

UNIT 3

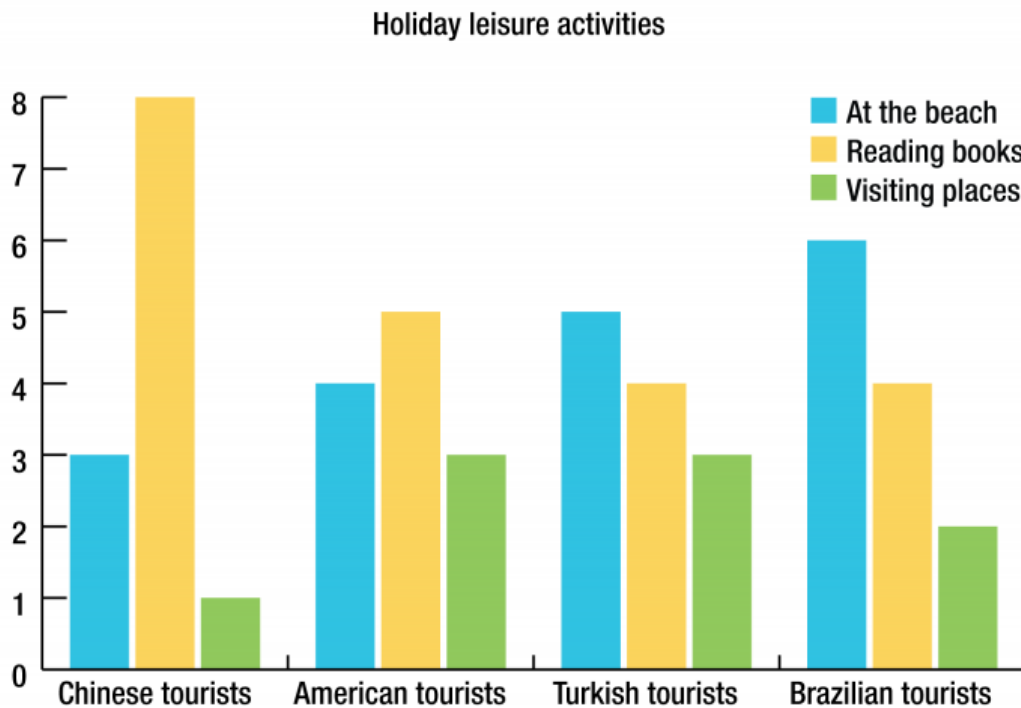
HANDOUT 9

You should spend about 20 minutes on this task.

The chart shows the average number of hours each day that Chinese, American, Turkish and Brazilian tourists spent doing leisure activities while on holiday in Greece in August 2015.

Summarise the chart by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



HANDOUT 10**Exercise 1:**

Read the task card and watch the video of the student doing IELTS Speaking Part 2. She makes some mistakes with verb forms. Find and correct the mistakes.

In the IELTS Speaking exam, 25% of your mark is based on *grammatical range and accuracy*. *Grammatical range* means using a variety of tenses and types of sentence. *Accuracy* means not making mistakes.

One way to improve your *accuracy* is to use correct verb forms.

Describe a job you would like to have.

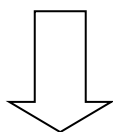
You should say:

what the job is

what you know about that job

what study or training you would need to do so you can get that job

and explain why you would like to have that job.



1. I would like introduce a job which I would like to do in the future.
2. My dream job is be a teacher.
3. I really like get on with children.
4. A lot of my classmates be teachers now.
5. I wanted to do this job since I started university.



play.MP4

Exercise 2





Complete the sentences with the correct form of the verbs in brackets.

1. When I finish university I _____ to be a scientist. (want)
2. The exam yesterday _____ really difficult. (be)
3. I am _____ to walk to work today. (go)
4. I _____ been a mechanic since 2014. (have)
5. I'm _____ on an interesting project at the moment. (work)
6. The information that my manager _____ me last week was useful. (give)
7. The workers _____ to be careful with the new machine. It's quite difficult to use. (need)
8. This work that we're _____ is so interesting! (do)

Exercise 3

Read the information. Then watch the videos of students doing IELTS Speaking tests. Sometimes they make mistakes. Choose the correct answers to complete the sentences.

Another way to improve your accuracy in the IELTS Speaking test is to use correct articles (*a, an, the*).

1. Some people say this is not <u>the/a</u> very well-paid job, but it's <u>-/a</u> very stable job.	 1.MP4
2. To be <u>the/a</u> professor I need <u>the/a</u> doctor's degree.	 2.MP4
3. If I have <u>the/a</u> opportunity, I will train myself in <u>the/a</u> skills of teaching.	 3.MP4
4. My mother is <u>a/an</u> elementary school teacher.	 4.MP4

Exercise 4


Complete the sentences using *a*, *an* or *the*.

1. I paid _____ money I was given as a present into my bank account.
2. It would be a good idea to find _____ architect to plan the new head office building.
3. _____ pilot landed the plane early because the weather was so bad.
4. _____ celebrity's life is never easy.
5. My aunt works as _____ hairdresser.
6. _____ best thing about being a scientist is that you can follow your interests.
7. My favourite professor does not teach at _____ weekend.
8. Do you know _____ mechanic who could fix my car?
9. I never planned to be _____ chef. It just happened.
10. My friend is a journalist and has just published _____ article.

Exercise 5

Grammatical range means using a variety of tenses and types of sentences. You can improve your *grammatical range* by using a variety of phrases.

Read the task card. Then watch the video of a student doing IELTS Speaking Part 2 and look at the sentences she uses. Match the phrases in the box with the underlined words which have a similar meaning.

<p>Describe a job you would like to have.</p> <p>You should say: what the job is what you know about that job what study or training you would need to do so you can get that job and explain why you would like to have that job.</p>	 play.MP4
<p style="text-align: center;"> I have always thought ... It is said that ... I'd like to talk about ... it is necessary to to become </p>	

1. I would like to introduce a job which I would like to do in the future.


2. My dream job is to be a teacher. _____
3. To be a teacher, you need to train. _____
4. Some people say this is not a well-paid job.

5. I think this job would suit me. _____

Exercise 6

Grammatical range means using a variety of tenses and types of sentences. You can improve your *grammatical range* by using a variety of phrases.

Read the task card. Then watch the video of a student doing IELTS Speaking Part 2 and look at the sentences he uses. Add a phrase from the box to each sentence. This will help improve the *grammatical range*.

<p>Describe a job you would like to have.</p> <p>You should say:</p> <ul style="list-style-type: none"> what the job is what you know about that job what study or training you would need to do so you can get that job <p>and explain why you would like to have that job.</p>	 <p>play.MP4</p>
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Following that,	I have always thought that	It is said that
	Most importantly,	What's more,

1. _____ the job I would like to have is professor.
2. _____ professors can usually study something that they want, ... and also study alone.
3. I would also like to teach ... because my parents are teachers. ...
_____ I used to teach my friends.
4. _____ to be a professor I need a doctorate.
5. _____ I'd go to another country, like England, to get a post-doctoral job.

UNIT 4

HANDOUT 11

2 Countable and uncountable nouns (1)



ROASTED VEGETABLES

Ingredients

one red onion
two white onions
three potatoes
some carrots
olive oil
salt and pepper

1 Countable nouns

Countable nouns are things we can count, for example, *carrot, onion, potato*.

- they can be singular: *an onion*
They often have *a/an, the, this/that* in front of them:
Is there a market here? Where's the market? This carrot is very sweet.
- they can be plural: *onions*
They often have *some, the, these/those* in front of them:
I'd like some apples, please. Those apples look good. Do you like apples?

2 Uncountable nouns

Uncountable nouns are things we can't count, for example, *salt, oil, water*.

- they don't usually have a plural form: ~~one oil, two oils~~
- they don't usually have *a/an* in front of them: ~~an oil, a salt~~.



Uncountable nouns often have *some* in front of them:

✗ *Can I have a milk in my coffee?*

✓ *Can I have some milk in my coffee?*

uncountable noun + singular verb

Petrol is expensive.
This advice is very useful.

Some common uncountable nouns are:

- food: *bread, cheese, meat, tea, coffee, sugar*
- materials: *metal, wood, plastic, paper*
- school subjects and languages: *history, art, music, English, Russian*
- ideas and feelings: *advice, love, time, education, information*
- groups of similar things: *furniture* (chairs, tables, sofas) *luggage* (suitcases, bags)
money (euros, pounds, dollars)



✗ *Do you have some informations about the castle?*

✓ *Do you have some information about the castle?*

1

Practice

1 Is the noun in *italics> in each sentence countable (C) or uncountable (U)? Write C or U.*

- 0 Is there a *bank* near here?.....C
- 1 That *cheese* is delicious.
- 2 Do you have *milk* in your coffee?
- 3 How much *luggage* do you have?
- 4 I need to get some *oil* for the car.
- 5 Can I have some *potatoes*, please?

2 Are the nouns countable or uncountable?

countable	uncountable
apple	

apple art chair
furniture information
man market sugar

3 Match the pictures with the things on the shopping list.

4 **GRAMMAR IN USE** Choose the correct underlined words in the note from Adam to Rachel.

▶▶ 2.04 Listen and check.

Rachel
Can you buy the food for dinner tonight? Mum and Dad are coming, so can you get (0) a meat / (some meat), maybe four nice (1) steak / steaks? We need some (2) potato / potatoes - four large (3) potato / potatoes for baking. Can you buy (4) a bread and a cheese / some bread and cheese, too, and maybe (5) a nice juicy melon / some nice juicy melon to start? Oh, and we need some (6) oil / oils as well. Thanks.
See you later,
Adam

5 Correct the mistakes in the underlined parts of the sentences. ▶▶ 2.05 Listen and check.

- 0 Do you want a salt in your soup?
- 1 Education are very important.
- 2 Can I have two box of eggs, please?
- 3 Can you give me some informations about the trains?
- 4 We've got a lot of luggages.
- 5 I must get a petrol for the car before we start.
- 6 I haven't got a lot of moneys.

3 Countable and uncountable nouns (2)

Sure, I think there's **some coffee** in the machine.

Can I have a **coffee**?

1 Nouns that can be countable or uncountable

Some nouns have a countable meaning and an uncountable meaning:

COUNTABLE	UNCOUNTABLE
	
<i>I'd like three teas, please. (cups of tea)</i>	<i>Tea comes from China and India. (drink)</i>
<i>My uncle has 25 chickens on his farm. (animals)</i>	<i>I love chicken, it's delicious! (food)</i>
<i>Would you like a chocolate? (one sweet)</i>	<i>French chocolate is very good. (food)</i>
<i>Can you buy a paper at the shop? (a newspaper)</i>	<i>Paper is made from wood. (material)</i>
<i>There are four Russians in my class. (people)</i>	<i>Do you speak Russian? (language)</i>

2 Ways of counting uncountable nouns

We 'count' uncountable nouns like this:

UNITS

*a **piece of** cake/cheese
a **piece of** furniture/luggage/paper
a **bit of** information
a **bar of** chocolate
a **slice of** bread/toast/cake
a **loaf of** bread*

CONTAINERS

*a **carton of** milk/juice
a **can/tin of** soup
a **glass of** orange juice
a **box of** chocolates
a **cup of** coffee
a **bottle of** water
a **tube of** toothpaste*

MEASUREMENTS

*a **litre of** milk
half a kilo of sugar
six metres of cotton*

! We don't use uncountable nouns with *a* or *an*:

*X Can I have **a toast**?*

*✓ Can I have **a slice of toast**?*

We can say:

*Would you like **some chocolate**? or Would you like **a bar of chocolate**?*

When we talk about drinks like tea and coffee we can say:

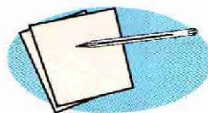
*Would you like **some coffee**? Would you like **a cup of coffee**? Would you like **a coffee**?*

Practice

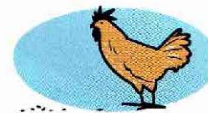
1 Write the correct words from the box under the pictures.

0 *a paper*

1



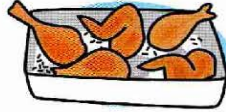
2



3



4



5



6



7

a chicken
chicken
a chocolate
chocolate
a coffee
coffee
a paper
paper

2 GRAMMAR IN USE Complete the conversations with *a* or *some*. 2.06 Listen and check.

- 0 A Would you like ... *a* ... chocolate?
B Oh, yes. Can I have that white one?
- 1 A I've got luggage in the car.
B How many bags have you got?
- 2 A What's on at the cinema tonight?
B I'm not sure. I'll buy paper and check.
- 3 A We need sugar.
B OK, a kilo or half a kilo?
- 4 A Can we pay the bill, please?
B Of course, two coffees and tea. That's £4.50.

3 Match the words on the left with the things on the right.

- | | | |
|--------------|---|---------------|
| 0 a cup of | → | A toast |
| 1 a tube of | | B milk |
| 2 a bit of | | C toothpaste |
| 3 a piece of | | D soup |
| 4 a litre of | → | E coffee |
| 5 a can of | | F information |
| 6 a slice of | | G paper |

global comment re lists: all figures/numbers range right except arrowed lists of units on module Openers and Tests

4 GRAMMAR IN USE The underlined words are all in the wrong place.

Find and write the correct words. 2.07 Listen and check.

HANNAH Hi, Josie. I'm going to the shops now. Do you want anything?

JOSIE Oh, yes please, just (0) a piece of ^{a bottle of} water, (1) a kilo of soup and (2) a cup of potatoes.

HANNAH That's no problem. I can get those.

JOSIE That's nice of you. Come in and have (3) a slice of coffee before you go.

HANNAH Oh, lovely. Thanks.

JOSIE Would you like (4) a glass of cake, too?

HANNAH No, thanks. I had (5) two tins of chocolate earlier, but can I have (6) a bottle of water with the coffee? I'm really thirsty.

JOSIE Of course. Now, let me find (7) a bar of paper and make a list of the shopping ...

HANDOUT 12

Speed reading

What is speed reading, and why do we need it?

- A. Speed reading is not just about reading fast. It is also about how much information you can remember when you have finished reading. The world Championship speed-reading Competition says that its top competitors average between 1,000 and 2,000 words a minute. But they must remember at least 50 percent of this in order to qualify for the competition.
- B. Nowadays, speed reading has become an essential skill in any environment where people have to master a large volume of information. Professional workers need reading skills to help them get through many documents every day, while students under pressure to deal with assignments may feel they have to read more and read faster all the time.
- C. Although there are various methods to increase reading speed, the trick is deciding what information you want first. For example, if you only want a rough outline of an issue, then you can skim the material quickly and extract the key facts. However, if you need to understand every detail in a document, then you must read it slowly enough to understand this.
- D. Even when you know how to ignore irrelevant detail, there are other improvements you can make to your reading style which will increase your speed. For example, most people can read much faster if they read silently. Reading each word aloud takes time for the information to make a complete circuit in your brain before being pronounced. Some researchers believe that as long as the first and last letters are in place, the brain can still understand the arrangement of the other letters in the word because it logically puts each piece into place.
- E. Chunking is another important method. Most people learn to read either letter by letter or word by word. As you improve, this changes. You will probably find that you are fixing your eyes on a block of words, then moving your eyes to the next block of words, and so on. You are reading blocks of words at a time, not individual words one by one. You may also notice that you do not always go from one block to the next: sometimes you may move back to a previous block if you are unsure about something.

- F. A skilled reader will read a lot of words in each block. He or she will only look at each block for an instant and will then move on. Only rarely will the reader's eyes skip back to a previous block of words. This reduces the amount of work that the reader's eyes have to do. It also increases the volume of information that can be taken in over a given period of time.
- G. On the other hand, a slow reader will spend a lot of time reading small blocks of words. He or she will skip back often, losing the flow and structure of the text, and mudding their overall understanding of the subject. This irregular eye movement quickly makes the reader tired. Poor readers tend to dislike reading because they feel it is difficult to concentrate and comprehend written information.
- H. The best tip anyone can have to improve their reading speed is to practice. In order to do this effectively, a person must be engaged in the material and want to know more. If you find yourself constantly having to re-read the same paragraph, you may want to switch to reading material that grabs your attention. If you enjoy what you are reading, you will make quicker progress.

Adapted from speed-reading-techniques.com

Questions 1-6

The reading passage has seven paragraphs **A-H**. Which paragraph contains the following information? Write the correct letter **A-H**.

NB you may use any letter more than once.

1. The types of people who need to read more quickly
2. The fastest reading speeds
3. How a reader can become confused
4. Why reading material should be interesting
5. A definition of speed reading
6. What you should consider before you start reading

Question 7-13

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Chunking

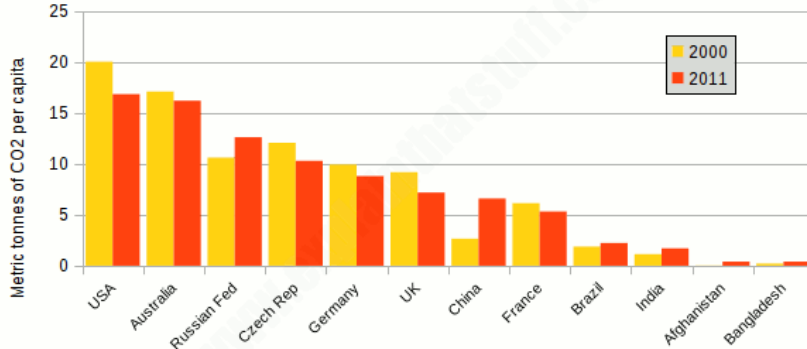
Type of reader	Reading method	Effect of method on reader
Skilled reader	<ul style="list-style-type: none"> • Many 7..... in a block • Reader hardly ever goes back 	<ul style="list-style-type: none"> • Reader's 8..... do less work • More 9.....is processed
10.....	<ul style="list-style-type: none"> • Small blocks • Reader 11.....goes back 	<ul style="list-style-type: none"> • Reader easily gets 12..... • Finds it hard to 13..... On passage

HANDOUT 13

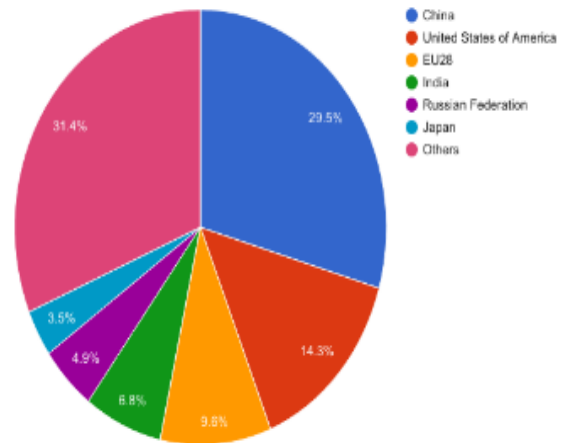
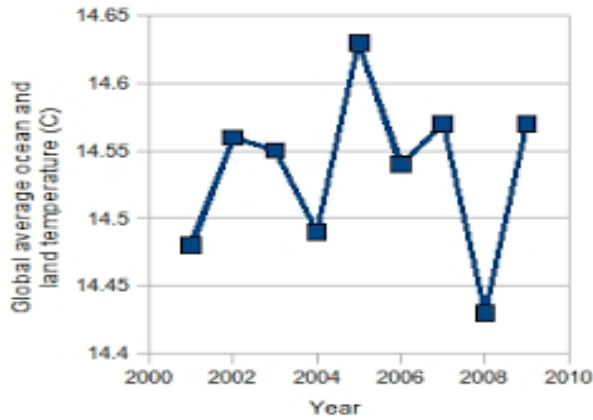
Who emits most carbon dioxide?

www.explainthatstuff.com

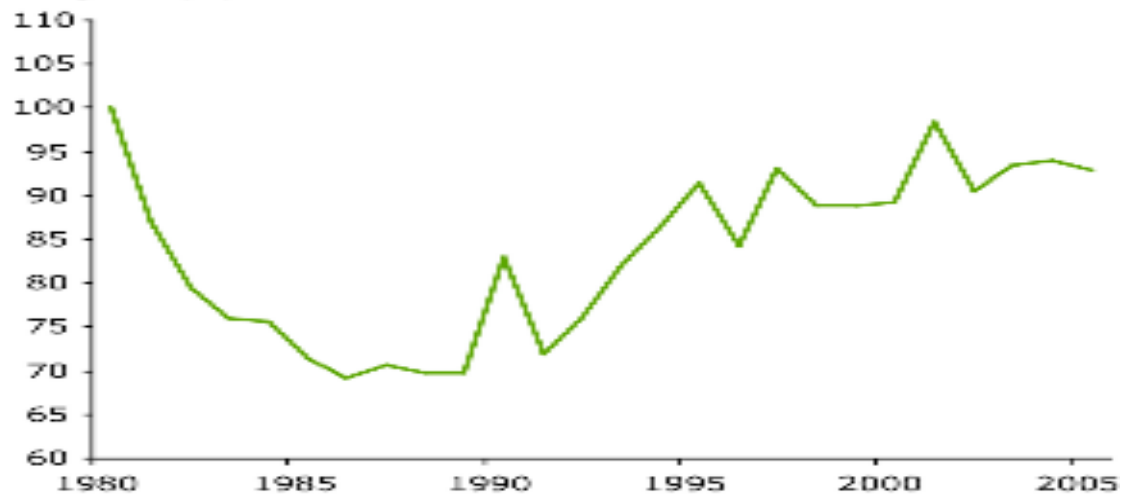
CO2 emissions per person for selected countries



Source: United Nations Statistics Division, Millennium Development Goals Indicators, 2011 figures, database last updated July 6, 2015.



Weighted population index



HANDOUT 14**WRITING TASK 1**

You should spend about 20 minutes on this task.

The graph shows the number of visitors to four international museums between 1980 and 2015.

Summarise the graph by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

