mouse to show sentence and elicit the missing verbs in the correct form. Click the mouse to check. Call sts' attention to the two different verb forms, past simple and past perfect, and have sts find out the justification for their use on p. 115. Class check by clicking the mouse. ◆ Click on the internet icon and, then, on <i>Start</i>. Elicit the complete sentence and either complete it yourself or have a st complete it and click on <i>Check answers</i>. Click on <i>Next question</i> and repeat procedures. Repeat procedures for the next 3 sentences.
		20'	<ul style="list-style-type: none"> ◆ Go to SB p. 17 Key grammar activities 1, 2 and 3.
		15'	<ul style="list-style-type: none"> ◆ Show slide 5 and have sts decide on the hidden words in pairs. Class check by clicking the mouse. ◆ Click the mouse to highlight the superlative form and tell sts that candidates often make mistakes using it. Refer sts to SB p. 119 and allow them some time to go through the information about superlative forms. ◆ Move on to SB p. 16 activity 7.
		10'	<ul style="list-style-type: none"> ◆ Show graph on slide 6 and ask sts to, in pairs, describe some of the information in the graph orally in their own words. Encourage sts to use the language presented/revised in this lesson. ◆ Elicit some pairs' descriptions. (NB: As this lesson focus on the use of past tenses and superlative forms, there's no need to describe the graph in detail. More information and practice for this part of the writing paper will be provided in the next lesson.)
3	5	5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L5_Writing.ppt. Show slide 2 and ask sts to describe some of the information provided about Brazil in the graph in their own words.
		25'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 15 and go through <i>Exam information</i> with them. ◆ Move on to activities 1 and 2. ◆ Go to p. 16 activities 3 and 4. Check activity 4 by showing slide 3. ◆ Ask sts to do activity 5.
		20'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 102 and allow them some time to read Task 1 and How to do Task 1. ◆ Go through Graphs, charts and diagrams – activity 1 with sts. (See TB p. 120 Task 1 activity 1 Graphs that compare figures at different points in time.) ◆ Move on to p. 103 and allow sts some time to do Graphs charts and diagrams activity 2 individually. Class check.
		15'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 17 activity 8 ◆ Distribute handout IELTS1_RP_L5_Writing (a copy per st). Show examples of language use on slide 4 and ask sts to create other examples based on the graph on SB p. 17 activity 8 in pairs.

		20'	<ul style="list-style-type: none"> ◆ Sts write their answers to the task in activity 8 in at least 150 words.
	6	90'	<ul style="list-style-type: none"> ◆ PT1 – Listening (approximately 30 minutes) and Speaking (11-14 minutes) Photocopy the answer sheets for the Listening paper and insist sts transfer the answers within the time limit. While half the class does the listening test, T interviews the other sts. Repeat procedures for the other half. The speaking test may need to be conducted in the course of two lessons. If a second lesson is needed, T may make use of the open lessons and have the rest of the class work on a written task. Give sts tips based on their performance.
		HW	<ul style="list-style-type: none"> ◆ Encourage sts to visit My Cultura website and do some of the activities available in the Language Lab - Listening and Speaking Lab. ◆ Alternatively, select activities from Students' CD ROM according to your group's needs.
4	7	15'	<ul style="list-style-type: none"> ◆ Give sts tips on the Reading paper question types. Refer to IELTS_TeachingNotes.doc, and Reading Strategies.pdf. You may also make use of IELTS_overview.ppt.
		60'	<ul style="list-style-type: none"> ◆ PT1 – Reading (1 hour) ◆ Set up the classroom like the real exam and make sure sts follow the timing. Photocopy the answer sheets and insist sts transfer the answers within the time limit.
		15'	<ul style="list-style-type: none"> ◆ Ask sts to check their answers and clarify students' queries.
		HW	<ul style="list-style-type: none"> ◆ Encourage sts to visit My Cultura website and do some of the activities available in the Language Lab - Reading Lab. ◆ Alternatively, select activities from Students' CD ROM according to your group's needs.
	8	15'	<ul style="list-style-type: none"> ◆ Give sts tips on the Writing paper. Refer to IELTS_TeachingNotes.doc. You may also make use of IELTS_overview.ppt.
		60'	<ul style="list-style-type: none"> ◆ PT1 – Writing (1 hour) Set up the classroom like the real exam and make sure sts follow the timing.
		15'	<ul style="list-style-type: none"> ◆ Ask sts to exchange answers with a partner and comment or make suggestions for improvements to their partner's answers.
		HW	<ul style="list-style-type: none"> ◆ Encourage sts to visit My Cultura website and do some of the activities available in the Language Lab - Writing Lab. ◆ Alternatively, select activities from Students' CD ROM according to your group's needs.

5	9		<ul style="list-style-type: none"> ◆ Open This lesson may be used for remedial work based on sts' performance on the PT, or for extra practice. See: <ul style="list-style-type: none"> • E-Practice – Language Lab • TB pp. 15 & 16 – Photocopiable activity • Students' CD ROM • http://www.ielts-exam.net/ • http://www.ielts.org/teachers.aspx
		5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L10_ReadingAndVocabulary.ppt. Show slide 2 and allow sts some time to guess the hidden words in pairs. ◆ Tell sts those are examples of topics that have been covered by the course so far. Click the mouse to show headings and elicit the hidden words. Class check by clicking the mouse. ◆ Tell sts they're going to revise those topics.
		20'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 28 Vocabulary activity 1 and ask them to do the activity in pairs. Class check. Refer sts to SB p. 112 and 123 – Dependent prepositions if necessary. ◆ Move on to SB p. 28 Grammar activity 2. Class check. Refer sts to SB p. 115 Past simple, present perfect simple and past perfect simple if necessary. ◆ Go to SB p. 28 activity 3. Class check. Refer sts to SB p. 119 Superlative forms if necessary.
		10'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 18 Starting off activities 1 and 2.
	10	30'	<ul style="list-style-type: none"> ◆ Tell sts they are going to read a journal article about naming colours. Go through Exam information on p. 18 with sts. ◆ Show slide 3 and go through the strategies with sts. Make sure the difference between the strategies is clear by asking sts examples of situations when people usually use them, e.g. you use one (scanning) when you look for your favourite show listed in the cable guide; and you use the other (skimming) when you want to see if an article may be of interest in your research. Click the mouse to show hidden words. ◆ Move on to SB p. 18 activity 2. See TB p. 19. ◆ Go through Exam advice on p. 19 with sts. Ask sts to do SB pp. 18 & 19 activities 3 and 4. ◆ Show slide 4. Elicit the kind of information missing. Click the mouse to check. Click the mouse again to show word. ◆ Move on to SB p. 21 and go through Exam advice Summary completion with sts. ◆ Ask sts to do activity 5. Class check. ◆ Go through Exam advice Pick from a list on p. 21 with sts. ◆ Do activity 6.1 with sts and ask them to do 6.2 and 6.3 individually. Class check.
		5'	<ul style="list-style-type: none"> ◆ Have sts answer the questions on p. 22 activity 7 in pairs.
		20'	<ul style="list-style-type: none"> ◆ Move on to SB p. 22 Vocabulary activities 1 and 2. ◆ Show slide 5. Ask sts to complete the sentences orally so that they are true for them and use those sentences as starting points for conversation in pairs.
		HW	<ul style="list-style-type: none"> ◆ Ask sts to read the information about phrasal verbs on SB pp. 115 and 116.

6	11	5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L11_SpeakingAndListening.ppt. Show slide 2 and elicit the meaning of colour blindness (Colour blindness is a deficiency in the way you see colour. With this vision problem, you have difficulty distinguishing certain colours, such as blue and yellow or red and green.). ◆ Click the mouse to show question and ask sts to discuss it in pairs. Elicit some sts' answers.
		10'	<ul style="list-style-type: none"> ◆ Move on to slide 3. Click on the internet icon and scroll down the webpage to show sts Justin Robertson's paintings. Elicit some sts' opinions. ◆ Tell sts Justin Robertson is colour blind. Click the mouse and go through the information with sts. ◆ Click the mouse again to highlight the phrasal verb and elicit its meaning. Click the mouse to check. Remind sts they can raise their vocabulary score in the test by using more idiomatic vocabulary items, such as phrasal verbs. ◆ Move on to slide 4 and click on the internet icon. Go through the quiz with sts eliciting answers and working on the meaning of the phrasal verbs when necessary.
		25'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 23 activity 1 and ask them to answer the questions in pairs. ◆ Go through Exam information and Exam advice Table completion on p. 23 with sts. See TB p. 22 for important tips. ◆ Move on to activities 2 and 3. ◆ Go through Exam advice Pick from a list on p. 23 with sts. ◆ Go to activity 4. ◆ Have sts answer the questions in activity 5 in pairs. See TB p. 23 for procedures.
		20'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 24 activity 1 and ask them to do the task in pairs. ◆ Move on to activity 2. ◆ Go through instructions for activity 3 with sts. Show slide 5 and have sts discuss in pairs where the phrases should go in the chart. ◆ Play audio T 10 again so that sts can check their answers and complete the chart on p. 24. Class check by clicking the mouse. ◆ Go to activity 4.
		15'	<ul style="list-style-type: none"> ◆ Go through Exam information and Exam advice on p. 24 with sts. ◆ Move on to SB p. 25 Pronunciation and allow sts some time to read information and do activity 1. ◆ Play audio T 11 so that sts can listen and check their answers and, then, show slide 6 to class check. ◆ Go to activity 2. Instead of asking sts to predict Zandra's voice intonation in pairs, play audio T 12 so that sts can listen and draw the arrows. Class check by showing slides 7 to 12. ◆ Move on to activity 3.
		10'	<ul style="list-style-type: none"> ◆ Ask sts to do SB p. 24 activity 5. ◆ Show slide 13 and ask sts to choose one of the questions and ask it to their partners. (NB: Each st in the pair should answer a different question.)

6	12	5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L12_ColoursAndMood.ppt. Show slide 2 and tell sts that psychologists believe that colour can affect how people feel. Click the mouse and ask sts to discuss the effects colours may have on people on those 2 situations.
		10'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 26. Ask them to read the text and compare it to what they've said during their discussion. ◆ Have sts discuss in pairs the points they agree and the ones they disagree with the writer.
		15'	<ul style="list-style-type: none"> ◆ Ask sts to do activity 1 on p. 27. Class check. ◆ Go through activity 2 with sts. ◆ Have sts do activities 3 and 4 in pairs. Class check after each activity.
		30'	<ul style="list-style-type: none"> ◆ Tell sts the text on p. 26 is a discursive essay. ◆ Go through Exam information and the task description on p. 25 (activity 1) with sts. ◆ Move on to pp. 25 & 26 activities 2 to 5. See TB pp. 25 and 26 activities 3 and 4 for tips.
		20'	<ul style="list-style-type: none"> ◆ SB p. 29.
		10'	<ul style="list-style-type: none"> ◆ Round off by showing slide 3 and having sts discuss the task in pairs.
7	13	5'	<ul style="list-style-type: none"> ◆ Write on B Colour and tradition and create a word web with words sts associate with it.
		40'	<ul style="list-style-type: none"> ◆ TB pp. 28 and 29. Follow procedures on TB p. 28 – activities 2, 3, 4, 5 and 7.
		5'	<ul style="list-style-type: none"> ◆ Distribute handout IELTS1_RP_L13_Writing and allow sts some time to read the task description. ◆ Refer sts to SB p. 26 and go through Exam advice with sts. Tell them they may refer to the sample essay on p. 26 as a model.
		40'	<ul style="list-style-type: none"> ◆ Sts plan and write their essays. Remind sts to leave a few minutes to check what they have written.
	14	60'	<ul style="list-style-type: none"> ◆ Progress test – Units 1 and 2 – TB pp. 32 & 33. Suggested procedures: <ul style="list-style-type: none"> ➢ Have sts do the test individually. ➢ Ask sts to compare their answers in pairs and refer to the respective SB Language reference pages if necessary: Ex. 1: p. 119; ex. 2: p. 112; ex. 3 p. 22; ex. 4: p. 123; ex. 5: p. 120; ex. 6: p. 120; ex. 7: p. 115.
30'	<ul style="list-style-type: none"> ◆ Class check. See TB p. 119. ◆ Do some remedial work according to your sts' needs. 		
8	15	<ul style="list-style-type: none"> ◆ Open This lesson may be used for remedial work or for extra practice. See: <ul style="list-style-type: none"> • E-Practice – Language Lab • TB pp. 15 & 16 – Photocopiable activity • Students' CD ROM • http://www.ielts-exam.net/ • http://www.ielts.org/teachers.aspx 	

16	5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L16_Listening.ppt. Show slide 2 and have sts talk about the topic in pairs.
	20'	<ul style="list-style-type: none"> ◆ Distribute handout IELTS1_RP_L16_Vocabulary (a copy per st) and ask sts to do the task in pairs. Ask sts to check their answers (key at the bottom of the page). ◆ Move on to SB p. 30 activities 1, 2 and 3.
	25'	<ul style="list-style-type: none"> ◆ Show the first tip on slide 3. Open E-Practice / Language Lab / Listening Lab and show sts some of the activities available. Repeat procedures for the second tip - E-Practice / Language Lab / Reading Lab & Vocabulary Lab. ◆ Go through Exam information on p. 31 with sts and ask them to do activity 1 in pairs. ◆ Show slide 4 and go through the information with sts. ◆ Move on to SB p. 31 activity 2. Class check. ◆ Go through the information on slide 5 with sts. Ask sts to rephrase the comments on SB p. 31 activity 2 in pairs. Click the mouse to show the first example and model the activity. As sts have finished, show suggestions on the slide and elicit other possibilities. ◆ Go through Exam advice Matching on p. 31 with sts and ask them to do activity 3.
	20'	<ul style="list-style-type: none"> ◆ Go through the information on slide 6 and the Exam advice Flow-chart completion with sts. ◆ Refer sts to SB p. 31 activity 4 and elicit answer for 4.1. ◆ Elicit the first answer for activity 4.2 to model the activity and have sts finish it in pairs. Class check. ◆ Move on to activities 5 and 6.
	5'	<ul style="list-style-type: none"> ◆ Refer sts to activity 7. See TB p. 35 for procedures.
	15'	<ul style="list-style-type: none"> ◆ Distribute handout IELTS1_RP_L16_Listening (A copy per st.). Allow sts some time to underline the key words in the questions and options. ◆ Ask sts to compare the words they underlined in pairs and to discuss the kind of information they need to answer questions 21 to 24. ◆ Go to slide 7 and click on the internet icon. Click on the play button on the website so that sts can listen and do the activities in the handout. ◆ Class check by scrolling down and clicking on Show Answer for each question. ◆ Round off by talking to sts about their results. Take the opportunity to remind them of the importance of doing different listening activities and reading.

9	17	10'	<ul style="list-style-type: none"> ◆ Open IELTS1_L17_ReadingAndVocabulary.ppt. Show slide 2 and have sts discuss the quotes in groups of 3.
		15'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 32 and ask them to do activity 1 in small groups. ◆ Move on to activities 2 and 3. See TB p. 35 for procedures.
		15'	<ul style="list-style-type: none"> ◆ Go through slides 3 and 4 with sts to give them an overview of the reading part of the test. ◆ Ask sts to read Exam information and Exam advice on SB p. 32. ◆ Go through slide 5 with sts to make sure they understand the difference between the two types of questions. ◆ Go through the tips on slides 6 and 7 with sts. ◆ Have sts do activity 4 on p. 32. Class check the words sts underlined before they find those parts of the passage.
		10'	<ul style="list-style-type: none"> ◆ Go through the description of the task on slide 8 with sts and ask them to read Exam advice Summary completion with a box on p. 34. ◆ Click the mouse and go through the tip with sts. ◆ Move on to p. 34 activities 5 and 6.
		15'	<ul style="list-style-type: none"> ◆ Go through the description of the task on slide 9 with sts. Make sure sts are familiar with the meaning of skim and scan. ◆ Ask sts to read the Exam advice Multiple choice on p. 34. ◆ Click the mouse and go through the tip with sts. ◆ Go to activity 7. Class check the words sts underlined before they scan the passage. ◆ Move on to slide 10. Click on the internet icon to show the CNN video to introduce the discussion. Click the mouse to show extracts and allow sts some time to read them. Ask sts to discuss how important those ideas are for the future of medicine. (NB: If time allows and depending on your group's interest in this topic you may click on the information icon on the slide to visit the CNN website where those extracts are from and check out other ideas.)
		25'	<ul style="list-style-type: none"> ◆ Go to slide 11 and follow procedures on TB p. 37 Vocabulary Verb + noun collocations activity 1 – As a warmer. ◆ Refer sts to SB p. 35 and ask them to do Vocabulary activity 1. Class check. ◆ Have sts do activity 2. Class check. ◆ Show slide 12 and ask sts to discuss the topics in small groups.
	18	10'	<ul style="list-style-type: none"> ◆ Open IELTS1_L18_SpeakingAndVocabulary.ppt. Show slide 2 and have sts discuss in groups of 3 how the things illustrated by the images can affect people's health. Elicit some sts' ideas.
		10'	<ul style="list-style-type: none"> ◆ Go through the task description on slides 3 and 4 with sts. ◆ Move on to SB p. 35 Speaking Part 2 activity 1. Follow procedures on TB p. 37 Speaking Part 2 – Alternative treatment. Remember to time the activity as if it was the real test.

		30'	<ul style="list-style-type: none"> ◆ Have sts do activities 2 and 3. ◆ Show slide 5 and ask sts to, in pairs, match the verbs in red to what they express. Class check by clicking the mouse. Click the mouse again to highlight verb patterns. ◆ Go through the notes on slide 6 with sts calling their attention to the different verb patterns. ◆ Show slide 7 and ask sts to rephrase the sentence in pairs using the words on the left. ◆ Refer sts to p. 35 activity 4. Follow procedures on TB p. 38. Allow sts some time to prepare what to say and encourage them to use their sentences as starting points for conversation. Tell sts they may refer to p.120 Talking about ambitions and aspirations if necessary.
		25'	<ul style="list-style-type: none"> ◆ Move on to p. 36 activity 5. See TB p. 38 Alternative treatment for procedures. ◆ Go through Exam advice Speaking Part 2 and the introduction of Pronunciation Linking and pausing on p. 36 with sts. ◆ Go to pronunciation activities 1 to 4. See TB p. 38 for procedures for activity 4. Use slide 8 to class check it.
		15'	<ul style="list-style-type: none"> ◆ See TB p. 38 activity 4 Extension idea for procedures. (NB: Sts' sentences should be about the task on SB p. 36 activity 6.) ◆ Go to SB p. 36 activity 6. Remember to time the activity.
10	19	5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L19_GrammarAndWrting.ppt. Show slide 2 and elicit the pieces of information presented in the chart.
		30'	<ul style="list-style-type: none"> ◆ Show slide 3 and tell sts to compare the two charts in pairs. Click the mouse to show prompts and ask sts to discuss them with their partners. ◆ Click on the internet icon (globe) to show video and have sts compare it to what they've said. Elicit similarities between what sts discussed and the information in the video. ◆ Show extract from the listening on slide 4 and elicit the missing words. Class check by clicking the mouse and elicit the function of the underlined words (To express large and small differences.). ◆ Move on to slide 5 and ask sts to identify the words that express large and small differences. Click the mouse to class check and show similar words. Repeat procedures for slides 6 to 8. ◆ Refer sts to SB p. 39 and ask them to do activities 2 and 3 in pairs. Tell them to refer to Language reference on p. 113 if necessary.
		25'	<ul style="list-style-type: none"> ◆ Go to p. 37 and ask sts to answer the questions in activity 1 in pairs. ◆ Show task description on slide 9 and have sts do activities 2 and 3. See TB p. 39 for procedures. ◆ Ask sts to answer the questions in activity 4 in pairs. Class check. ◆ Show tips on slide 10. ◆ Show tip on slide 11 and click the mouse for prompts. Ask sts to list examples of linkers in pairs. Distribute handout RP L19 Vocabulary (a copy per st) and have match the headings on the slide to the examples in the handout in pairs. ◆ Show tips on slide 12 and have sts do activity 5 on p. 37.
		20'	<ul style="list-style-type: none"> ◆ Move on to p. 38 and have sts do activities 6 to 10.

	20	10'	<ul style="list-style-type: none"> Show images on slide 13 and ask sts to compare the information about Brazil's and Japan's population (p. 37 activity 1). Encourage sts to use the language they've studied today, i.e. expressing large and small differences, using linkers and phrases that express amount, extent or categories (p. 38 activity 8.)
		40'	<ul style="list-style-type: none"> Unit 3 photocopiable activity RLV-692 on trial – see TB pp. 42 and 43.
		20'	<ul style="list-style-type: none"> Open IELTS1_L20_Writing.ppt. Show slide 2 and allow sts some time to complete the task description in pairs. Class check by clicking the mouse. Go through Exam advice Writing Task 1 on SB p. 39 with sts. Refer sts to SB p. 103 and ask them to do activities 2.1 and 2.2 in pairs. Class check. Show tips on slide 3 and ask sts to discuss in pairs if they are true or false. Class check by clicking the mouse. Move on to activity 2.3 on p. 104.
		20'	<ul style="list-style-type: none"> Refer sts to SB p. 39 and ask them to do activity 11 individually.
		10'	<ul style="list-style-type: none"> Ask sts to read each other's work and exchange suggestions for improvement.
11	21	20'	<ul style="list-style-type: none"> Refer sts to SB p. 50 Vocabulary activities 1 and 2 and ask them to do the activities in pairs. Class check. Refer sts to SB p. 35 – Vocabulary and/or p. 38 activities 8 and 9 if necessary. Move on to SB p. 50 Grammar activity 3. Class check. Refer sts to SB p. 120 Talking about ambitions and aspirations if necessary. Go to SB p. 50 activity 4. Class check. Refer sts to SB p. 113 Expressing large and small differences if necessary.
		10'	<ul style="list-style-type: none"> Open IELTS1_L21_Reading_Listening_Speaking.ppt. Show slide 2 and elicit what sts remember about the Reading test and the matching headings type of question. Class check by clicking the mouse. Ask sts to discuss in pairs strategies to deal with that type of question. Go through tips on slides 3 and 4 with sts. Show slide 5 and elicit what sts remember about the identifying writer's views/claims type of question. Class check by clicking the mouse. Ask sts to discuss in pairs strategies to deal with that type of question. Go through tips on slides 6 and 7 with sts. Show slide 8 and elicit what sts remember about the summary/note/table/flow chart completion type of question. Class check by clicking the mouse. Ask sts to discuss in pairs strategies to deal with that type of question. Go through tips on slide 9 with sts.
		30'	<ul style="list-style-type: none"> Distribute handout IELTS1_RP_L21_Reading (a copy per st) Tell sts they have 20 minutes to do the task individually. Time the activity. Go to slide 10 and click on the internet icon. Scroll down and click on Show answers to check sts' answers. Talk to sts about their performance and give them extra tips and/or recommend some remedial work.

		15'	<ul style="list-style-type: none"> ◆ Distribute handout IELTS1_RP_L21_Listening (a copy per st). ◆ For questions 21 and 22, ask sts to underline key ideas in the questions and in the options individually. Once sts have finished, ask them to compare their ideas in pairs. Elicit some sts' choices. ◆ For questions 23 to 27, ask sts to, in pairs, rephrase the options in the box in their own words. Elicit some sts' answers. ◆ For questions 28 to 30, ask sts to spot the key features of the chart and predict sentences that they might hear. ◆ Move on to slide 11. Click on the internet icon and on the play button on the website so that sts can listen and answer the questions in the handout. ◆ Class check by scrolling down the website page and clicking on Show answer. ◆ Remind sts that the IELTS test requires correct spelling of all words. ◆ If time allows, click on Tapescript – Show and have sts select the words that gave them each answer.
		15'	<ul style="list-style-type: none"> ◆ Show slide 12 and elicit the hidden words. Class check by clicking the mouse. ◆ Tell sts they are going to see part of the lyrics of a song with some words linked. Show slide 13 and ask sts to, in pairs, work out the original words in the song. Allow sts some time to try it and then click on the internet icon. Scroll down and click on the video so that sts can listen to the song and check their answers. Play only the part of the song on slide 13. Class check by showing slide 14. ◆ Show slide 15 and ask sts to link some of the words in the lyrics. Allow sts some time to try it and then play the continuation of the song. Play only the part of the song on slide 15. Class check by showing slide 16. ◆ Go to slide 17. Time the activity as if it was a real test, i.e. one minute for preparation and notes and then two-minute individual turns. Remind sts to pay special attention to linking words.
	22	<ul style="list-style-type: none"> ◆ Open This lesson may be used for remedial work or for extra practice. See: <ul style="list-style-type: none"> • E-Practice – Language Lab • TB pp. 15 & 16 – Photocopiable activity • Students' CD ROM • http://www.ielts.org/teachers.aspx 	
12	23	10'	<ul style="list-style-type: none"> ◆ Open IELTS1_L23_Writing.ppt. Show slide 2 and have sts discuss the questions in groups of 3.
		30'	<ul style="list-style-type: none"> ◆ Move on to slide 3 and ask sts to discuss the question in their groups. ◆ Go through the information about the writing task 2 on slides 4 to 6 with sts. ◆ Have the class divided into 2 groups, A and B. Distribute handout IELTS1_RP_L23_Writing Sample script A to group A (a copy per pair) and Sample script B to group B (a copy per pair). Ask pairs to read and discuss the samples according to the criteria on slide 6. ◆ Allow sts some time to do the activity and have groups swap samples, i.e. group A should now work with sample script B and group B with sample script A. ◆ Ask sts to discuss which sample should receive a higher band and why. Show examiner's comments on slides 7 and 8 so that sts can compare them to their own.

	24	40'	<ul style="list-style-type: none"> Show task description on slide 9 and have sts write their answers individually.
		10'	<ul style="list-style-type: none"> Sts read and comment each other's answer to the task. Sts hand in their answers for correction.
		5'	<ul style="list-style-type: none"> Open IELTS1_L24_ReadingAndVocabulary.ppt. Show slide 2 and call sts' attention to the posters in the photo. Click the mouse to show prompts and have sts discuss in pairs the purpose and importance of posters.
		30'	<ul style="list-style-type: none"> Go through the information about the exam on slide 3 with sts. Ask sts to skim the text on SB pp. 41 and 42 to find out what it is about and the kind of information it provides (The text is about the history of poster art.). Show types of questions on slide 4 and click the mouse to highlight the types of questions they're practising today. Go through the description of the question on slide 5 and Exam advice on p. 42 with sts. Refer sts to activity 4 on p. 42 and elicit answers for 4.1 and 4.2. Ask sts to do activity 4.3 individually. Class check. Have sts do activity 5 in pairs. Class check.
		15'	<ul style="list-style-type: none"> Refer sts to activity 6 on p. 43 and call their attention to the layout of a flow chart (Steps linked by arrows to show the order of events, with some of the boxes or steps empty or partially empty.). Go through Exam advice Flow-chart completion and activity 6.1 on p. 43 with sts. Ask sts to do activity 6.2 individually. Class check.
		15'	<ul style="list-style-type: none"> Go through the description of the question on slide 6 and Exam advice True / False / Not Given on p. 43 with sts. Ask sts to do activity 7 individually. Class check. Have sts discuss the questions in activity 8 in pairs.
		15'	<ul style="list-style-type: none"> Ask sts to do Vocabulary activity 1 on p. 44. Class check by showing slide 7. Click the mouse to highlight prepositions and have sts do the same in their books. Go to Vocabulary activities 2 and 3. Class check activity 2 by showing slide 8.
		10'	<ul style="list-style-type: none"> Move on to slide 9. Click on the internet icons and show sts some of the posters on the websites. Ask them to compare and exchange opinions about them using the language on the slide.
13	25	10'	<ul style="list-style-type: none"> Refer sts to SB p. 40 and ask them to do Starting off activities 1 and 2.
		20'	<ul style="list-style-type: none"> Open IELTS1_L25_Speaking.ppt. Go through task description on slide 2 and Exam advice on SB p. 45 with sts. Refer sts to p. 45 Speaking Parts 2 and 3 and allow sts some time to do activity 1 individually. Move on to activity 2. Help sts with vocabulary if necessary. Tell sts to give their partners some feedback after their talk. Go through the checklist on slide 3 with sts and make sure all the items are clear. Ask sts to do activity 3. Sts should be allowed 1 minute for notes, spend 2 minutes on their talks and give their partners some feedback.

		25'	<ul style="list-style-type: none"> ◆ Go through Exam information on p. 46 with sts. ◆ Ask sts to do activities 4, 5 and 6. ◆ Tell sts they're going to listen to an IELTS candidate answering the 2nd and the 3rd question in activity 6. Refer sts to pp. 153 & 154 T. 20. Ask them to listen and underline the expressions that he uses to generalise that can be added to the table in activity 5. ◆ Play audio track 20 so that sts can listen and do the activity. Class check by showing slide 5. ◆ Refer sts to SB p. 114 and go through Generalising and distancing for more examples. ◆ Ask sts to do activity 8 on p. 46.
		25'	<ul style="list-style-type: none"> ◆ Refer sts to p. 47 Pronunciation Speech rate and chunking and go through the introductory paragraph with them. ◆ Have sts do activities 1, 2 and 3. Class check activities 2 and 3 by showing slides 5 and 6. ◆ Ask sts to do activity 5. ◆ Have sts read their answers aloud to their partners in pairs.
		10'	<ul style="list-style-type: none"> ◆ Go through Exam advice on p. 46 with sts. ◆ Have sts do activity 9 on p. 46.
	26	5'	<ul style="list-style-type: none"> ◆ Open IELTS1_L26_WritingAndGrammar.ppt. Show slide 2 and have sts discuss the topic in pairs.
		20'	<ul style="list-style-type: none"> ◆ Go through task description on SB p. 47 with sts. ◆ Move on to activity 2. See TB p. 52 Alternative treatment for procedures. ◆ Elicit some ideas for and against.
		20'	<ul style="list-style-type: none"> ◆ Ask sts to skim the paragraphs on SB p. 48 activities 3 and 4 and compare their ideas to Mika's, Tom's and Dhillon's. ◆ Have sts do activities 3 and 4.
		20'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 49 Key grammar activities 1 and 2 and ask them to do the activities in pairs. Ask sts to suggest other words/phrases for each category. Class check by showing slide 3 and elicit other suggestions. ◆ Ask sts to do activity 3. ◆ Encourage sts to go through SB p. 113 Expressing purpose, cause and effect for more examples. ◆ Have sts do Key grammar activity 4 on p. 49. ◆ Show slide 4 and ask sts to suggest changes to our education system in pairs.
		15'	<ul style="list-style-type: none"> ◆ Go to SB p. 48 and ask sts to do activity 5. Class check and ask sts to go through p. 114 Introducing arguments for other phrases and examples. ◆ Have sts do p. 48 activities 6 and 7.
		10'	<ul style="list-style-type: none"> ◆ Show slide 5. Ask sts to discuss the statement in small groups. Encourage sts to use the language dealt with today, i.e. expressing purpose, cause and effect, and phrases for introducing opinions. Allow sts some time to prepare what to say.

14	27	10'	<ul style="list-style-type: none"> ◆ Open IELTS1_L27_ListeningAndSpeaking.ppt. Click on the internet icon on slide 2 and go through some of each category with sts. Have sts exchange opinions about them in pairs.
		20'	<ul style="list-style-type: none"> ◆ Tell sts they're going to hear a lecturer talking about Australian Aboriginal art. ◆ Go through slides 3 and 4 with sts. ◆ Refer sts to SB p. 44 Listening Section 4 and go through Exam information and Exam advice with them. ◆ Have sts do activities 2 and 3. ◆ Ask sts to discuss the questions in activity 4 in small groups. Alternatively, show sts the Darwin Aboriginal Art Fair webpage again and have sts discuss their slogan: <i>"Our art makes more than a living. Our art is living."</i> Sts may discuss what it means and the importance of art.
		25'	<ul style="list-style-type: none"> ◆ Show slide 5 and ask sts to discuss the question in pairs. ◆ Go through exam information on slide 6 and Exam advice on p. 49 with sts. ◆ Refer sts to activity 10. See TB p. 54 Alternative treatment for procedures. ◆ Tell sts to refer to p. 114 Introducing arguments for useful language.
		35'	<ul style="list-style-type: none"> ◆ Sts write their essays.
	28	20'	<ul style="list-style-type: none"> ◆ Refer sts to SB p. 51 Vocabulary activities 1 and 2 and ask them to do the activities in pairs. Class check. Refer sts to SB p. 44 – Vocabulary and/or p. 114 Generalising and distancing if necessary. ◆ Move on to SB p. 51 Grammar activity 3. Class check. Refer sts to SB p. 114 Generalising and distancing and Introducing arguments if necessary. ◆ Go to SB p. 51 activity 4. Class check. Refer sts to SB p. 113 & 114 Expressing purpose, cause and effect if necessary.
		10'	<ul style="list-style-type: none"> ◆ Open IELTS1_L28_VocabularyAndPronunciation.ppt. Show slide 2 and have sts choose the correct options in pairs. Class check by clicking the mouse. ◆ Repeat procedures for slides 3 and 4. ◆ Show slide 5 and ask sts to, in pairs, choose and discuss the statement that appeals to them the most.
		10'	<ul style="list-style-type: none"> ◆ Go to slide 6 and elicit the hidden words. Class check by clicking the mouse. ◆ Show slide 7 and play audio track 24 so that sts can listen and read the example. ◆ Move on to slide 8 and have sts decide in pairs where the pauses should be. Click on the internet icon and scroll down to check sts' answers. Play audio so that sts can listen and read the correct version. ◆ Show statements on slide 9 and ask sts to, in pairs, choose one to comment paying special attention to speech rate and chunking.
		50'	<ul style="list-style-type: none"> ◆ TB p. 57. See TB p. 56 for procedures.
15	29	60'	<ul style="list-style-type: none"> ◆ Progress test – Units 3 and 4 – TB pp. 60 & 61. Suggested procedures: <ul style="list-style-type: none"> ➤ Have sts do the test individually. ➤ Ask sts to compare their answers in pairs and refer to the respective SB Language reference pages if necessary: ◆ Ex. 1: p. 35 ex. 2: p. 38; ex. 3 p. 44; ex. 4: p. 120; ex. 5: p. 113; ex. 6: p. 113; ex. 7: p. 114.

		30'	<ul style="list-style-type: none"> ◆ Class check. See TB p. 119. ◆ Do some remedial work according to your sts' needs.
	30		<ul style="list-style-type: none"> ◆ Open This lesson may be used for remedial work or for extra practice. See: <ul style="list-style-type: none"> • E-Practice – Language Lab • Students' CD ROM • http://www.ielts-exam.net/ • http://www.ielts.org/teachers.aspx
16	31	15'	<ul style="list-style-type: none"> ◆ Give sts tips on the Writing paper. Refer to IELTS_TeachingNotes.doc. You may also make use of IELTS_overview.ppt.
		60'	<ul style="list-style-type: none"> ◆ PT2 – Writing (1 hour) Set up the classroom like the real exam and make sure sts follow the timing.
		15'	<ul style="list-style-type: none"> ◆ Ask sts to exchange answers with a partner and comment or make suggestions for improvements to their partner's answers.
	32	15'	<ul style="list-style-type: none"> ◆ Give sts tips on the Reading paper question types. Refer to IELTS_TeachingNotes.doc, and Reading Strategies.pdf. You may also make use of IELTS_overview.ppt.
		60'	<ul style="list-style-type: none"> ◆ PT2 – Reading (1 hour) ◆ Set up the classroom like the real exam and make sure sts follow the timing. Photocopy the answer sheets and insist sts transfer the answers within the time limit.
		15'	<ul style="list-style-type: none"> ◆ Ask sts to check their answers and clarify students' queries.
17	33	90'	<ul style="list-style-type: none"> ◆ PT2 – Listening (approximately 30 minutes) and Speaking (11-14 minutes) Photocopy the answer sheets for the Listening paper and insist sts transfer the answers within the time limit. While half the class does the listening test, T interviews the other sts. Repeat procedures for the other half. The speaking test may need to be conducted in the course of two lessons. If a second lesson is needed, T may make use of the last open lesson and have the rest of the class work on a written task. ◆ Give sts tips based on their performance.
	34		<ul style="list-style-type: none"> ◆ Open This lesson may be used for remedial work or for extra practice based on sts' results on the last PT. See: <ul style="list-style-type: none"> • E-Practice – Language Lab • Students' CD ROM • http://www.ielts-exam.net/ • http://www.ielts.org/teachers.aspx