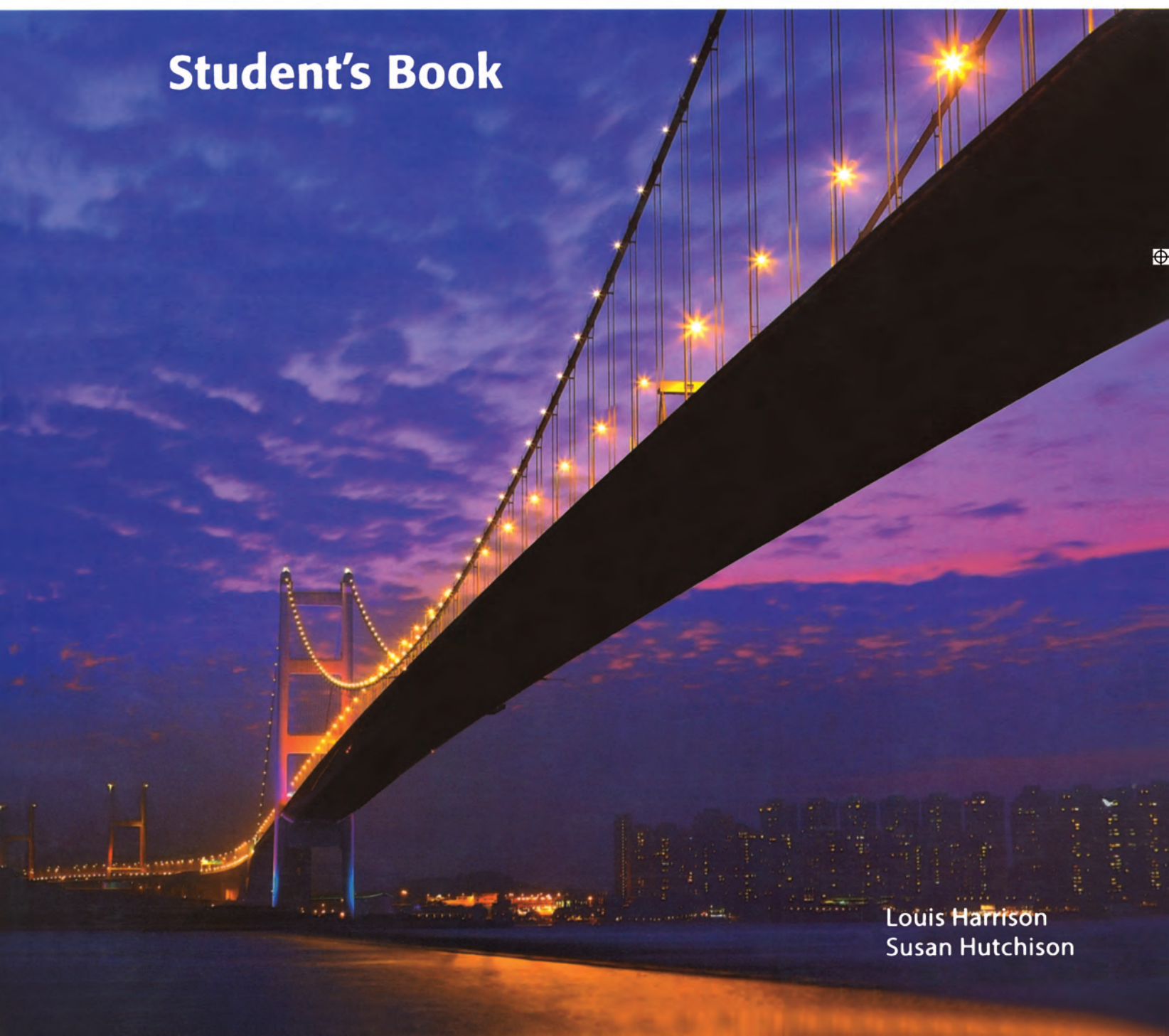


Bridge to **IELTS**

Pre-intermediate–Intermediate Band 3.5 to 4.5

Student's Book



Louis Harrison
Susan Hutchison

Bridge to IELTS Course map

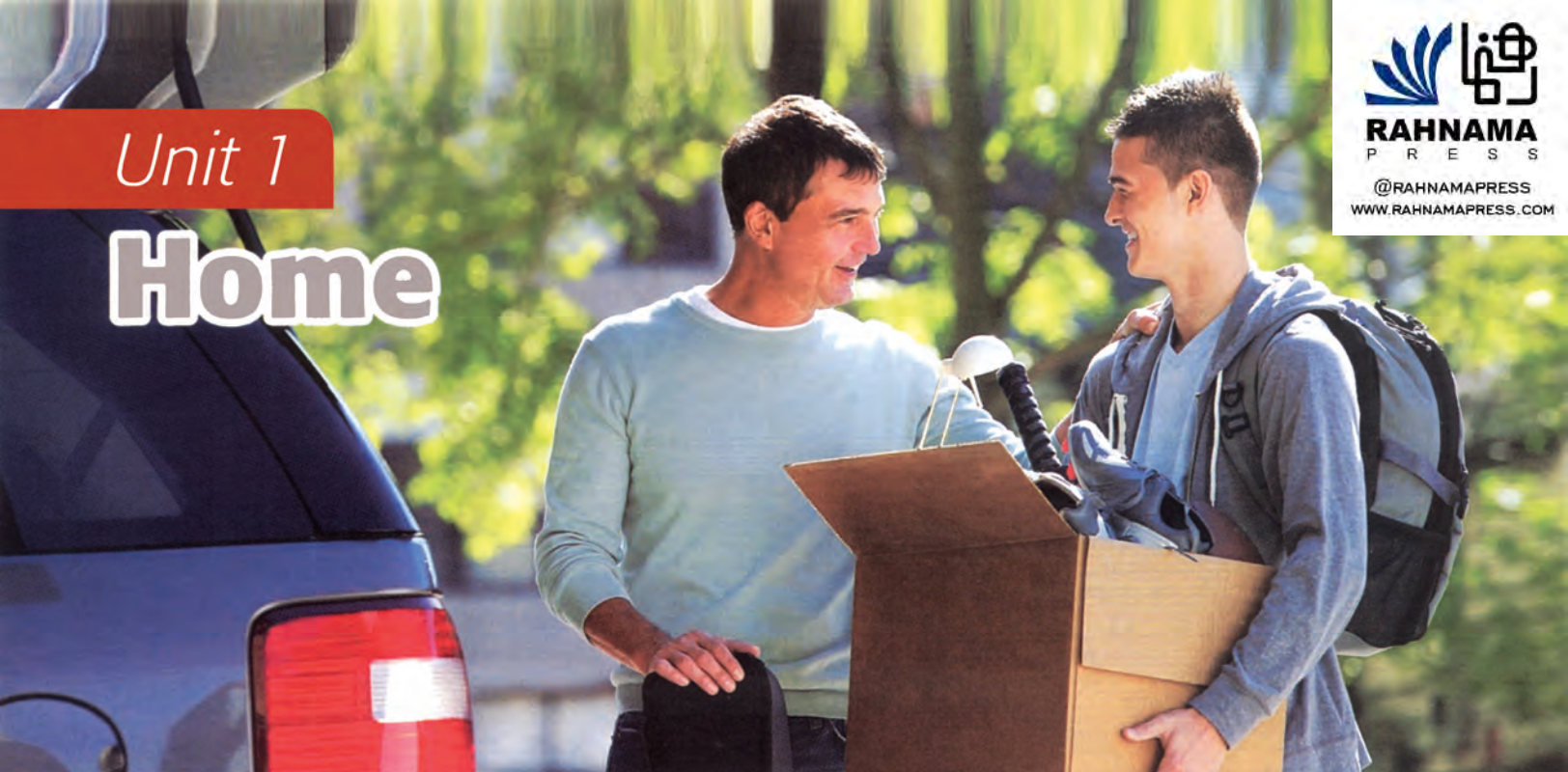
Key: Reading (R); Speaking (S); Listening (L); Writing (W)

UNIT / TITLE	PAGE	TEST PRACTICE	GRAMMAR
1 Home Introduction: 'O-week'	6	R: <i>Making Friends</i> : true / false questions S: describing a room L: multiple-choice questions W: a personal description	Present simple of <i>be</i> <i>there is / there are</i>
2 Festivals Introduction: Carnivals	14	R: <i>New Year in Australia</i> : short answer questions S: a special day or event L: multiple-choice questions W: describing a festival	Present simple Present simple questions and short answers
Review 1	22	Grammar : question forms; present tense Vocabulary : making friends; positive and negative adjectives	
3 Teamwork Introduction: The first-year student experience	24	R: <i>Teamwork</i> : matching headings and paragraphs S: a person you admire L: true / false questions W: describing a good leader	Adverbs of frequency <i>can / can't</i> for ability
4 Education Introduction: International student prize	32	R: <i>Choices in today's education</i> : multiple choice questions L: table completion S: my studies W: describing graphs and trends	Present continuous Present continuous and present simple
Review 2	40	Grammar : <i>can</i> ; present simple; present continuous Vocabulary : character adjectives; academic subjects	
5 Buildings and cities Introduction: Describing buildings	42	L: summary completion R: <i>The Eiffel Tower</i> : matching summaries with paragraphs S: a special building W: describing a city	Past simple of <i>be</i> Past simple: regular verbs
6 Work Introduction: Student volunteers	50	R: <i>I need a job</i> : true / false questions L: multiple-choice questions S: a rewarding experience W: discussing the benefits of doing a part-time job	Past simple: questions Past simple: irregular verbs
Review 3	58	Grammar : past tense questions with <i>be</i> ; past tense irregular verbs; linking with <i>so</i> Vocabulary : adjectives to describe buildings; phrases about work	
7 Urban sports Introduction: Urban hunt	60	R: <i>Parkour</i> : matching headings and paragraphs L: table completion S: my favourite sport W: describing a chart	<i>have to</i> for obligation: <i>can / can't</i> for permission <i>need</i>
8 The natural world Introduction: Travel experiences	68	R: <i>The changing environment of Australia</i> : multiple-choice questions L: multiple selection S: a special place of natural beauty W: discursive essay (1): The advantages and disadvantages of tourism	Present perfect with <i>ever</i> and <i>never</i> Past simple Present perfect with <i>for</i> and <i>since</i>
9 Family Introduction: Family celebration	76	R: <i>Living in the Blue Zone</i> : matching summaries and paragraphs L: true / false questions S: an important life event W: describing a table	Present simple passive Passive and active verbs
Review 4	84	Grammar : passive and active Vocabulary : family relationships; the natural world	
10 Conservation Introduction: Earth Day	86	R: <i>Managing water supplies</i> : labelling L: multiple-choice questions S: an environmental problem W: problem / solution essay	Countable and uncountable nouns / <i>some</i> and <i>any</i> <i>how much / how many</i>
11 Design Introduction: The Supermileage competition	94	R: <i>Think big</i> : labelling L: multiple selection S: my favourite thing W: comparison essay	Comparatives Superlatives
12 Plans and predictions Introduction: After the course	102	L: Yes / No / Not given R: <i>Where's the classroom gone?</i> : matching headings and paragraphs S: my plans for the future W: discursive essay (2): The future of education	<i>going to</i> <i>will (not)</i>
Review 5	110	Grammar : countable nouns comparative and superlative adjectives; <i>going to</i> ; <i>will</i> Vocabulary : nouns from verbs	
Writing bank pages 112–123		Assignments–Communication bank pages 124–127	

PRONUNCIATION	VOCABULARY	BRIDGE TO IELTS	LIVING IELTS	WRITING SKILLS / STUDY SKILLS
Vowel sounds /ɒ/ /eɪ/ /aɪ/	Making friends Adjectives to describe rooms	Starting your talk	Introducing people	Word order
Syllable stress	Positive and negative adjectives	Task cards	Talking about likes and dislikes	Punctuation
Bridge to IELTS: Test preparation				Study skills: Learning outside class
Strong and weak forms: <i>can</i> and <i>can't</i>	Adjectives to describe character	Finding main points Giving information about people and things	Talking about ability	Linking ideas with <i>and</i> , <i>too</i> and <i>also</i>
Syllable stress Numbers	Academic subjects and higher education	Scanning a reading passage Structuring information about a chart	Talking about your studies	Phrases to describe trends
Bridge to IELTS: Listening test preparation				Study skills: Thinking about study habits
-ed ending of regular verbs	Adjectives to describe buildings	Using a dictionary When you don't know a word	Being positive	Organising a paragraph (1)
Different pronunciations of the letter e	Work	Playing for time	Talking about feelings	Linking with <i>so</i>
Bridge to IELTS: Reading test preparation				Study skills: Keeping vocabulary records
Strong and weak forms: <i>have to</i>	Sports and sports skills	Completing tables Describing figures in a chart	Adding emphasis (1)	Linking with <i>because</i>
Strong and weak forms: <i>have</i> and <i>has</i>	Landscape features Adjective and noun collocations	Vocabulary range	Commenting	Presenting an argument
	Family relationships	Structuring your talk	Adding emphasis (2)	Comparing figures in a table
Bridge to IELTS: Writing test preparation				Study skills: Using reference materials
Word stress in verbs and nouns	Word formation	Using information for predicting Understanding long listening passages Listing	Saying you're not sure	Organising a paragraph (2)
-er endings	Adjectives to describe objects	Choosing from a list	Talking about what you like	For and against
<i>going to</i>	Collocations	Matching headings and paragraphs Agreeing or disagreeing	Giving yourself thinking time	Giving your opinion
Bridge to IELTS: Speaking test preparation				Study skills: Revising vocabulary
Audioscript pages 128–137 Grammar reference pages 138–143 Irregular verbs page 144				

Unit 1

Home



READING

1 Complete the dialogue. Use the words below.

fine Hello How meet new
Nice student this well from

Ana: ¹ _____, Sergei!

Sergei: Hi, Ana! ² _____ are you?

Ana: I'm ³ _____, thanks. And you?

Sergei: I'm very ⁴ _____, thanks.

Ana: Sergei ⁵ _____ is Eva. She's from Argentina.

Eva: Hello, Sergei. ⁶ _____ to meet you.

Sergei: Nice to ⁷ _____ you too! I'm ⁸ _____ Russia.

Eva: Are you a ⁹ _____ student?

Sergei: Yes, I am.

Eva: I'm a new ¹⁰ _____ too!

2  **1.1** Listen and check your answers. Then work in groups of three and practise the dialogue.

3 Read the text and answer the questions.

- 1 How many universities are there in Australia?
- 2 Who is O-week for?

4 Read the text again and choose Y (yes) or N (no).

- 1 Is Australia a young country? Y / N
- 2 Is O-week in the second week of the academic year? Y / N
- 3 Are some students from other countries? Y / N
- 4 Are the host students new students? Y / N

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Links

STUDY IN AUSTRALIA

There are many reasons to study here! Australia is a very young and exciting country. There are 41 universities here and so there are many different courses to choose from! The teachers and the students are very friendly. Are you from another country? Don't worry! Many students here aren't from Australia either. They're from many different countries too.

The first week of the academic year at our universities is O-week. It's a time to meet people, make friends and have fun! O-week isn't a time to study! Student hosts are here to help you. They are students who know the university well. So ... Australia is a great place for you to live and learn! Australia is THE place to be!



LISTENING

1 1.2 Listen to two students, Fouad and Agnes, talking at the O-Week meeting. Tick the things they talk about.

- | | | | |
|-----------|--------------------------|-----------|--------------------------|
| A weather | <input type="checkbox"/> | D family | <input type="checkbox"/> |
| B food | <input type="checkbox"/> | E friends | <input type="checkbox"/> |
| C clothes | <input type="checkbox"/> | | |

2 1.2 Listen again and choose the correct answers.

- Fouad is in the ... department.
a science b business c art
- Fouad and Agnes are in ...
a Australia. b Canada. c Germany.
- Yibo is from ...
a China. b Japan. c Saudi Arabia.
- The barbeque is on ...
a Thursday. b Friday. c Saturday.

Living IELTS

INTRODUCING PEOPLE

1.3 Listen and put the sentences in order.

- ☐ Hello, Fouad. Nice to meet you too.
- ☐ Hi, Yibo. Nice to meet you.
- ☐ Fouad, this is Yibo. Yibo, this is Fouad. Yibo's a science student too.

Work in groups of three. Introduce each other.

GRAMMAR

PRESENT SIMPLE OF BE

You use the verb *be* to give information about yourself, other people, things and places.

Australia **is** a very young and exciting country.

O-week **isn't** a time to study.

The teachers and the students **are** friendly.

Many students **aren't** from Australia.

Are you from another country?

The form of *be* is different for different personal pronouns.

I am

You / we / they are

He / she / it is

GRAMMAR REFERENCE PAGE 138

1 Complete with the correct form of *be*.

- Berlin _____ in Germany. It's the capital city.
- Fouad and Yibo _____ in Melbourne.
- They _____ (not) in the art department.
- I _____ (not) from Australia.
- Agnes _____ (not) from Australia.
- She _____ from Germany.

2 Put the words in order to make questions.

- German / he / Is ?
- Are / a / student / new / you ?
- she / from / China / Is ?
- they / Are / the / tour / on ?
- Yibo / Is / your / name ?

3 Complete the answers using the words below. Then match the answers with the questions in activity 2.

are aren't isn't It's She's

- a Yes, I _____. My name's Fouad.
- b Yes, she is. _____ from Beijing.
- c No, it isn't. _____ Agnes.
- d No, he _____. He's Saudi.
- e Yes, they _____. It's their first day at university!



PRONUNCIATION

VOWEL SOUNDS - /ɒ/ /ei/ /ai/

1 1.4 Listen and match the words with the sounds.

- | | |
|--------|--------|
| 1 what | a /ai/ |
| 2 name | b /ɒ/ |
| 3 I | c /ei/ |

2 1.5 Listen and put the words in the table.

/ɒ/	/ei/	/ai/

3 Practise saying the words.

VOCABULARY

MAKING FRIENDS

1 Match the words to make phrases.

- | | |
|-------------|-----------------------|
| 1 chat | a yourself to someone |
| 2 meet | b hello |
| 3 say | c a conversation |
| 4 start | d people |
| 5 go out | e to someone |
| 6 introduce | f with friends |

2 Complete the sentences using phrases from activity 1.

- It's easy to _____ when you meet someone for the first time. You say your name!
- I _____ or Hi when I meet friends in the street.
- You can _____ with someone by smiling, saying hello and making eye contact.
- I _____ at the weekends – we go to the cinema or go shopping.
- If you _____ you talk in a friendly, informal way with them.
- Clubs are good places to _____ and have fun.

READING

1 Match the pictures with the words below.

sports club Internet band choir

2 Read the text and number the pictures in activity 1 in the order they are mentioned.



Making friends

Are you someone who wants to make friends? yes? well ... read on!

- A** There are new people to meet everywhere – the person who is next to you in a class or someone who is in front of you in the lunch line. There are many different ways to start a conversation
- 5 with someone new, but it is always a good idea to smile and make eye contact before you begin. Just say 'hello' and ask questions like, 'Where are you from?'. The weather is always a good topic for conversation. You can say, 'It's a nice day, isn't it?'. It's important to keep the conversation light and it's also a good idea to follow a 30/70 pattern during small talk when possible. This is 30% talking and 70% listening.
- 10



B The Internet is a great way to get to know people and make friends. It isn't always necessary for friends to have common interests. Some good friends are people who are very different from each other! However, it's easy to spend a lot of time online with someone who you think is a friend and then find there's no chance to meet them because of time and distance.

C Sports clubs are great places to keep healthy and make friends at the same time. They are not just for people who are good at playing a sport – they are for everyone. The important thing is to enjoy what you do and have fun. A sports team isn't the only way to a good social life. If you play a musical instrument or sing, there are bands or choirs you can join too.



3 Choose T (true) or F (false).

- 1 There are two ways to start a conversation. T / F
- 2 It is a good idea to talk about serious topics when you meet someone new. T / F
- 3 It is more important to listen than to talk. T / F
- 4 Most good friends are very different from each other. T / F
- 5 The Internet is not always a good way to make friends. T / F
- 6 A sports team is the best way to meet new friends. T / F

4 Read the text again and circle TWO answers.

- 1 When you meet someone new it is important to ...
a smile.
b laugh.
c make eye contact.
- 2 Good places to get to know new people are ...
a not easy to find.
b online.
c clubs.
- 3 Sports clubs are ...
a fun.
b for everyone.
c for people who like team sports only.

5 Find the words in the text and choose the correct meaning.

- 1 *Small talk* (line 12) is ...
a polite conversation about everyday things like the weather.
b conversation about serious topics.
- 2 A *common interest* (line 16) is ...
a an activity which you share with another person.
b an activity you like to do by yourself.
- 3 If you live at a *distance* (line 22) from something, you live ...
a far.
b near.
- 4 If you have a *good social life* (line 28) you are ...
a usually at home by yourself.
b often out with people and having fun.

Discussion

Work in pairs. Ask and answer the questions.

- 1 Which is the best way to make friends? Why?
- 2 What do you talk about when you meet new people?

VOCABULARY

ADJECTIVES TO DESCRIBE ROOMS

1 Match the pictures with the words below.

flat house student hall bedsit

2 Look at the words below. Which can you use to describe the following things?

big bright cold uncomfortable
comfortable noisy small tidy
warm quiet dark

- a chair
- a bed
- a room
- a house or flat

3 Put the words in activity 2 in pairs of opposites. Which word has no opposite?

4 Choose the correct answers.


- 1 It's a very hard chair – it's very *comfortable* / *uncomfortable*.
- 2 There's a lot of light in this room – it's very *dark* / *bright*.
- 3 It's very *quiet* / *noisy* near her flat. It's next to a busy road.
- 4 It's a very *small* / *large* flat so there isn't much space.
- 5 Her flat isn't very *tidy* / *cold*. Her books are everywhere!
- 6 It's very *cold* / *warm* in here. Can I open the window?

Discussion


Work in pairs. Which place in the photos would you most like to live in? Why?



LISTENING

1  1.6 Listen to Hassan and Etsuko talking about where they live. Choose the correct answers.

- 1 Hassan is talking to a student from ...
 - a Egypt.
 - b Japan.
 - c Australia.
- 2 His home is ...
 - a near the university.
 - b far from the university.
 - c at the university.
- 3 Etsuko is in a ...
 - a student hall.
 - b house.
 - c flat.
- 4 There is a ... near her home.
 - a park
 - b shopping centre
 - c station

2  1.6 Listen again and tick the things they mention.

bed	<input type="checkbox"/>	bookshelves	<input type="checkbox"/>	desk	<input type="checkbox"/>
lamp	<input type="checkbox"/>	sofa	<input type="checkbox"/>	table	<input type="checkbox"/>
window	<input type="checkbox"/>	laptop	<input type="checkbox"/>		



GRAMMAR

THERE IS / THERE ARE

You use *there is* with singular nouns and *there are* with plural nouns.

There is a sofa. *There isn't* a desk.

There are three rooms. *There aren't* bookshelves.

Is there a desk? Yes, *there is*. / No, *there isn't*.

Are there bookshelves? Yes, *there are*. / No, *there aren't*.



GRAMMAR REFERENCE PAGE 138

1 Choose the correct words.

- 1 *There is / There are* a table in Hassan's room.
- 2 *There is / There are* a sofa in Hassan's room.
- 3 *There is / There are* a park near Etsuko's home.
- 4 *There is / There are* three rooms in Hassan's flat.

2 Complete the questions with *Is there / Are there*.

- 1 _____ three people in Hassan's room?
- 2 _____ a lot of noise in Etsuko's room?
- 3 _____ a laptop in Hassan's room?
- 4 _____ bookshelves in Etsuko's room?

3 Put the words in order to make questions.

- 1 big / window / there / Is / your / room / in / a ?
- 2 there / Are / shops / home / near / your ?
- 3 your / home / Is / quiet / very ?
- 4 it / to / place / live / Is / a / good ?

4 Complete the answers with the words below. Then match the answers with the questions in activity 3.

is There's isn't there

- a Yes, there are. _____ a big shopping centre.
- b Yes, it _____. It's right in the centre of the city.
- c Yes, _____ is. There's a lovely view.
- d No, it _____. It's very noisy.

5 Work in pairs. Ask and answer the questions in activity 3.

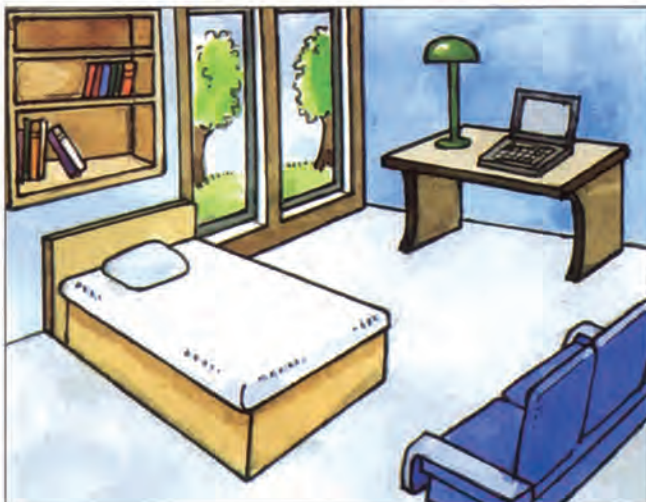
SPEAKING

DESCRIBING A ROOM

1 Work in pairs. Ask and answer the questions.

- 1 Where do you like to study?
 - at home
 - in a library
 - somewhere else
- 2 When do you like to study?
 - in the morning
 - in the afternoon
 - in the evening
- 3 How do you like to study?
 - on your own
 - with other people

2 1.7 Listen to Marisa talking about where she likes to study. Which picture is Marisa's room?



3 1.7 Listen again and choose the correct answers.

- 1 Marisa's room is ...
a small. b big. c quiet.
- 2 She thinks the colour blue is ...
a calm. b warm. c cold.
- 3 There ... in the room.
a are three bookshelves b are two bookshelves
c is a red chair
- 4 The room is a good place to study in because ...
a it's noisy. b it's quiet. c it's bright.

4 Think about your ideal room to study in. Make notes about it. Think about ...

- where it is.
- what colour the room is.
- what there is in the room.
- why it is a good room to study in.

Bridge to IELTS

STARTING YOUR TALK

A good way to start your talk is to repeat the words on the card. *My ideal room to study in? My ideal room to study in is ...* Say these words slowly and clearly.

This gives you time to think about what you can say next.

5 Work in pairs. Take turns to talk about the topic card. Use the notes you made in activity 4 to help you.

Describe your ideal room to study in.

You should say:

- where the room is
- what colour the room is
- what there is in the room
- and say why it is a good place to study in.

WRITING

A PERSONAL DESCRIPTION

1 Look at the picture. Guess which of these sentences describe the city.

- 1 It's a big city.
- 2 There are shops.
- 3 There isn't a cinema.
- 4 There are restaurants.
- 5 It's in the centre of the city.
- 6 It's a good place to live.

2 Read the text and check your answers.

My name's Natalia. I'm from Novgorod. It's a small city in the west of Russia. My flat is in the centre of the city. There are lots of shops, restaurants and cinemas near it. My flat is not very big but it's very comfortable, warm and bright. It's a great place to live!

WRITING SKILLS

WORD ORDER

3 Put the words in order to make questions.

- 1 name / your / What's ?
- 2 from / Where / you / are ?
- 3 your / Where / is / city ?
- 4 home / is / Where / your ?
- 5 is / home / near / your / What ?
- 6 is / like / What / home / your ?

4 Write the answers to the questions for Natalia.

5 Answer the questions in activity 3 for you.

6 Complete the text for you. Use the notes you made in activity 5.

My name's ¹ _____. I'm from
² _____. It's a ³ _____.
My home is in ⁴ _____. There are
⁵ _____ near it. My home is
⁶ _____. It's a great place to live!



Additional B1

Workbook

ISBN: 978-1-133-31896-5

Teacher's Book

ISBN: 978-1-133-31749-4

Class Audio CDS

ISBN: 978-1-133-31822-4

ExamView CD-ROM

ISBN: 978-1-133-31673-2

Bridge to IELTS

Pre-intermediate–Intermediate Band 3.5 to 4.5

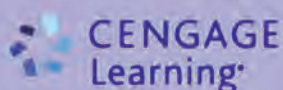
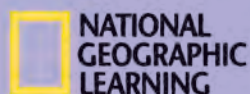
Student's Book

Bridge to IELTS is specially designed for students planning to take an IELTS preparatory course in the future. The course bridges the gap between general English and the IELTS test and helps students to:

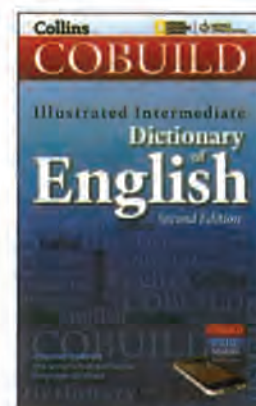
- build a solid grammar and vocabulary base
- develop reading, writing, speaking and listening skills
- understand the IELTS exam by doing IELTS-type tasks and practice activities
- develop key study skills.

Key feature	What does it do?	Here's an example
<i>Living IELTS</i>	Teaches students key functional language they will need in the speaking test	See page 15
<i>Discussion</i>	Provides extra opportunities to prepare for the speaking test	See page 69
<i>Bridge to IELTS</i>	Teaches students how to recognise and then perform IELTS task types, e.g. guided summary completion	See page 48
<i>Writing skills</i>	Helps students to build simple texts	See page 67
<i>Reviews</i>	Allows students to revisit and reuse regularly grammar and vocabulary they have studied	See pages 110–111
<i>Study skills</i>	Helps students think about how they learn and become more effective learners	See page 41
<i>Writing bank</i>	Writing lessons help students to analyse basic texts and use them to develop their own writing skills	See page 113
<i>Grammar reference</i>	Gives clear grammar summaries and extra practice activities	See page 141

By successfully completing this course students will be able to move confidently into an IELTS preparation course such as *Achieve IELTS* or *IELTS Express*.



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