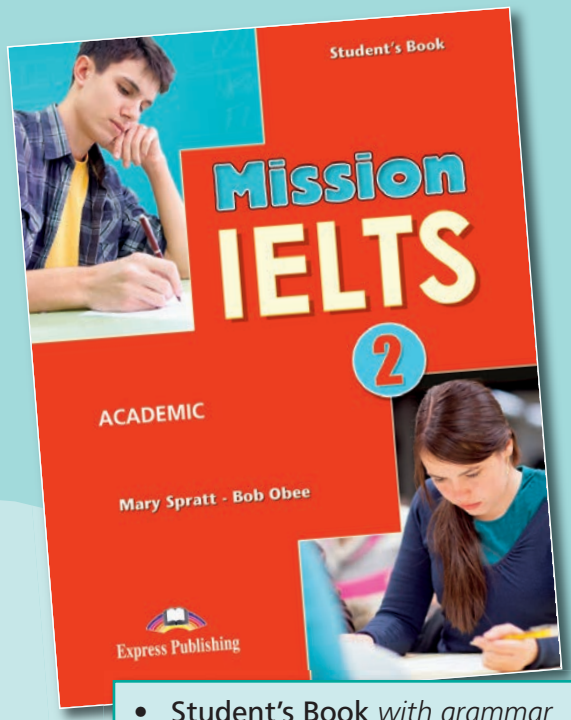
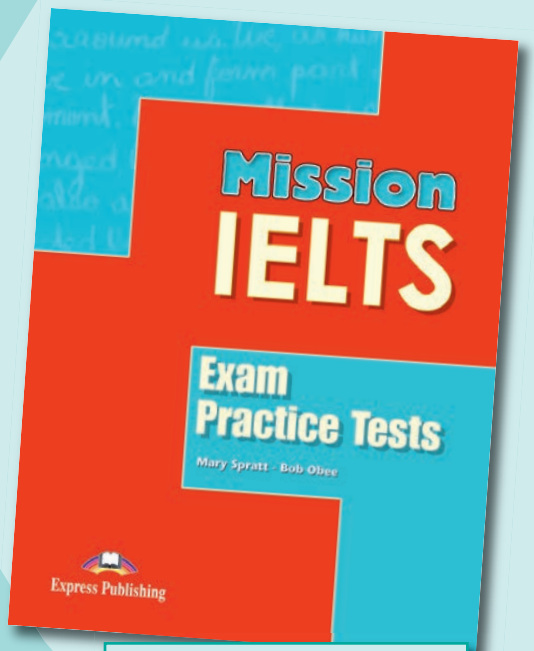
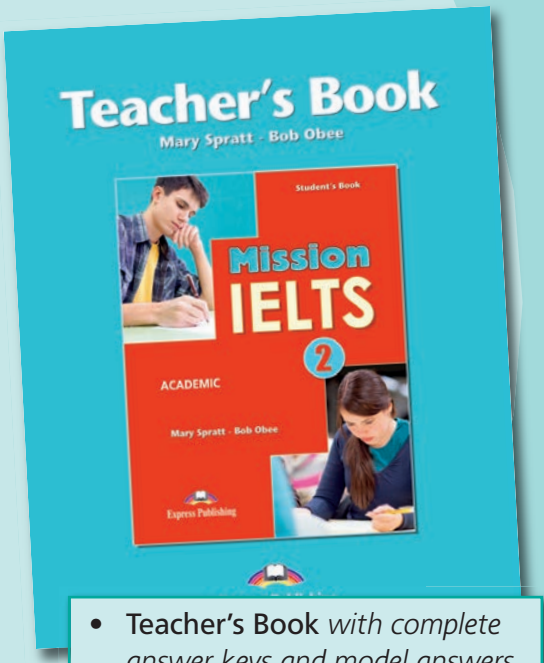
Components



- Student's Book *with grammar reference section*



- Exam Practice Tests



- Teacher's Book *with complete answer keys and model answers*

- Class Audio CDs

Student's Book

Mission IELTS 2

ACADEMIC

Mary Spratt - Bob Obee

Express Publishing

CONTENTS

	UNIT	IELTS Paper Focus	Vocabulary Focus	Skills Focus	Grammar Focus	Exam Focus
1	**Study time and downtime** (pp. 8-19)	Speaking Test	• Topic-related vocabulary • Collocations Affixes	• Responding to/ • Extending answers • Using weak forms and linking • Making/ Speaking from notes	• Modal/Past modal meanings • Phrases with modal meaning	Speaking Test Parts 1 & 2 • Personal information questions • Long turn
2	**Coming to a new country** (pp. 20-31)	Listening Paper	• Topic-related vocabulary • Prefixes and suffixes	• Predicting • Listening for specific information • Distinguishing sounds in connected speech	• Intonation, grammar and meaning	Listening Paper Sections 1 & 2 • Short-answer questions • Plan/Map/Diagram labelling • Multiple choice
3	**Biology and health** (pp. 32-43)	Reading Paper	• Topic-related vocabulary • Collocations • Academic vocabulary	• Predicting • Skimming • Scanning	• Different kinds of clauses	Reading Paper Passage 1 • Sentence completion • Short-answer questions • Matching information
4	**Statistics, trends and processes** (pp. 44-57)	Writing Paper	• Identifying adjectives of scale • Transitive verbs in process descriptions • Prepositions in reporting statistical data	• Identifying most salient data • Organising reports on graphical data • Describing processes	• Textual reference • Ellipsis	Writing Paper Task 1 • Reporting on graphical data (describing charts and tables, process descriptions)
5	**Cultural identity** (pp. 58-67)	Speaking Test	• Topic-related vocabulary • Collocations • Word stress	• Extending responses • Relating own views to others' views • Sentence stress	• Comparative structures and phrases	• Speaking Test Part 2 • Long turn
6	**Getting trained** (pp. 68-77)	Listening Paper	• Topic-related vocabulary • Collocations • Compound words	• Predicting • Listening for detail • Sentence stress	• Some signal words/ phrases	Listening Paper Section 3 • Sentence completion • Matching • Short-answer questions

	UNIT	IELTS Paper Focus	Vocabulary Focus	Skills Focus	Grammar Focus	Exam Focus
7	**Effective communication** (pp. 78-89)	Reading Paper	• Topic-related vocabulary • Collocations • and chunks • Prefixes and suffixes • Academic vocabulary	• Reading for detail	• Complex sentences	Reading Paper Passage 2 • Matching information • Summary/Flow-chart completion • Identifying information • Identifying writers' claims
8	**Environmental health** (pp. 90-99)	Writing Paper	• Topic-related vocabulary • Collocations • Easily confused words/spellings	• Analysing a question • Essay structure • Main and supporting ideas	• Clauses of concession/ purpose/result • Using effective punctuation	Writing Paper Task 2 • Writing a discursive essay
9	**Across the generations** (pp. 100-111)	Speaking Test	• Topic-related vocabulary • Collocations • Compound stress	• Elaborating • Narrating events • Justifying answers	• Cleft structures • Introductory *'it'* and *'there'*	Speaking Test Parts 1, 2 & 3 • Personal information questions • Long turn • Discussion
10	**The Internet** (pp. 112-121)	Listening Paper	• Topic-related vocabulary • Collocations • Compound words	• Predicting • Listening for main ideas • Word stress	• Signal words for showing attitude and direction	Listening Paper Section 4 • Form/Note/Table/ Flow-chart/Summary completion
11	**The media** (pp. 122-133)	Reading Paper	• Topic-related vocabulary • Collocations and chunks • Word-building	• Reading for main ideas	• Complex noun groups	Reading Paper Passsage 3 • Matching headings • Matching sentence endings • Diagram label completion
12	**Society and care** (pp. 134-149)	Writing Paper	• Topic-related vocabulary • Collocations • Lexical linking in discursive writing	• Comparing and contrasting data • Paragraphing	• Transitive/ Intransitive verbs • Using nouns to refer back	Writing Paper Tasks 1 & 2 • Report on graphical data (describing charts and tables, describing layout diagrams) • Discursive essay

Language Appendix (pp. 150-152)
Irregular Verbs (p. 153)
Pronunciation (pp. 154-158)
Tapescripts (pp. 159-166)
Sample Answer Sheet

2 Coming to a new country

IELTS Paper focus: Listening Paper
Vocabulary focus: Topic-related vocabulary, prefixes and suffixes
Skills focus: Predicting, listening for specific information, distinguishing sounds in connected speech
Grammar focus: Intonation, grammar and meaning
Exam focus: IELTS Listening Paper Sections 1 & 2 Short-answer questions, plan/map/diagram labelling, multiple choice

VOCABULARY FOCUS

1 a) Tick (✓) the emotions you might feel when arriving in a new country to live or study.

1 excitement ☐	4 homesickness ☐	7 anxiety ☐	10 enthusiasm ☐
2 loneliness ☐	5 curiosity ☐	8 hopelessness ☐	11 helplessness ☐
3 delight ☐	6 nervousness ☐	9 determination ☐	12 stress ☐

Write any other emotions you think you might feel: .....

b) Which aspects of your life in the new country do you think the feelings from Ex. 1a might be associated with? Share your ideas with classmates using the phrases in the box below.

I think you're bound to feel ...	It's only natural to feel a bit ...
I suppose what I'd feel most is ...	I'd almost certainly be/feel ...

c) All the words in Ex. 1a are nouns. Some of them end in noun suffixes (a meaningful set of letters added to the end of a word to make a new word). Underline the suffixes for each noun in Ex. 1a and write the corresponding adjective that describes how someone feels. Then underline the adjective suffixes.

1	4	7	10 .....
2	5	8	11 .....
3	6	9	12 .....

2 Tell another student which emotions you might associate with the following issues on arriving in another country. Why?

bureaucracy	workload	language	personal security	budgeting
social customs	sightseeing	diet	contacting home	social life

3 On arriving in a new country for study which of these would you do in which order? Number the activities 1-10 (1 = do first, 10 = do last).

A ☐	getting a tax number	F ☐	signing on for health care
B ☐	buying a bicycle	G ☐	applying for a driving licence
C ☐	ringing a member of my family/a friend	H ☐	going on holiday
D ☐	enrolling for classes	I ☐	opening a bank account
E ☐	finding accommodation	J ☐	going and visiting the sights

Discuss your priorities with your classmates.

4 a) Read these extracts of advice on what to do when arriving in three different countries. Complete the blanks with the correct form of the words in bold by adding a prefix and/or a suffix.

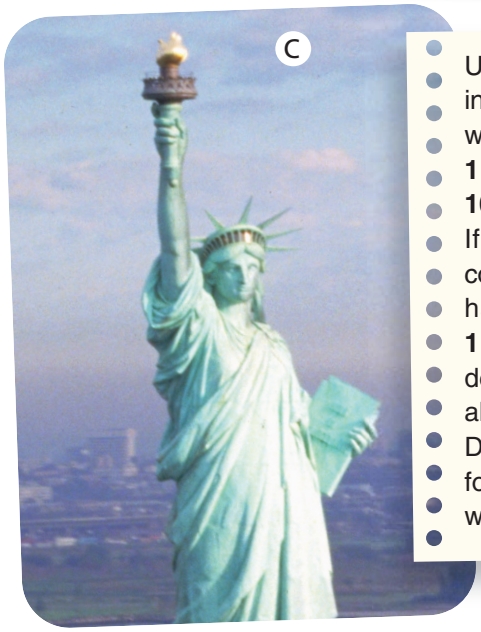
New Zealanders dislike stuffiness and **1)** ..... formality, and this attitude is evident in the workplace. Most companies are small, with between five and ten **2)** ..... . In this context, formality is unworkable and managers and business owners usually treat their staff as they would friends. — **NEED** / **EMPLOY**

Although relations are inevitably more structured in large **3)** ...., informality and friendliness are still generally the rule. — **ORGANISE**

4) ..... and friendliness also extend to social occasions, and it is common for management to **5)** ..... with their staff on equal terms, **6)** ..... in small firms. This often extends to entertainment at the manager's or owner's home – often barbecue get-togethers held in the summer months. A standard feature of **7)** ..... life in New Zealand is 'Friday Fives', which generally involves management and staff sharing drinks together in the office after close of work on Friday. — **FORMAL** / **SOCIAL** / **PARTICULAR** / **WORK**

In Australia, people keep their money in a bank, building society or credit union. Most income, including salary, wages and **8)** .... benefits, is paid **9)** ..... into an account. Australians use debit cards to get money from their bank accounts and for many purchases. — **GOVERN** / **DIRECT**

If you open a bank, building society or credit union account within six weeks of your **10)** ....., you will usually only need your passport to identify yourself. After six weeks you will need additional **11)** ..... to open an account, and you may have **12)** ..... if you do not have enough documents to identify yourself. Advise your bank of your tax file number (TFN) to avoid higher rates of **13)** .... on interest earned. — **ARRIVE** / **IDENTIFY** / **DIFFICULT** / **TAX**



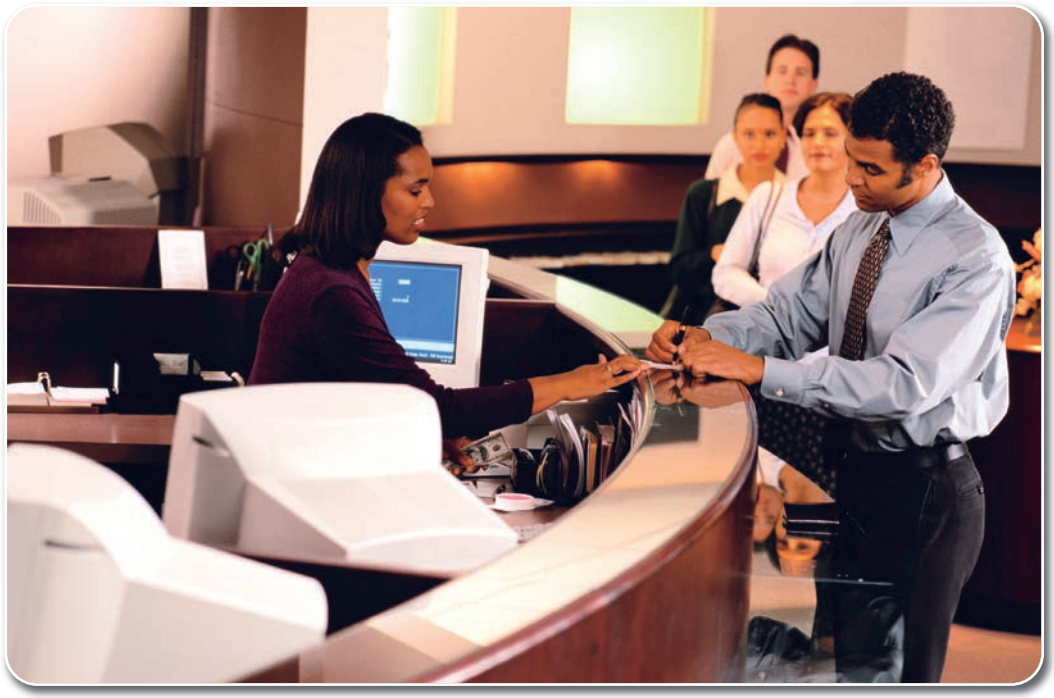
Upon arrival, the airline **14)** ..... will show you to the inspection area. You will queue up in an inspection line and then speak with a CBP officer. You may then be asked to proceed with your **15)** ..... to a second screening point for **16)** ..... questioning by CBP Officers. — **PERSON** / **BELONG** / **ADD**

If you are an alien, the CBP Officer must determine why you are coming to the United States, what documents you may require, if you have those documents, and how long you should be allowed to **17)** ..... stay in the United States. These determinations usually take less than one minute to make. If you are allowed to proceed, the officer will stamp your passport and Customs Declaration form and issue a completed Form I-94 to you. A completed form I-94 will show what **18)** ..... classification you were given and how long you are allowed to stay. — **INITIAL** / **MIGRATE**

b) Read the extracts again and find more words with **prefixes** and/or **suffixes**. Then, complete the table using the words you found and the words 1-18 from the extracts. Some words have both a **prefix** and a **suffix**.

	Prefixes	Suffixes
Noun		
Adjective		
Verb		
Adverb		

5 Work with another student. Do you have any stories of yourself or people you know arriving in other countries and the good or bad experiences you/they had? Tell one another.



SKILLS FOCUS: Predicting, listening for specific information, distinguishing sounds in connected speech

Preparing to listen – Predicting

1 Before we listen to someone speak we often (unconsciously) form a general idea of what they will say and some of the words they might use. Predicting in this way helps prepare us to listen so that listening becomes easier. Read the introduction to a conversation and complete the box making predictions about what you are going to hear.

You will hear a conversation between an accommodation agent and a student.

My predictions

What about: .....
Possible words: .....

🎧 Now listen to the conversation to check your predictions.

2 When we listen we also predict words or sentence endings as we listen.

🎧 Listen to these extracts and predict what follows.

1 A: Hello, yes, I spoke to you the other day when I came in about finding some student accommodation ... name's Christos.
B: Oh yes, I remember. Right, how can .....?

2 A: It's got a great big garden, but it's unfurnished, remember.
B: Oh, I'm not worried about that. But whereabouts is it?
A: How well do you .....?

3 A: OK, then. Deloitte Avenue runs parallel to that, on the south side, the same side as the supermarket.
B: I know where ..... .

4 A: But doesn't it get a bit rough round there? I think there have been some fights or something.
B: Oh, that was a few ..... .

5 A: It's become a good place to live 'cos it's so near the centre and it's got loads of ....

6 A: What about Internet cafés?
B: Yeah, I'm pretty ..... .

7 A: There's a tourist information point on the opposite ..... .

🎧 Listen again to check your answers.

Listening for specific information

3 a) Sometimes when we listen, we just **listen for specific information**. This listening skill is very useful for Sections 1 & 2 of the IELTS Listening Test/Practice. Which of these might you listen to for specific information? Put a tick (✓).

1	lectures	.....	7	directions	.....
2	railway announcements	.....	8	someone telling you a website address	.....
3	TV soap operas	.....	9	radio news	.....
4	college answer phone messages	.....	10	an announcement about who has won a competition	.....
5	songs	.....			
6	a story told by a friend	.....			

b) Which of these questions is likely to require **listening for specific information**? Put a tick (✓).

1	What is the conversation about?	3	What is his reason for wanting to leave? .....
2	What time will the two meet?	4	Where is the house located? .....

4 Discuss with classmates:

- How is listening for specific information different from listening for gist and listening for detail? Think of both what you do and the kind of information you listen for.
- Why might it be important to listen for specific information in the IELTS Listening Paper?
- Do you find it is difficult to listen for specific information? Why? How can you solve this?

Listening practice

5 Use the skills of predicting and listening for specific information to listen to the conversation again and answer these IELTS exam style tasks:

Questions 1-3

Answer the following questions. Write **NO MORE THAN TWO WORDS** for each answer.

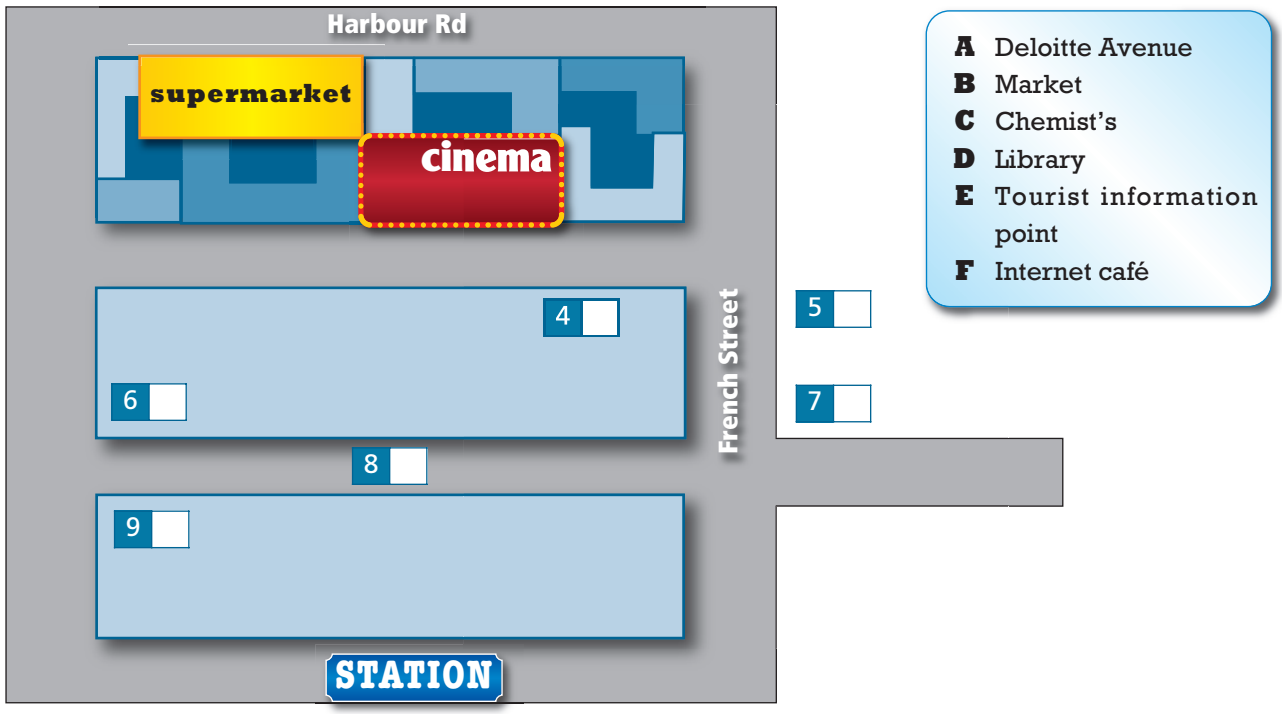
1 What special feature does the accommodation in Deloitte Avenue have? .....
.....

2 What possible disadvantage of this accommodation does the accommodation agent mention? .....
.....

3 What part of town is Harbour Road in? .....
.....

Questions 4-9

Label the map. Write the correct letter **A-F**, next to numbers 4-9.



After listening tasks

6 a) Listen to these extracts from the conversation and complete the blanks.

1 How can I .....?
2 It's got a ..... garden.
3 But whereabouts .....?
4 ..... know Harbour Rd in Darlington?
5 But, ... get a bit rough round there?
6 It's become a ..... to live.
7 Oh yes, ... the market.
8 Can I definitely .....?
9 Now, I'll ..... just on the corner.
10 I ..... a chemist's shop.

b) Listen again. In which sentences do sounds: *disappear*? *get linked to others*? *get combined with others*?

c) Listen again and repeat each sentence 1-10 from Ex. 6a, trying to imitate exactly the sounds as they are pronounced in spoken language.

Distinguishing sounds in connected speech

7 a) Read the tapescript at the back of the book (p. 160) and listen to the conversation at the same time. Notice how spoken language is different from written language because sounds disappear, get linked to others or get combined with others.

b) Read the tapescript again and find words with **prefixes** and/or **suffixes**.

c) Underline any new words in the tapescript and put them in your vocabulary record.

8 Talk to your classmates about the kind of accommodation you'd like to live in as a student.

GRAMMAR FOCUS: Intonation, grammar and meaning

Intonation is the way we move our voice up or down when we speak. Understanding English intonation can help you understand some of the grammar and meaning of English sentences or smaller units of meaning.

1 a) 🎧 **Listen to these sentences and decide if they are questions or not. Complete them with a full stop or a question mark.**

1 My brother arrived yesterday
2 Your sister has lost her passport
3 Where's the immigration officer
4 I don't know who to speak to
5 Give me your identity card
6 The flight's not till 11
7 Fill in this form and hand it in at the counter
8 Show me your visa
9 You're here on holiday
10 I've got two credit cards

b) Answer these questions by writing the numbers of the sentences above.

1 In which sentences does the intonation go up? .....
2 In which sentences does the intonation go down? .....
3 Which sentences don't look like questions but are? .....
4 Which sentences are statements? .....
5 Which sentences are commands/instructions? .....

c) 🎧 Listen to the sentences again and repeat them with the correct intonation.

2 🎧 **Listen to these questions. Put an arrow at the end of each to show if the intonation goes up ↑ or down ↓.**

1 Are you planning to attend college? .....
2 Where do your relatives live? .....
3 How long are you wanting to stay? .....
4 Will you try to get a job? .....
5 How much money do you have on you? .....
6 Have you been here before? .....
7 Were you born there? .....
8 When will you start your studies? .....
9 Who are you going to stay with? .....
10 Did you have a good flight? .....

Which type of questions does the intonation go up on and which does it go down on?

🎧 **Listen to the questions again and repeat them with the correct intonation.**

3 🎧 **In the sentences in A and B the intonation falls. In C it rises. What meaning does it express in A, B and C? Listen to see.**

A
1 That's fantastic.
2 Oh no.
3 What a great idea.
4 Pity about that.
5 Cool.
6 Really.

B
1 He won't get there late, will he?
2 He'll be alright, won't he?
3 You remembered the passports, didn't you?
4 You didn't forget our tickets, did you?
5 You aren't a student, are you?
6 You've already got a job, haven't you?

C
1 He'll be here by tomorrow, won't he?
2 He won't lose his documents, will he?
3 We need to fill in these forms, don't we?
4 We don't need to show our passports, do we?
5 She's got her sponsor's letter, hasn't she?
6 She hasn't got liquids on her, has she?

🎧 **Listen to the sentences again and repeat them with the correct intonation.**

4 Now complete the blanks in these statements about intonation in English.

In English, intonation is used to show emotions and feelings but it can also be used to show if something is a statement, command or **1) q**....., what kind of question is being used: a *wh*-question or a **2) yes/n**..... question, and also whether the speaker of a tag question is **3) s**..... or unsure about the answer. We use a **4) f**..... tone for statements, exclamations, commands, *wh*-questions and confident **5) t**..... questions, and a rising **6) t**..... for yes/ no questions and tag questions where the speaker isn't confident about the **7) a**..... .

5 🎧 Listen to this mixture of sentences. Say whether their intonation goes up or down and why. Then repeat them with the correct intonation.

6 a) Look at this extract from the tapescript for the conversation about visiting accommodation from the **Skills Focus** section. In pairs, decide who will be the student, Christos, and who will be the accommodation agent. Read through your lines marking the sense divisions with *R* (rising) or *F* (falling) intonation. Then say the dialogue to one another.

TAPESCRIPT

Student: Hello / , yes, I spoke to you the other day when I came in about finding some student accommodation / ... name's Christos. /

Agent: Oh yes / , I remember. / Right/, how can I help you? /

Student: Well, / I was wondering about going to see some of the places. / There is one I'm really interested in. /

Agent: Right, / which is that? /

Student: Well, / the one in Deloitte Avenue / – that's the only one with a garden, isn't it? /

Agent: Yes, that's right. / It's got a great big garden, / but it's unfurnished, / remember. /

Student: Oh, I'm not worried about that./But whereabouts is it? /

Agent: How well do you know the city? /

Student: Quite well, / I've been here on holiday before. /

Agent: OK, then. / Do you know Harbour Rd in Darlington? /

b) 🎧 Listen to some sentences. What emotions/attitudes do they express? Write the letters **A-H** against the numbers. You will need to use some letters more than once.

A disappointed **B** surprised	**C** factual **D** bossy	**E** pleased **F** concerned	**G** wanting to know more **H** unsure

1	.....	3	.....	5	.....	7	.....	9	.....
2	.....	4	.....	6	.....	8	.....	10	.....

EXAM FOCUS: IELTS Listening Paper Sections 1 & 2
Short-answer questions, plan/map/diagram labelling, multiple choice

1 Tips for IELTS

Read the tips and complete the blanks. Then, tick (✓) the tips that are most important for you.

Test Tips

IELTS Listening Paper, Sections 1 & 2

- Section 1 is always a conversation between **1)** ..... people.
- Section 2 is a monologue.
- Both sections are set in an everyday **2)** ..... context.

Short-answer questions

- You must use **NO MORE** than the **3)** ..... number of words mentioned in the instructions.
- Your words must be taken UNCHANGED from the **4)** ..... .
- The words you write must **5)** ..... grammatically correct.
- This task usually requires listening for specific information.

Plan/Map/Diagram labelling

- You need to label a visual such as a diagram *(e.g. a piece of equipment)*, a set of pictures, a plan *(e.g. of a building)*, a map *(e.g. of part of a town)*.
- You usually need to **6)** ..... answers from a list.
- If the visual is a map or a plan with 'you' marked on it, it's very important to work out **7)** ..... where you are on the map or plan at the beginning, i.e. your starting point. Otherwise, everything after will be in the wrong place.
  It's often important to listen for directions and prepositions of **8)** ..... and movement in this task.

Multiple choice

- There are two kinds of multiple choice tasks:
  a A question followed by **9)** ..... possible answers to choose from.
  b A longer list of possible answers from which you need to choose more than **10)** ..... . Read the instructions VERY carefully to check how many answers are needed.
- You will always hear some kind of reference to each possible answer, but only one is right so listen carefully for the one that **11)** ..... exactly with all its meaning.
- Information about the answers may not be in the **12)** ..... order as the answers, so read carefully before listening.

Paraphrasing

- When you read the questions think how else they could be **13)** ..... (paraphrased). Answers are very often introduced by paraphrases of the words in the questions.

Preparation Tips

Further study

- To get more practice in listening, and to enjoy it, listen to the sites below.
- Listen to both **14)** ..... and monologues in preparation for IELTS Listening Paper Sections 1 & 2.
  www.guardian.co.uk/books/series/books
  www.ted.com/speakers?tagid=7&page=4
  www.beelinetv.com/
  www.bbc.co.uk/worldservice/
  www.edition.cnn.com/

Suggestions for vocabulary revision

In Unit 1 we suggested you keep a vocabulary record to help you with preparing for IELTS. But just having a record isn't enough, you also need to **15)** ..... the record. Here are some simple games you could play with your vocabulary record.

1 Write a word on one side of a slip of paper and the meaning on the other. Do this for 15-20 words. Get a friend/member of your family to test you.
2 Look at your record and write 10-15 quiz questions, one for each word. A few days later, try to answer your own questions, or ask members of your class.
3 Write 15 words on slips of paper. Write their meaning on 15 other slips. Then play 'snap' trying to match the words to their meanings. Or, mix them up, turn them all face down, and then turn them over one by one trying to pair words and their meanings. Turn them face down again if you can't remember where the pair is.

2 IELTS Practice Test

SECTION 1

Questions 1-5

Choose the correct letter, **A**, **B** or **C**.

1 The student has recently
- **A** opened another account.
- **B** visited the bank.
- **C** arrived in the UK.

2 The student is carrying a letter which
- **A** is accepted proof of her identity.
- **B** gives full details of her college.
- **C** shows her address.

3 The student needs to
- **A** ask her landlord to go to the bank.
- **B** get a stamped letter from her college.
- **C** produce a letter from her course tutor.

4 The student gets worried because
- **A** she needs a bank account straight away.
- **B** her family need to contact her.
- **C** she has no money.

5 The bank requires the documents because
- **A** the customer has no proof of identity.
- **B** it must follow government rules.
- **C** there are special regulations for students.

Questions 6-8

Answer the questions in **NO MORE THAN TWO WORDS OR A NUMBER**.

6 Whose activities are the government regulations trying to target?
.....

7 Who operates money transfers?
.....

8 What is the limit on money transfers?
.....

Questions 9-10

Choose **TWO** letters, **A-E**.

Which **TWO** features are available with current accounts?

A overdrafts **B** a credit card	**C** use of ATMs **D** interest on savings	**E** phone banking

9 .....
10 .....

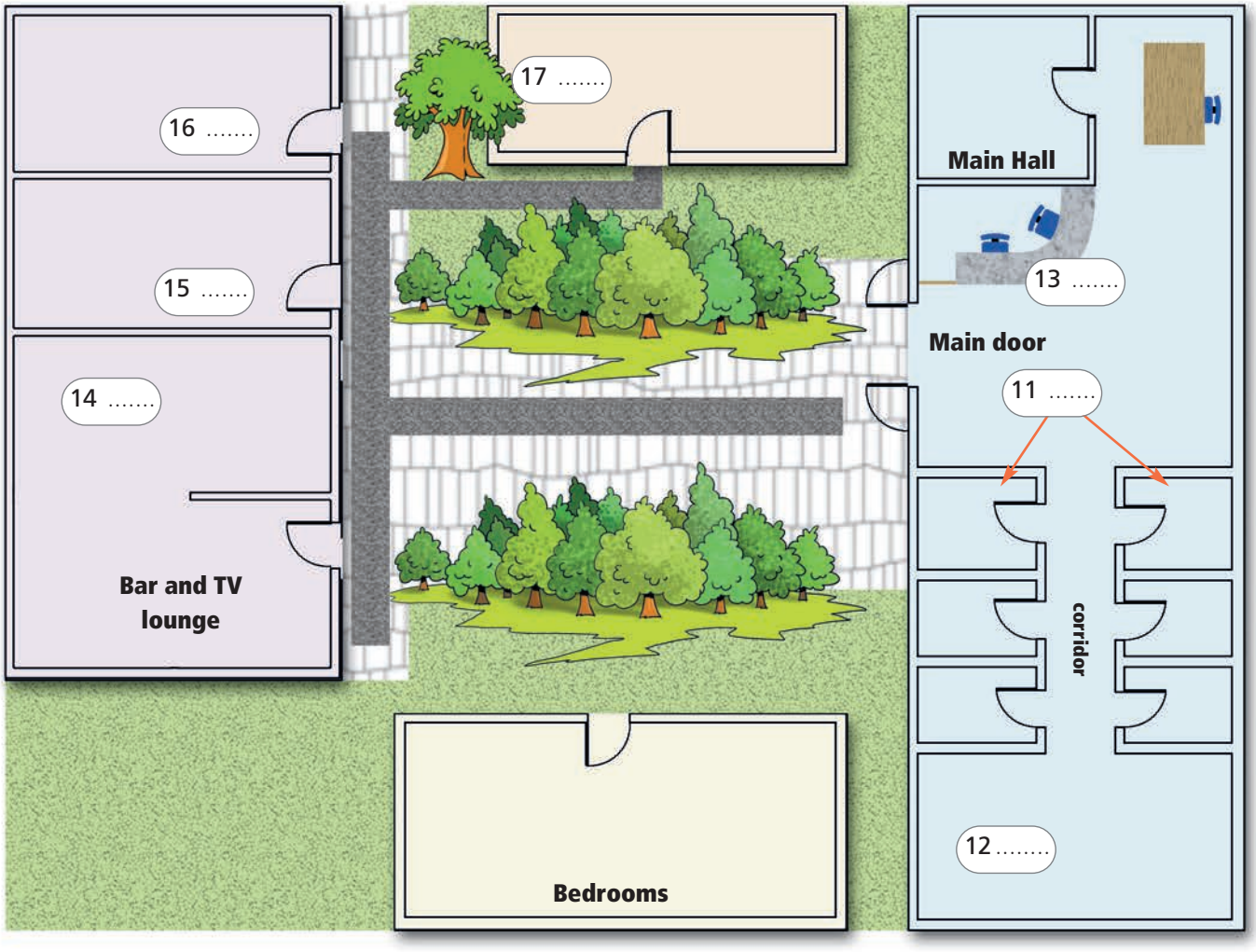
SECTION 2

Questions 11-17

Label the plan of the campus below.

Choose **SEVEN** answers from the box and write the correct letter, **A-I** next to questions 11-17.

A chemist's shop B classrooms	C gym D porter's lodge	E laundry F computer room	G dining room H staff room	I office



Questions 18-20

Answer the questions in **NO MORE THAN TWO WORDS OR A NUMBER**.

18 What will the course participants be given later?

.....

19 Who does the speaker particularly recommend asking for information?

.....

20 Who have a desk outside the main hall?

.....

3 Thinking about the IELTS Practice Test

1 Complete this chart about the Practice Test you have just done.

	Task 1	Task 2	Task 3	Task 4	Task 5
Task type					
Listening for specific information required? (Yes/No)					
Paraphrasing used/required? (Yes/No)					
Useful new vocabulary for my vocabulary note book					

2 a) Look at these answers to the Practice Test. They all contain mistakes. Find and correct them.

1 arrived in the UK
2 A and C
3 Letter B
4 ……???
5 B or C
6 criminals who are trying to launder money
7 by Post Office
8 five thousand pounds
9 and **10** A, C, E
10 phone banking
11 classrooms
12 ……
13 D, porter's lodge
14 G???
15 Internet access
16 lawndry
17 C or A
18 a quick tor
19 the porters at the lodge
20 social organisers'

b) Look at the wrong answers in Ex. 2a and complete this list of what **NOT** to do when answering IELTS Listening questions.

When answering IELTS Listening questions
DON'T

- ……
- ……
- ……
- ……
- ……
- ……
- ……
- ……
- ……
- ……
- ……
- ……