

By J. Berkley, C. Berkley & E. Berkley

Alice and the Diamond Bracelet



An Upper-Intermediate (B2 Level) ESL resource for
IELTS, IGCSE & B2 First (FCE) exam preparation
with audio download.

STUDENT BOOK





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Audio Files for download can be found in the
'Alice & The Missing Bracelet' page at
www.betterlanguageskills.com

Foreword

This EAL skills booklet is based around a story and is aimed, primarily, at students who are intending on taking a B2-level EAL exam, such as IELTS, B2 First (FCE) or IGCSE. It may also prove useful for students who are doing a relatively short, General English course of about 50-60 hours at Upper-Intermediate level. The exercises both in the Student Book and in the workbook are based on the language skills requirements at this level and, particularly, for the B2 exam requirements.

This skills book aims to break the mould of regimented, exam-style books which are traditionally organized through topical learning and to produce a more dynamic, skills-based book shaped around a story with a more flexible and integrated approach at B2/Upper-Intermediate level. The book includes a wide range of practical language, task-based activities and resources centred around improving the students' receptive, integrative and productive skills required for these exams. To promote a higher level of fluency, there is a focus not only on the four main language skills – listening, speaking, reading and writing, (which can be found predominantly in the Student Book), but also on the learning and recycling of vocabulary, grammar and pronunciation in the Workbook through the practice of exam-style activities with useful suggestions on how to further improve on exam preparation by using effective exam technique. The Workbook also helps consolidate learning as and where required. Where possible, the range of activities and the particular exam skills that they encompass are detailed in the index and throughout the book with colour-coded referencing to each individual exam.

This book is best-suited for pair-work activities within a classroom setting but can also be used for self-study, (where possible, we have labelled each exercise as being suitable for Pair work &/or Individual, Self-Study). It could be used as a stand-alone skills book for a short course or as a supplementary resource book to consolidate learning in a traditional exam-based or General English course.

The book follows the criteria for the Common European Framework for B2 level as a measure for learning. At the end of each chapter there is a brief checklist of what has been covered in each chapter, (including in the Workbook)), which enables students to self-assess their rate of linguistic progress. On the website at www.betterlanguageskills.com, there is an adapted, student-friendly downloadable Council of European Framework checklist which covers the 'can do' skills at Upper-Intermediate/B2 Level. It might be a good idea for students to go through this list on completion of this book to further self-assess what skills they have demonstrated so that they are made aware of their level of progress. While this book may not necessarily cover all of the skills criteria mentioned in the CEFR checklist, it would appear to cover the vast majority.

It should be emphasized that, unless instructed by a teacher (and particularly when students are following this course as a self-study option), students should be thorough in their approach to language learning but also be able to 'pick and choose' the exercises they cover depending on their level of linguistic need to improve on certain aspects of their English or exam skills. Self-study students should also feel free to be selective about which exercises they choose to do, and probably the skills which need more focus would be the obvious choice. It may be unrealistic to expect students to complete all of the tasks involved in every chapter. There is an answer key at the back of the Student Book and the Workbook as well as model answers in the writing section which should provide students with a better understanding of how to write a decent transactional or creative piece of writing.

There has been quite a strong emphasis placed on the learning of vocabulary as students should be aware for their own linguistic development that in order to successfully 'internalize' new vocabulary, they must be able to memorize vocabulary, retrieve it and use it effectively. The audio files accompanying the activities can be found on the 'Alice & The Missing Bracelet' page on our website at www.betterlanguageskills.com. Also, use the Answer Key at the back of this book and the Workbook to find the solutions to each exercise.

We hope you enjoy the learning experience and thank you for choosing this book. Other similar EAL skills -based books will be coming out soon. Feel free to check out our website for Free Resources or follow our regular Blogs which are dedicated to improving language skills.


The Authors – James & Charles Berkley

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IELTS = ● , B2 First = ● , IGCSE = ●

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Pre-Reading Task

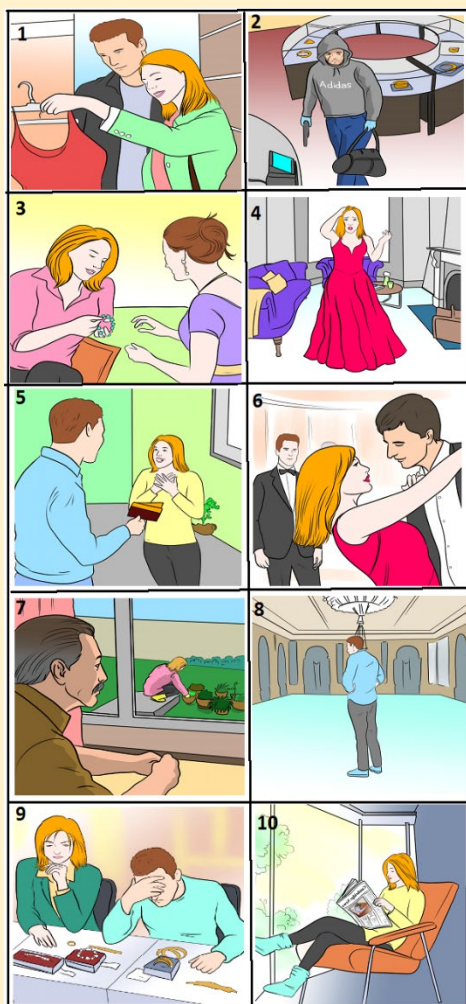
Pair Work / Individual Activity

A/. Story Prediction Task (Speaking & Writing)

Pair Work Activity

Student Task – answer the questions below;

1. This story is about a diamond bracelet. Do you have an expensive taste in jewellery, clothing or something similar? Can you describe this in more detail?
2. Look carefully at the pictures below. Think about/discuss with your partner what is happening in each picture and what you think the story is about.
3. Match the pictures below, (which are not in the correct order of the story), with the descriptions – write the corresponding picture number alongside each description, as seen in the example below;



A. Eg. Alice and Ned felt shocked when they heard the price of the replacement necklace.

= 9

B. Alice and Ned went shopping.

=

C. Ned looked everywhere for the item.

=

D. Alice was relaxing at home in the conservatory.

=

E. Alice lost something important.

=

F. One of the armed robbers was caught on CCTV.

=

G. Ned had a surprise for Alice.

=

H. Alice danced with another man while Ned looked bored.

=

I. Alice borrowed something from her friend, Anne-Marie.

=

J. Mr Bodger's face appeared at the window.

=

B/. General Questions - Speaking

4. Do you like stories? What type of stories do you like? What makes a good story?
Discuss with your partner.
5. What do you think might happen in this story?
6. Now compare your answers with your partner/teacher.

Chapter 1 – A Pleasant Surprise

1/. Warm-up Exercise – Pair work Activity / Individual Activity



Speaking

1. Can you describe what you see in the picture?
2. What do you think the man is holding in his right hand?
3. How is the woman reacting? How does she feel?
4. Have you ever received a surprise present? If so, what was it? How did you feel?
5. If not, what kind of present would you like to receive?

2/. Pre-Listening Vocabulary-Matching Exercise

Individual/Pair Work Activity

On the following page is some key vocabulary in Chapter 1.

Student Task

Match each word in the left-hand column of the box on the next page with a suitable definition from the right-hand box. Write your answers in the central box provided. (Complete the ones you are sure about first then try to work try to work out the answers for the remaining words. If necessary, use a dictionary to help you).

Top Tip – Vocabulary Matching Skills

- Use a 'process of elimination' method. Start by matching the vocabulary you think you know then try to match the rest.
- Try not to guess.
- Think carefully about the type of word you are trying to match – ie. a noun, a verb, an adjective, etc.
- Where possible, try to get into the habit of writing down new vocabulary and always try to revisit/recycle it where possible.

Chapter 1—Key Vocabulary

Word/Expression	Answer	Meaning/Synonym
1. conservatory	<i>Eg. 1 = F</i>	A. A large & formal party
2. terraced house	2 =	B. Behaviour which might be criminal or illegal.
3. outskirts	3 =	C. A district of a town outside the centre and near the edge of the town.
4. robbery	4 =	D. A small simple building often found in a garden where you can put things.
5. jewellery	5 =	E. Frozen droplets of moisture on the ground.
6. Police enquiries	6 =	F. A room with normally glass windows and a glass roof to attract light.
7. witness	7 =	G. An act of theft from a shop or a bank.
8. surroundings	8 =	H. A traditional English house which is attached to other houses on both sides
9. spokesperson	9 =	I. A mark left on someone's skin as a result of, for example, a deep cut or being burnt.
10. suspicious behaviour	10 =	J. Not thinking about other people's needs or wishes.
11. scar	11 =	K. before.
12. inconsiderate	12 =	L. Police Investigation
13. selfish	13 =	M. A small hand-held garden tool used for lifting and digging.
14. a trowel	14 =	N. Closed-circuit television (security camera).
15. a shed	15 =	O. Objects that people wear as decoration such as rings and necklaces.
16. CCTV	16 =	P. An area of concrete or tiled floor in a garden.
17. an embossed envelope	17 =	Q. Someone who speaks in an official capacity on behalf of another person or group of people.
18. the highlight	18 =	R. Someone who sees a crime take place.
19. a Ball	19 =	S. When you think about yourself before others.
20. a hoodie	20 =	T. A special envelope with raised writing or design.
21. to shiver	21 =	U. The best, the most interesting or the most exciting part of something.
22. a patio	22 =	V. The area around where you are.
23. frost	23 =	W. An item of clothing which consists of a top with a hood on it.
24. prior to	24 =	X. To tremble with cold, fear or excitement.

Further Study Suggestion -

Why not try the **Vocabulary Gap-Fill Exercise** in the Workbook
Chapter 1 Exercise 1 ?

3/. Listening for Key Information

Individual Activity



Student Task – You are going to listen and write down some key words to describe certain people in the first part of the story.

Look at the key words in the box below to describe these people. As you listen, write down the relevant words alongside each person. You may need to listen at least twice;

Extension Activity – if you find this exercise too easy, see if you can add more details from the listening activity to describe each person.

Top Tips – Listening for Key Details

1. Try to understand the key information and not necessarily every detail.
2. Be ready to write down the information.
3. Show resilience! Don't give up after the first attempt!

Loving / tall / scar / inconsiderate / grey hair / selfish / part-time Receptionist / Adidas Hoodie / works for the Ministry of Education / slim / unselfish / average-height / annoying /



Audio File 1

(Don't forget the audio files can be accessed by going to the 'Alice & the Missing Bracelet' page at www.betterlanguageskills.com).

Alice Munro;

Ned Munro;

Mr Bodger & The Bodger Family (the neighbours);

The Two Men who the Police would like to speak to;

1st

Man _____

2nd

Man

Now compare and discuss your answers with a partner.

4/. Multiple-Choice Listening Exercise



Student Task – Now listen to the first part of the story again and answer the following multiple-choice questions as quickly as you can by circling the correct letter;



Audio File 1

Eg.

1. What has happened at the Jewellery shop near Ned's and Alice's house?

- a. Some jewellery was stolen but not very much.
- b. Some men were acting suspiciously.
- c. Nothing was stolen.
- ☒ d. Some men were involved in a robbery at a Jewellery shop and a man was badly hurt. They were also caught on CCTV.

2. Why doesn't Alice like the Bodger family?

- a. They are impolite
- b. They are unfriendly
- c. They are not the sort of people she wants to mix with – they are noisy and rude.

3. What is Alice's job?

- a. She is a part-time teacher.
- b. She works as a receptionist.
- c. She works in a factory.

4. Why is Ned happy? (Circle three possible answers)

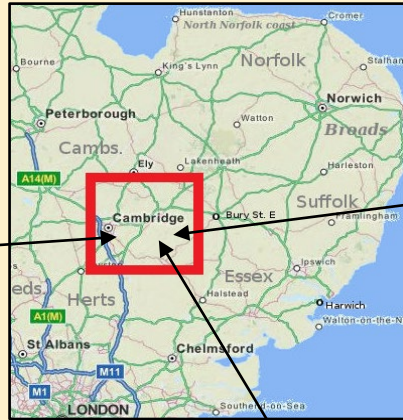
- a. He has won some money.
- b. He has a surprise for his wife.
- c. It is Friday evening.
- d. They are going on holiday.
- e. He is about to receive a promotion in his job.

Top Tips – Multiple-choice Listening Skills

1. Carefully read each question and each possible answer before starting the listening activity.
2. Don't rush this listening exercise.
3. Be careful! Sometimes, the answer is not always the most obvious choice.
4. Use a 'process of elimination' method if necessary and check your work on completion.
5. Make sure you give an answer even if you are not entirely sure what the right answer is.

5. What does Ned suggest doing?

- a. Going shopping together.
- b. Going out for a meal.
- c. Going on holiday.



5/. Skim Reading Exercise

Individual Activity

Now read Chapter 1 – the story you have just been listening to;

It was a beautiful November day and Alice Munro had spent the morning working as a part-time Receptionist at a local Health Clinic. She cycled home and had a bowl of soup for lunch. She then went into the conservatory of her terraced house in the outskirts of Cambridge and, sitting on her favourite chair, phoned friends and read the newspaper.



Alice sat in the conservatory and read the local newspaper.

In that day's Paper there was a front-page article about a criminal gang who had robbed a jewellery shop in Cambridge the previous day at around 5.30pm, just around the corner from Alice's house. Unfortunately, an unidentified man had been seriously injured in the robbery. A Spokesperson for the local Police had indicated that this robbery may have been carried out by a well-organized criminal gang which had been targeting Jewellery shops in the South-East of England in recent months.

The Police were appealing for any witnesses who may have seen anyone acting suspiciously in the area in the days prior to or during the robbery.

There were two men who were caught on CCTV who the Police were interested in speaking to and who they believed could help them further with their investigation. The first man was described as being White, tall and slim with a scar on his right cheek. He was wearing a grey Adidas hoodie at the time which covered most of his face. The second man was also White but older-looking with short, grey hair, a rounder face and a generally unshaven look. He was average-height and was wearing a blue jacket. The Police were appealing for witnesses who may have seen something suspicious in the area before or during the time of the robbery. It appeared to have been a well-planned criminal activity.



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What's on the box, p51-54

City Jewellery Shop in Chesterton Road Area Targeted in Evening Raid

One man left fighting for his life after criminal gang run off with £1 million worth of Jewellery

Cambridge Police are searching for the perpetrators of a violent raid which took place at a jewellers shop last night at around 5.30 PM on Mitcham's Corner in Cambridge. A previously unidentified man, who appears to have been the shop owner, was stabbed during the robbery and is now in a stable condition in Addenbrookes hospital after emergency surgery.

A spokesperson for Cambridge Police has indicated that this robbery was likely to have been carried out by a well-organised criminal gang. There have been several similar incidents in the south east in recent months. The Police investigation is ongoing but they are appealing for any witnesses who may have seen someone acting or behaving suspiciously in the area in the days or hours prior to or during the robbery.

Two men caught on CCTV. One of them was described as being white, tall and slim with a scar on his right cheek. He was wearing a grey Adidas hoodie at the time which covered most of his face. The other man was also white, but older-looking with short, grey hair, a rounded face and a generally unshaven look. He was average height and was wearing a blue jacket. They were last seen driving a white Ford Transit van up Chesterton Mill.

If you have any useful information on this violent crime, please call Cambridge Police on 01223 697 285.

Highlights

Tata get silent railway on track
Steel made at Tata's plant in Scunthorpe has been used to build Britain's first ever silent railway track.
News, p5

We reveal Class Act finalists
Find out who made it to the final round in our singing contest.
What's On, p4

We've got your new dream home
Making a house 'you can search' through hundreds of properties in our houses guide.
FindaProperty, inside

Daughter raided pensioner's bank
A heartless daughter raided the bank account of her 75-year-old mother while the pensioner was in hospital.
News, p18

Latest vacancies for jobseekers
Whether it's a first job or career change, we've the latest vacancies.
Jobs, p84-86

Get the power to drive further
Find out why you will never run out of power with Vauxhall's new Ampera.
Motors, inside

DID YOU GO TO HUDDERSFIELD ON SATURDAY NIGHT?

DID YOU WATCH CAMBRIDGE UTD V HUDDERSFIELD TOWN AT THE JOHN SMITH'S STADIUM?

YOUR FIREMAN FRIEND IN REVOLUTION BAR AND DID YOU MEET AMANDA?

IF SO CAN YOU PLEASE CALL AMANDA ON

50p off this weekend's  **See p103**

Alice thought about this for a short while and wondered if she might even have passed the Jeweller's shop on her way to getting some food at the local shop around 5.30pm the previous evening – at the time of the incident but she couldn't remember very clearly. The fact that this had taken place so near her home in a city like Cambridge, which was normally a safe place, sent shivers down her spine. Besides, she had often looked through the shop window when passing to see the attractive jewellery on display.

She put the Paper down and went to make a cup of tea. She thought about her husband, Ned, who had kissed her goodbye that morning on his way to work. He mentioned that he would have a surprise for her when he got home later in the day and she smiled to herself at the thought.

Just then she suddenly remembered that she'd left the newly-potted plants outside on the patio and that she should put them away in the greenhouse or otherwise the frost would kill them.

It was getting quite late and the pale winter sun was disappearing behind the trees. As she was kneeling over to pick up the pots, she was aware that someone was watching her from an upstairs window next door. It was the face of Mr Bodger at the window staring at her

rather coldly so she pretended not to notice and quickly placed the potted plants in the greenhouse.



Mr Bodger's face appeared at the window

She didn't really like the Bodger family because they were selfish and inconsiderate and not at all friendly neighbours. They often asked to borrow gardening tools and, more recently, she had noticed that a spade, a fork and a couple of trowels had disappeared from the garden shed and she wondered if they were responsible.

She felt that the Cambridge she had grown up in as a child was now becoming a rather different sort of place with the building of thousands of new homes and the arrival of many people from outside the city. She felt that the city was not necessarily changing for the better.

When Ned came home he was in a very good mood and told her that he was going to be promoted to a more senior position within the Ministry of Education, where he worked.

"Perhaps we should go out to celebrate darling", he said . . ."what do you think?"

Alice agreed and said that this was a lovely idea.

Ned then produced an embossed envelope which he invited Alice to open. It was an invitation to a Charity Ball at The Royal Naval College, Greenwich, London.

Alice was both excited and delighted and hugged Ned as she knew that these tickets were very much in demand and would be the highlight of their social calendar.



Alice was already dreaming about the dress she might wear and thought she would go to Bond Street in London to see if she could find just the right one.

"I have always wanted to go to a Ball with the man of my dreams", she thought to herself and gave a little smile.

6/. Scan Reading Exercise

Individual Activity



Student Task – Now read the questions below and refer back to the first part of the story you have just read. Write a suitable answer for each question giving **at least a full sentence for each answer**. If you wish to work with a partner, compare your answers with your partner's on completion.

Write no less than 5 words in your answer.

1. Where do Ned and Alice live?

2. What exactly happened at the Jeweller's shop the previous evening?

3. Who do the Police want to speak to?

4. What more is said about the people involved in the armed robbery of the Jewellery shop?

5. How does Alice feel about the way in which the city of Cambridge has changed since she was a child? What has caused this?

6. What is Ned's job?

7. Do Ned and Alice seem like a happy couple in your opinion? Why (not)?

8. How does Alice react when she opens the surprise?

Top Tips – Scan-Reading Skills

1. Read each question carefully so you know exactly what is being asked of you.
2. Re-read the text – look for key information which provides an answer to the question.
3. Write out your answer in a sentence where possible.
4. If you get stuck on a question then move on to the next question(s) and come back to it afterwards.
5. Don't leave any questions unanswered. If necessary, guess the answer.

9. What was mentioned about the Ball tickets?

10. What was she dreaming about?

7/. Improving Conversational Skills Exercise

Student task – Try to answer the questions below by providing a full sentence, as seen in the example below. Notice how the underlined key words in the question are recycled in the example answer below;

1. Do you think Ned and Alice have a happy lifestyle? Why?

Eg. I think Ned and Alice have a happy lifestyle because they appear to love each other and look like a settled couple.

Now try to write an answer to the questions below by using the 'skeleton' words provided in brackets to form a suitable sentence. Where possible try to extend your answer. Once you have finished writing out all of your answers, then practice speaking with your partner. (If you have no partner, try to provide a written/spoken answer after each question and say it out aloud).

2. What sort of people do you imagine Ned and Alice to be?
(**imagine/be**)

3. What do you think are Ned's and Alice's future hopes and plans?
(**think/Ned's & Alice's/future/ hopes/plans**)

4. How important is it to have good neighbours, in your opinion?
(**important/good neighbours/because**)

5. Do you think that it is important to be successful in order to be happy?
(**think/important/be successful/happy/because**)

Top Tip – Recycling Language

If you are unsure of what to say when answering a question, try to recycle some of the words/structures you hear in the question.
Eg. "What do you like doing at weekends?"
(Alfie) "**At weekends, I like playing football** with my friends".

6. In your culture, what is considered for a person to be successful in life?
(culture/successful/person/be)

.....
.....

7. What makes you happy?
(makes/happy)

.....
.....

8. Can you describe a happy day in your life?
(happy/day/when)

.....
.....

Additional Speaking/ Listening Skills Check - *listen to some example answers to the above speaking questions.*



Audio File 2

Further Study Suggestions

.....Why not try the **Ex.2 Link Word Vocabulary & Gap-Fill** and/or **Ex.4 Past Tense Revision exercises** in Chapter 1 of the Workbook?

8/. Informal Letter Writing Skills

Individual Activity



You may be required to write an informal letter to someone in your exam. It is important to know exactly what the examiners are looking for in terms of the execution of your letter as well as the exam conditions in which to write the letter.

The B2 First writing exam paper last for 1 hour 20 minutes. There are two parts to the written exam. The informal letter writing question may feature in Part 2 of the writing paper. This means that you will have up to 40 minutes to complete the informal letter writing task. You will need to write between 140-190 words.

The informal letter at IGCSE will probably be in the form of an email to a friend or family member and should be between 150-200 words long. In essence, the structure of this informal email should be similar to the informal letter in the B2 First Exam.

Top Tips – Informal Letter Writing Skills

1. *Read the question/task information carefully.*
2. *Plan your work – write some notes on paper.*
3. *Check you know the format for writing an informal letter. (See model informal letter below).*
4. *Use language suitable for an informal letter – ie. use contractions, and perhaps more informal words. Also, use the Active Tense and keep your sentences fairly short, where possible.*
5. *Keep an eye on the time but do not rush this exercise.*
6. *Check your work on completion for errors.*

Model Informal Letter

Ned's aunt, Auntie Merry, is from Vancouver in Canada. She has written an informal letter to Ned and Alice. Take a look at her letter below to see what she has written. You should also pay attention to the advice on the required language and format for writing an informal letter. Once you have read Auntie Merry's letter, you should be ready to write an informal letter back to her.

Address your letter with the first name of the recipient...e.g. Dear Ned and Alice,...

49, Gundogan Avenue,
Yaletown,
Vancouver, V7G 1P7
Canada
Tuesday 2nd November

Sender's address and date go in the top-right hand corner.

Paragraph 1

- Use a fixed opening phrase (see below).
- Perhaps mention an earlier e-mail or letter you've received from them.
- Explain why you are writing.
- Perhaps say what you've been doing

Dear Ned and Alice,

I'm sorry for not writing earlier. How are you both? How's the job going, Ned? Any signs of promotion yet? I've been thinking about possible dates for your coming over here to Canada next summer and was wondering when might be a good time for you. From my point of view, anytime is good as I'm now retired!

I was wondering if you might be free in July as the weather is usually good then. If you come then we can perhaps do a tour of the whole area around Vancouver. What do you think? It's stunningly beautiful and there's lots to do! We could go hiking or kayaking and the mountains are amazing if you like the outdoors.

Anyway, have a think and let me know. I'd love to see you both and I could book some things for us to do and visit. I think you'd like it here. Vancouver's surrounded by beautiful countryside and there is so much space.

Write back soon!

Love,
Auntie Merry xx

Paragraph 2

- Give more specific information & detail.
- Ask a question directly.
- Perhaps use an exclamation mark to express emotions.

Paragraph 3

- Conclude/ sum up the letter.
- Use an appropriate informal link word...e.g. Anyway, So, etc.

Ending the letter

- Use a phrase such as 'Speak soon', 'Write back soon', 'Must dash', etc.
- If it is somebody close to you such as a family member or a good friend, we write 'love + your name + xx' to signify endearment.

Student Task - Instructions for writing Informal Letter

Imagine you are Ned. Last week you received the above letter from your aunt, Auntie Merry, who lives in Vancouver, Canada. She has invited you and Alice to go and visit her in Vancouver next July and to do lots of things – hiking, kayaking and mountaineering, etc. In your letter, you should;

- Thank her for her letter and for her invitation to stay with her in Canada. Say what you and Alice have been doing recently.
- Ask/ Give some details about the possible trip to Canada. Ask her if you can go for 3 weeks in July and August.
- Finish the letter and tell her that you will be in touch soon.

Now write the letter on the following page;

4, Elvington Avenue,

Cambridge

Cambridgeshire

CB39PP.

UK

Wednesday 17th November

Dear Auntie Merry,

Lined area for writing the letter body.

Lots of love,

Ned & Alice xx

9/. Exam-Style Speaking - General Conversation

House, Home & Family – Pair Work Activity



Student Task – Look at the questions below and discuss your answers with your partner. (if you don't have a partner, try to give a suitable spoken answer to each question. You could even try recording yourself speak and listening to it afterwards). Make sure that you give a full answer - ie. a full sentence when answering each question. Where possible, try to extend your answers by giving more information. Try to use some of the link words practised in the previous exercise. Before you write/speak, read/listen to the model answer below, you may also prefer to write your answers down before practising speaking.



Audio File 3

1. Where do you live?

Eg. I live in Southwold, a beautiful seaside town in Suffolk. Although it is a fairly small town it attracts a lot of visitors and has a famous brewery right in the town centre. It is also very windy there.

2. Describe your house in as much detail to your partner. Do you like your house?
3. What would be your ideal home? Why?
4. What do you normally do if you want to relax at home?
5. Do you have a garden? If not, would you like to have one? Why?
6. Describe your family?
7. Who do you feel closest to in your family? Why?
8. Do you get on with your family? If not, why not?
9. Do you think family is more important than friends? Why (not)?
10. In your culture, how important is the idea of a family? Why?

Top Tips – General Conversation Skills

1. Listen carefully to the questions. You can recycle what you hear in each question in your answer.
2. Give a full answer perhaps using an example and specific details.
3. Perhaps ask a question in reply.
4. If you get stuck ask the examiner to repeat the question or use an expression like... 'that's an interesting question. ' as it gives you time to think of your answer.

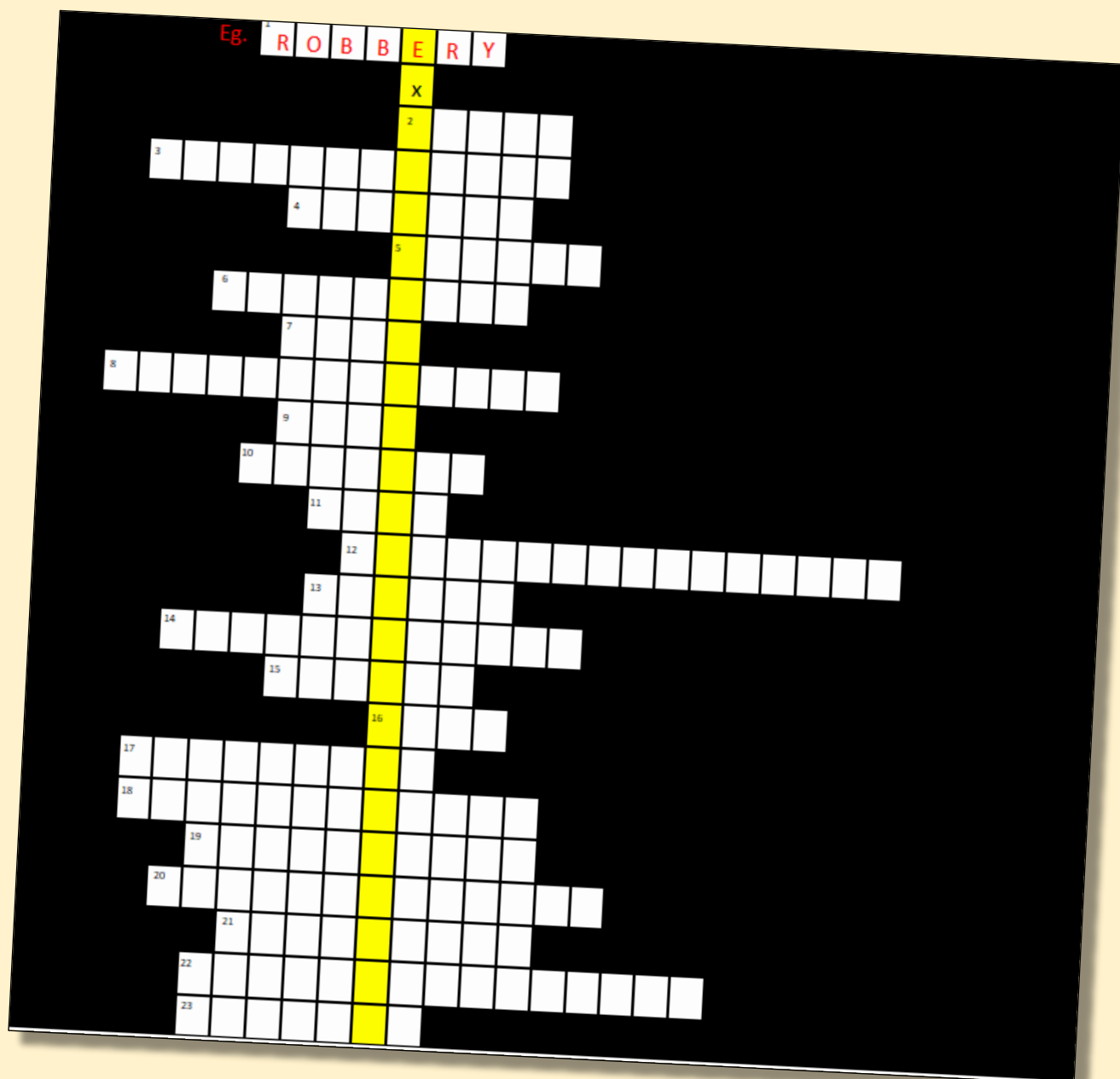
10/. Chapter 1 Vocabulary Revision Crossword

Individual / Pair work Activity

Student Task – see if you can complete the Word Puzzle including the missing letters which should go in the yellow box below. Look at the clues on the following page to help you. See if you can work them out rather than looking back at the vocabulary exercise earlier in the Chapter;

Top Tips – Recycling Vocabulary Skills

- The best way to remember new vocabulary is to recycle it. There are many Apps which are useful for vocabulary learning and retention.
- Get organized! Get into the habit of writing new vocabulary down.
- The rule is 'little but often' – get into the habit of learning & re-learning (or recycling) vocabulary for short periods on a regular basis ie. 10 minutes per day.



Clues:

1. The crime when somebody steals from a shop or a bank. *Eg. Robbery*
2. An area of concrete or tiled/paved floor in a garden,
3. Someone who speaks in an official capacity representing somebody or a group of people.
4. Someone who sees a crime take place.
5. To tremble with cold, fear or excitement.
6. An urban district on the edge of a city or far from the city centre.
7. Closed-circuit television (abbreviation).
8. Not thinking about the rights and feelings of other people.
9. Normally a small wooden building in the garden where people normally put their garden tools.
10. Someone who only thinks about himself/herself and his/her interests.
11. A mark on somebody's skin as a result of, for example, a deep cut or wound or from being burnt.
12. A special envelope with raised writing or design.

13. A small, hand-held garden tool with a curved blade that is used by gardeners for digging holes and lifting earth.
14. The area around where you are.
15. An item of clothing which consists of a top with a hood on it.
16. A large and formal party.
17. Objects that people wear as decoration such as rings or necklaces.
18. A room with normally glass windows and a glass roof to attract light.
19. Behaviour which might be criminal or illegal.
20. A traditional English house which is attached to other houses on both sides.
21. The best, the most interesting or the most exciting part of something.
22. Police investigation.
23. Before.

11/. Recycling Key Vocabulary

Communication Game - Taboo
Pair Work / Group Work Activity

It is important to 'recycle' newly-learned vocabulary in order to memorize it better.

Student Task – *Either work in pairs or in small groups. Each person/group will receive half the list of the key words in this chapter (see below). They must explain each word without saying or showing the word to their partner/the other group. A point should be awarded to the person/group explaining the word for every correct answer given by the opposite player/group. There should be a time limit of 8 minutes for each player/group. Once completed, swap over. The winning player/group is the one with the most points collected.*

For Person/Group A words – go to p. 122

For Person/Group B words – go to p. 123

12/. Speaking about a Topic

Individual Activity

In the IELTS exam, you will need to speak about a topic for between 1-2 minutes. This is not as easy as it may initially seem especially under pressure in an exam situation. This part of the speaking exam will also test your ability to develop your ideas and to present the relevant vocabulary and grammar. You will need to be calm and collected.

- The examiner will give you a task card with written prompts.
- The examiner will ask you to talk about the topics and include the points that you can cover in your talk. The topic is about a personal experience.

Top Tips – Practical Usage of Recycled Vocabulary

In order to better remember new vocabulary, it is important to recycle it in some way through activation – usually involving a spoken or written activity. It is also a good idea to organize yourself by writing new words down in a vocabulary book. Don't overdo vocabulary learning. It's a bit like going to the gym – the rule should be 'little but often'.

Top Tips – Speaking about a Topic

1. You have 1 minute in the exam to prepare for this after being shown a role-card. Write your ideas in note-form on paper.
2. Answer the questions and keep talking for 1-2 minutes!
3. You will be asked a question about your partner's topic in the ...

- You will be given one minute to prepare your talk and you will be given pencil and paper to write notes, (do not write on the task card).
- You must talk for one to two minutes. You can use your notes to help you.
- Then the examiner will ask you one or two more questions on the topic.

Student Task – *you should now be ready to begin the speaking activity.*

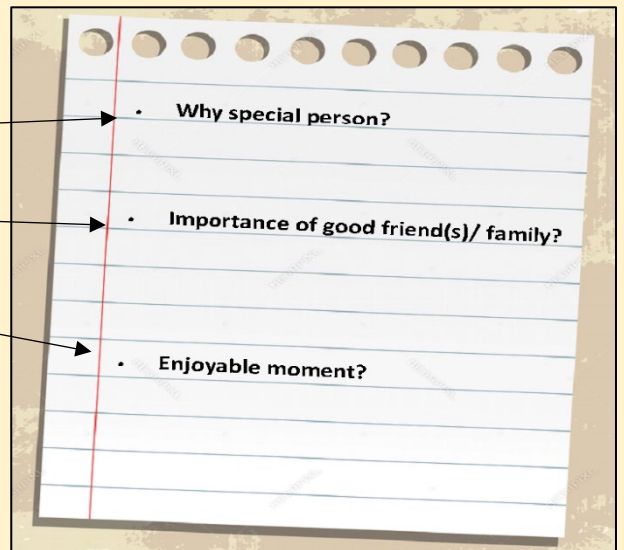
Role Card

Topic 1 – Friends & Family

- Take one minute to prepare a talk on the following subject.
- Take notes if you like and remember to include reasons and examples.
- You should then speak for between one and two minutes.

Describe either a good friend or someone in your family;

- What makes this person special?
- How important is a good friend/family, in your opinion? Why?
- Give an example of an enjoyable moment you have shared with this special person.



+ follow-up questions by the examiner;

- What do you consider to be the most important personal characteristic of a member of your family/a good friend? Why?
- How important is it to live in a stable home with a supportive family? Why?
- Where would you like to live in the future and why?

Student Task - *Listen to a model answer to the above speaking exercise.*



Audio File 4

Now turn to p.121 in the back of book to practice another similar IELTS role card speaking exercise.



Recommended Further Study

- **Ex.5 Past Tense Sentence Transformations Exercise**
- **Ex.3 English Stress Pronunciation Patterns exercises** in Chapter 1 of the Workbook?