

# Unit 1

## On course

**Themes:** starting university, timetabling, learning styles

**Passages:** an article on the first week at university (reading); getting a timetable, good study skills (listening)

**Language study:** present continuous (introduction), present simple (listening)

**Express yourself:** asking for and giving spellings, talking about things in common (introduction)

**IELTS strategies:** similar and contrasting words (reading), referring to titles in reports (writing)

### Vocabulary

**people and activities:** *Chancellor, admissions officer, course administrator, fresher, enrol, registration, tuition, lecture, seminar, workshop, tutorial*

**places:** *faculty, department, school, centre, unit, campus*

**subjects:** *medicine, biology, agriculture, computing, engineering, business, art and design, languages, physics, architecture*

**charts:** *bar chart, pie chart, flow chart, line graph, table, row, section, segment, column, horizontal axis, vertical axis, heading, sub-heading*

**other:** *term, degree*

### Background reading

The first week in an Australian or British university is called *Fresher's Week* and the new students are called *freshers*. The week is an extremely busy time for new students who need to register for courses, register at the library and Students' Union, settle into their accommodation, meet new people and get to know their way around their new environment. In addition to this, the majority of students in Britain prefer to live away from home and attend a university in a new city, and so they may need to familiarise themselves with an entirely new area.

## Registration day

This section introduces the unit and gives practice in listening test parts 1 and 2 and the speaking test.

### 1 Look at the picture above and say what is happening.

Direct students to the picture and ask the class for one or two ideas of what is happening.

You may like to ask one or two more questions about the picture, for example 'Where are the people? Who is the person behind the desk? What happened when you registered for your course and what kind of information did you give to the institution?'

### Answer

Students are registering for their university course.

### Now match the words below with their definitions.

Direct students to the words in the box and go over the words with them.

Ask students to read the definitions and match the words with the definitions.

### Answers

- |                        |                |
|------------------------|----------------|
| 1 course administrator | 4 registration |
| 2 enrol                | 5 degree       |
| 3 admissions officer   |                |

At this point, you may wish to model the words orally for the students and have them practise them.

## 2 Read the card and answer the questions.

### Background reading

Registration details are usually sent out to students up to two weeks before registration so that students know their time and place of registration.

Before students do this you may like to explain *Welcome pack* (usually a file containing information about the university, the facilities, the campus, the Students' Union and the course).

Have students read the questions and the text and answer the questions.

### Answers

- 1 1 pm to 2.30 pm
- 2 in the Small Hall
- 3 on registration

## 3 Read the registration form. Write a question for each section.

Go over the registration form with students and elicit one or two questions from the class. Ask students to write at least one question for each section of the form and explain that this will help them to understand the listening passage later. They will also need these questions for activity 5.

### Possible answers

- 1 What is your surname?
- 2 What is your first name?
- 3 Which school are you enrolled with?
- 4 What is the code for your course?
- 5 What is your telephone number?
- 6 What is your date of birth?
- 7 What is your marital status?
- 8 Do you have an e-mail address? What is it?

## 1.2 Now listen to a conversation and complete the form for Belen.

Tell students they will listen to a conversation between the Registrar (the person who registers students) and a student.

This activity is an opportunity for students to develop the skill of listening for detail, and to practise part 2 of the listening test.

Play the listening passage. Students should listen and complete the registration form.

### Answers

- |                 |                         |
|-----------------|-------------------------|
| 1 Perez         | 5 55046                 |
| 2 Belen         | 6 3/12/92               |
| 3 of Management | 7 single                |
| 4 N100 Bsc-BMS  | 8 bperez@bradford.ac.uk |

## 4 Listen again and answer the questions.

You may like to inform students that in IELTS they will only hear a listening passage once, but that in order to develop their listening skills they will listen again for comprehension.

Go over the questions with the students and explain *marital status* (whether the person is married or single).

Play the CD and have students listen and answer the questions.

### Answers

- 1 They do not want the wrong name on her student card.
- 2 It is not connected yet.
- 3 She has to have her photo taken for her student card.

## Express yourself: asking for and giving spellings

Students will encounter these phrases in a number of situations:

- in the listening test (saying and spelling names is a regular feature)
- in the classroom (they may need to spell their name for another student)
- if they go to an English-medium university or college.

Note: spelling names is not part of the speaking test.

Go over the phrases and check that the students understand them.

Note that it is becoming common, especially over the telephone, to clarify spellings by referring to the first letter of a word, hence *R for river*. It could be any word beginning with R, however common ones are *Romeo* and *Roger*.

## 1.3 Now listen and practise.

Play the recording and have students listen and practise, paying attention to pronunciation and intonation.

## 5 Work in pairs. Ask each other questions and complete the registration form.

Refer students back to the questions they wrote for activity 3 and the registration form. Put students in pairs and have them ask each other questions to complete the form. You may want to supply the students with a course code for question 4.

### Open answers

## 6 Work in pairs. Decide what you can talk about when you first meet another student.

Go over 1–5 with the students, then put students in pairs and ask them to discuss which things they think students in Australia and the UK feel comfortable talking about at a first meeting.

## Answers

1 ✓ 2 ✓ 3 ✓

5 (if they know the name of their tutor) ✓

Go over the answers and remind the students that we usually avoid talking about money (option 4) until we know a person quite well.

### 1.4 Now listen to a conversation and tick the things they talk about.

Play the recording and have the students tick the things the students talk about.

## Answers

1 ✓ 2 ✓ 3 ✓

### 7 Label the diagram. Use the words below.

Go over the words in the box and make sure students understand them.

Ask the students to label the diagram.

## Answers

1 faculty                      3 department  
2 school                      4 centre/unit

### Background reading

Universities are organised in many different ways according to the individual institution. Generally, a university will be divided into faculties, then schools, then departments and finally centres or units. Faculties and schools are the highest division and these terms are often used interchangeably.

### 8 1.4 Now listen again and answer the questions.

Go over the questions with the students and play the recording.

## Answers

- 1 Marketing
- 2 Tao: Business and Marketing Studies, Belen: International Business and Management
- 3 He is trying to decide whether to do the three-year course or the four-year course.
- 4 They want to talk about their accommodation and whether Tao should stay for three years or four years.

## Language study: present continuous

### 9 Study the examples and explanations.

Go over the examples and explanations with the students. Explain that the present continuous is often used in

connection with a course as there is quite a long period of time in which students are in the middle of the action (the course). As the present continuous has the sense of a present action or event in progress, we often use it to talk about things in the near future and also for making plans and arrangements. Note that the continuous form of a verb cannot be used with verbs that describe a state, or stative verbs such as *like, want, please, surprise, believe, know, understand, hear, see, love*.

If you wish, you could play the recording again for the students to listen for the examples in context of the present continuous.

### Now complete the conversation. Use the words below.

Go over the conversation with the students and have them complete it.

Go over the answers with the class.

You may like to model the conversation orally for the class and have the students practise it in pairs.

## Answers

- 1 A: Hi Vicky, what are you doing?
- 2 B: I am going to the Small Hall to register.
- 3 A: What course are you taking?
- 4 B: I am doing Economics and Development Studies.
- 5 A: Are you taking the three- or four-year course?
- 6 B: Don't ask! I am still trying to decide.

## Express yourself: talking about things in common

One thing we try to do when we meet someone for the first time is to find out things we have in common.

Remind the students of the conversation in activity 6 and go over the phrases.

### 1.5 Now listen and underline the stressed words.

Play the recording and have the students underline the stressed words.

If you wish, play the recording again and have the students listen and practise the phrases.

## Answers

We're both in the same hall.  
We're probably taking similar subjects.  
I'm also taking an undergraduate degree.  
We've certainly got something in common.  
Aren't you in the same hall as me?  
Yes, me too.

## 10 Go around the class and find a student you have three things in common with.

Give the students a few minutes to prepare questions for each other.

If you wish, you could give the students one or two examples: 'Where are you staying? What subject do you want to study?'

Have the students stand up, introduce themselves to another student, and try to find out three things they have in common.

Give them a two-minute time limit per student.

At the end of the activity, ask the students to tell you who they have most in common with.

### Open answers

## Speaking

### IELTS tasks: introduction

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

#### 1 Match the words and phrases with the pictures.

Direct the students to the pictures and ask one or two students to describe them.

Ask the students to identify the differences between the situations, and also what other greetings they could use, for example, for picture A *I'd like to introduce myself, could I introduce myself*; for picture B *hi, hello*; for picture C *good afternoon, good evening*.

### Answers

1 B    2 C    3 A

#### 2 Work in pairs. Tick the topics the examiner may ask you about.

Go over the topics 1–6 and tell students they should think about the first few minutes of the speaking test when the examiner will ask a few introductory questions to put them at ease and try to make them feel less nervous.

Point out that, again, we usually avoid talking about things we consider personal at a first meeting, for example appearance, money, family and so on.

### Answers

1 ✓    3 ✓    6 ✓  
2 ✓    5 (possible, but unlikely)

#### Now match topics 1–6 with questions a–e.

Go over the questions with the students and ask them to match the questions with the topics. Note that as they will not be asked about one of the topics, there are only

five questions (there is no question for 4 as it will not arise in an interview).

### Answers

- a (What do you do?) 2 (your job)
- b (What subject(s) are you taking?) 3 (your studies)
- c (Do you come from a large family?) 5 (your family)
- d (Are you from this area?) 1 (your hometown)
- e (How long did it take to get here?) 6 (your journey)

#### 3 Decide who says these sentences. Write e (examiner) or c (candidate).

Go over one or two sentences and explain that the students should decide who says the sentences in the context of this scenario and that the sentences are not in the correct order.

Have the students decide whether the examiner or candidate says each sentence.

### Answers

- Not too far, about half an hour away. – c
- How are you today? – e
- Could you spell that for me, please? – e
- My name is Erzsebet. – c
- It's E-R-Z-S-Ē-B-E-T, but you can call me Liz – it's easier. – c
- Yes, of course it's 062 226. – c
- And your name is ... ? – e
- Not so good. The traffic is terrible in the city centre. – c
- How was your journey here? – e
- Very well thank you. – c
- Do you live far away? – e
- Can you tell me your candidate number? – e

#### Now order the conversation.

Get the answers from the class and have them put the conversation in order. You may like to ask students to work in pairs to do this.

### Answers

- How are you today?
- Very well thank you.
- And your name is ... ?
- My name is Erzsebet.
- Could you spell that for me, please?
- It's E-R-Z-S-Ē-B-E-T, but you can call me Liz – it's easier.
- Can you tell me your candidate number?
- Yes, of course it's 062 266.
- How was your journey here?
- Not so good. The traffic is terrible in the city centre.
- Do you live far away?
- Not too far, about half an hour away.

#### 4 1.6 Listen and check your answers.

Play the recording and have the students check their answers.

The students will practise the conversation after some pronunciation work.

### Pronunciation

#### 5 1.7 Listen and write the numbers, dates and addresses.

Tell students that they will listen to two numbers, two dates and two addresses.

Play the recording once and have the students write the figures. If necessary, play the recording again pausing after each figure.

#### Answers

- 1 011388
- 2 13th September 1985
- 3 117 Horton Road
- 4 Wednesday 16th December
- 5 5.5
- 6 12 Richmond Road

#### 6 1.8 Listen and practise the addresses and numbers.

Play the recording again and have students listen and practise the numbers, dates and addresses.

#### Additional activity: dictation bingo

Write 12 more numbers, dates and addresses on the board.

Have students draw a six-square grid and copy a figure into each of the squares so they have a grid with six random figures. Explain to the students that you will say the figures to them and when they hear a figure they have written they should cross it out until all the squares are crossed. The first student to cross out all the figures is the winner.

Say the figures on the board at random until a student says they have finished.

→ **Further practice:** *Achieve IELTS Workbook*, Unit 1 Pronunciation

#### 7 Work in pairs. Practise the conversation in activity 3.

This activity simulates a possible conversation in the IELTS and familiarises students with the test. Refer the students back to activity 3.

If you wish, play the recording again.

Have students practise the conversation.

If you wish, ask students to change the conversation to make it personal to them and practise again.

## Reading

### IELTS tasks: matching headings and paragraphs; multiple-choice questions

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

#### 1 Match the words below with the definitions.

Go over the words in the box with the students and have them match the words with the definitions. Explain that the words are all connected with university life.

#### Answers

- |           |              |
|-----------|--------------|
| 1 tuition | 4 term       |
| 2 fresher | 5 campus     |
| 3 lecture | 6 Chancellor |

#### 2 This reading passage has five sections A–E. Choose the most suitable heading for each section from the list.

Go over the list of headings.

Explain that the passage is about the first week at university and ask the student what they think happens and why the title says a guaranteed good time.

If you wish, write the students' answers on the board and, after checking the answers, see if their guesses were correct.

#### Answers

- 1 A = vi   2 B = vii   3 C = i   4 D = iii   5 E = iv

#### Background reading

A problem sheet contains a task or problem for students to study or work through before they go to a tutorial or seminar.

#### 3 Read the passage again and choose four letters a–g.

Go over a–g with the students.

Have the students read the passage again and choose four of the endings to complete the sentence.

#### Answers

- a Yes – 'settle into their accommodation' (line 5).
- b Yes – 'The Students' Union is where students spend most of their of evenings in fresher's week' (line 15).
- c Yes – 'to receive an introductory talk from the Chancellor' (line 5).
- d No. Fresher's week is the wrong time to do this.
- e No.
- f No. Students do this when the course begins.
- g Yes – 'given your passport to student life: the Students' Union card' (lines 12–13).

## IELTS strategies: words with similar and contrasting meanings

Often in reading and listening passages, the answer is contained in a word or phrase with a similar or sometimes contrasting meaning to the word in the question. Identifying key words and phrases in the question and their synonyms and antonyms is a key skill in IELTS and needs to be practised at every opportunity.

**Now find two more examples of a similar word or phrase and a contrasting word or phrase in the reading passage and a–g in activity 3.**

### Possible answers

move into – settle into (line 5)  
read – go over (line 20)  
are in (the Students' Union) – spend (time) (line 15)  
first name – surname (line 11)  
receive – are given (line 12)

#### 4 Work in pairs. Decide which things are the same in your country.

Go over 1–5 with the students.

Put students in pairs and have them discuss 1–5. At the end of the activity, get one or two answers from the students.

If you wish, you could put students in groups for the next activity.

### Open answers

**Now discuss the main differences between ...**

Go over 1 and 2 and have the students discuss the topics.

At the end of the activity, get one or two answers from the students.

### Open answers

→ **Further practice:** *Achieve* IELTS Workbook, Unit 1 Reading

## Listening

### IELTS tasks: table completion; note completion

Go over the IELTS tasks with the students and make sure they understand what they will learn in the section.

There are two listening passages: the first is about getting a timetable, the second is about good study skills.

#### 1 Work in pairs. Discuss the questions.

Go over the questions with the class and have the students discuss them in pairs.

At the end of the activity, get one or two answers from the students.

### Open answers

#### 2 Match the words below with the definitions.

Go over the words in the box with the students and explain that they are different kinds of class at university.

Ask the students to match the words with the definitions.

### Answers

- 1 workshop
- 2 seminar
- 3 tutorial

#### 3 1.9 Listen to a conversation between a student and course administrator. Circle T (true) or F (false).

Direct the students to the picture and ask them to describe it.

Explain that the activity will give them practice for part 2 of the listening test.

Play the passage and have the students listen and circle true or false.

### Answers

- 1 True
- 2 False (only Wednesday afternoon is free)
- 3 False (there are two: French and Japanese)

#### 4 1.9 Listen again and complete the timetable.

Go over the timetable and ask the students one or two questions about it, for example 'When is Foundations of Marketing? Where are Languages for Business?'

For weaker students, you may wish to write the answers on the board before they listen to make it easier to complete the timetable. Play the passage again and have the students complete the timetable.

### Answers

- 1 main lecture theatre
- 2 2–3
- 3 seminar
- 4 Information
- 5 workshop
- 6 2–3
- 7 Global Economics
- 8 tutorial
- 9 Environmental
- 10 Japanese

## Language study: present simple

### 5 Study the examples and explanations.

Go over the examples and explanations with the students.

If you wish, play the passage again so that students can listen to the examples again.

Explain that we use the present simple to talk about states that exist over long periods. This includes general truths (*water freezes at 0°C*), permanent states (*I'm from Canberra, I'm Australian*) and timetables (*the 9.45 flight from New York lands at 5.30*).

### Now work in pairs. Student A, turn to assignment 1.1. Student B, turn to assignment 1.3; ask Student A questions to complete your timetable.

Explain that Student A is the course administrator and has all the timetable details and that Student B needs to ask questions to complete their timetable.

Put the students in pairs.

Have Student A turn to assignment 1.1 and Student B turn to assignment 1.3. The pairs then complete the task.

Go over the answers with the class.

#### Answers

- 1 10–11
- 2 Seminar room 2
- 3 Languages for Business – Chinese
- 4 1–3
- 5 Study skills
- 6 Main lecture hall
- 7 Foundations of Production
- 8 General tutorial

→ **Further practice:** *Achieve IELTS Workbook*, Unit 1 Language study

### 6 Do the quiz.

Go over the quiz with the students and teach any unknown words, such as *frustration*.

If you wish, put the students in pairs to compare their answers.

### Now turn to assignment 1.2 and read your results.

Have the students turn to assignment 1.2 and read the results of the quiz.

Get one or two answers from the students.

### 7 Work in pairs. Discuss your results.

Put the students in pairs and have them discuss their results.

Ask the students if they find their results interesting and if they agreed with them.

### 8 1.10 Listen to a seminar and circle a–c.

Tell the students they will listen to a seminar. Explain that the activity will give them practice for part 3 of the listening test.

Go over the questions with the students. Play the passage and have the students circle the answers.

Go over the answers with the class.

#### Answers

- 1 b    2 b    3 b    4 c    5 a

### 9 1.10 Now listen again. Complete the notes with no more than three words for each answer.

Go over the notes with the class and explain any new vocabulary.

Play the passage again and have the students make notes. Make sure that they only use three words or less for each answer.

Play the passage once more, if necessary.

#### Answers

- 1 a good learner
- 2 three-module course
- 3 ideas and information
- 4 examples
- 5 an active part
- 6 ask questions
- 7 an advantage
- 8 department's website
- 9 come up with
- 10 test

### Now work in pairs. List three more good study habits.

Put the students in pairs and have them think of more good study habits.

Get one or two answers from the class and write them on the board.

#### Open answers

#### Additional activity: good study habits

Once you have collected the answers, you could ask students to choose one of the activities and ask the whole class whether they do this.

When the students have finished, put the results on the board and find the most popular good study habit.

# Writing

## IELTS tasks: task 1 – introducing a report

Go over the IELTS tasks with the students and make sure they understand what they will learn in the section.

### Background reading

Traditionally, subjects have been divided into either arts or sciences. In the early half of the twentieth century, with the emergence of social sciences like sociology, this division became harder to maintain. Nowadays, there are many multi-discipline and cross-discipline subjects, but the basic division here holds more or less true for many subjects.

### 1 Work in pairs. Put the subjects below into groups.

Go over the subjects in the box with the class and make sure they understand them.

Put the students into pairs and have them divide the subjects into groups.

### Suggested answers

- 1 arts: art and design, languages
- 2 sciences: medicine, biology, physics, engineering, computing
- 3 social sciences: agriculture, business, architecture

### 2 Label 1–5. Use the words below.

Go over the words in the box with the students and direct them to the pictures.

Explain that they will need to know the names and parts of charts, tables and diagrams for the writing test.

Ask the students to label 1–5 with the words.

### Answers

- 1 bar chart
- 2 pie chart
- 3 flowchart
- 4 line graph
- 5 table

### Now label 6–12. Use the words below.

Go over the words in the box with the students and ask them to label 6–12.

→ **Further practice:** *Achieve* IELTS Workbook, Unit 1 Vocabulary

### Answers

- 6 vertical axis
- 7 horizontal axis
- 8 section / segment
- 9 heading
- 10 sub-heading
- 11 row
- 12 column

### 3 Look at the charts on the following page and answer the questions.

Direct the students to the charts and go over the questions. Have the students answer the questions.

### Answers

- 1 students in UK higher education by number and by subject
- 2 approximately 250,000 (76,000 in computer science, 54,000 in medicine and dentistry, 120,000 in engineering and technology)
- 3 33%
- 4 the number of students over time, or trend
- 5 open answers

### 4 Look at the charts in activity 3 again and complete the sentences.

Direct the students to the charts and ask them to complete the sentences.

### Answers

- 1 pie chart, percentage, section (or segment), Business and Administrative
- 2 line graph, vertical axis, horizontal axis, time

## IELTS strategies: referring to titles

During the writing test, students should try to avoid copying the information in the question's title word for word as this will lose marks. It is much better to pick out the key words and write a paraphrase around these.

### 5 Read the title and underline the key words.

Ask the students to read the title and underline the key words.

If you wish, ask one or two students to give you their answers and write them on the board. See if the students can then rephrase the title in their own words.

### Possible answer

The chart below shows the number of students in Australia by subject in 2008 and 2009. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

### Now write the introduction to your report.

Ask the students to write a short paragraph introducing the report. At this stage, this level of work is sufficient. From Unit 5, the students will be required to write full reports. However, if you wish, you may also ask the students to write the rest of the report.

### Suggested answer

The bar chart shows how many students took which subjects between 2008 and 2009 in higher education in Australia. The vertical axis shows the number of students in thousands. The horizontal axis shows the students by year and eight academic subjects which students took.

### + Additional activity: your country

If you wish, you could try to find similar statistics for your country (often available from a central office for statistics) and give these to the students along with a similar title for additional practice.

→ **Further practice:** *Achieve IELTS Workbook*, Unit 1 Writing; Unit 1 Study skills