

ANNA PARKINSON

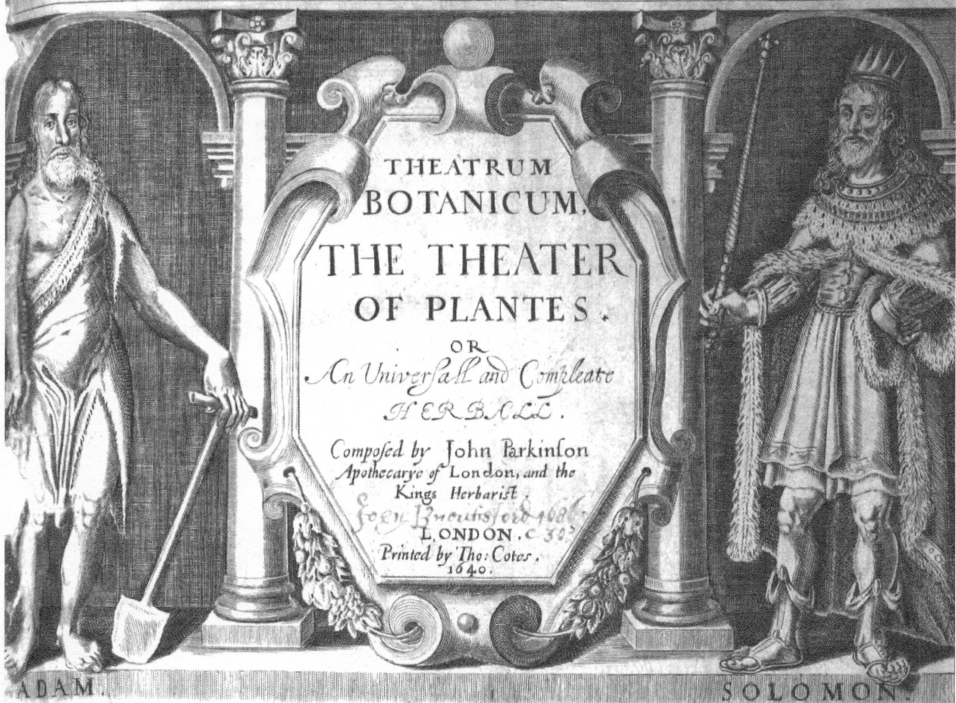
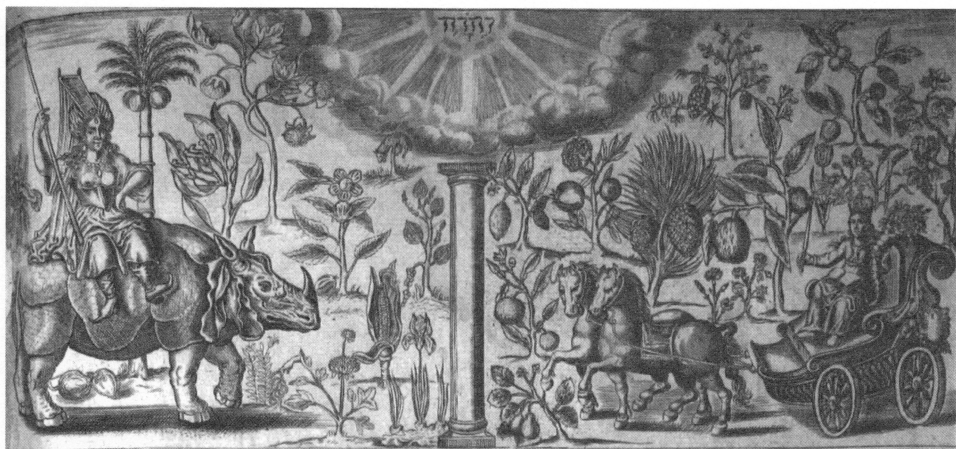


NATURE'S  
ALCHEMIST

JOHN PARKINSON,  
HERBALIST TO CHARLES I

**NATURE'S  
ALCHEMIST**







Frontispiece from *Paradisus Terrestris, Paradisi in Sole*, 1629, with the Hebrew word for God, *Yahweh*, at the top, engraved by Albert Switzer.





Portrait of John Parkinson, aged 52, from inside the Paradisus, engraved by Albert Switzer, 1629.



*Lady Margaret Russell, Countess of Cumberland. The portrait is in the collection at Skipton Castle in Yorkshire, still a complete medieval fortress, where she lived as a young bride.*

For Margaret, the product of this agreement was a joyless existence. She came to live in the castle at Skipton, which guarded the pass between the high moors leading from Lancashire into Yorkshire, less than twenty miles upriver from John's home. The huge semi-fortress of the Cliffords' ancestral seat was unlike any house she had known. The thick grey stone walls of Skipton Castle were softened inside only by the brightly coloured tapestry arrases that hung on them. Sweet-smelling rushes on the floor and thick woollen undergarments were a thin defence against the bitter cold of the damp winter air. The open fires sucked in the draughts. The wild dales and moors, the forbidding forests, and the people's accent and speech were strange to her. The arrases on the walls celebrated her husband's ancient family colours in battle. Romantic feats of the past meant nothing to this girl, brought up to play her part in a new future. In the south it had long been out of fashion to live in castles. When her husband went back to London to



CELEBRATING

Antonia Forest



# CELEBRATING ANTONIA FOREST

THE PAPERS OF THE  
BOURNEMOUTH CONFERENCE,  
2006

Edited by

LAURA HICKS

Girls Gone By Publishers





## INTRODUCTION

Sue Sims

Antonia Forest was always averse to any sort of publicity. From time to time a fan would propose publishing a magazine devoted to her books, or holding an Antonia Forest get-together. Her response was invariable: 'They can do all that sort of stuff after I'm dead.'

It was, therefore, inevitable that when that sad day eventually arrived, in November 2003, it wasn't long before some of her friends and admirers decided to arrange a conference which would celebrate Forest's life and work. In the rather inchoate way these things happen, a committee emerged: Hilary Clare, Sally Phillips, Diane Purkiss, Sue Sims and Joy Wotton.

Our first idea was to hold the conference in May of 2005 (Antonia had been born on 26 May 1915, and the conference would then be celebrating her 90th birthday) in Oxford. While Forest had never lived there, she had always been a Dark Blue supporter, and the Oxford sequence in *The Ready-Made Family* showed her love and appreciation of the city. Diane, a fellow of Keble College, suggested it as a venue, and initially this seemed an excellent idea. The price, though rather steep, was considerably lower than we'd have paid without Diane's involvement, and Keble, like all the Oxbridge colleges, was experienced in hosting conferences in the university vacs. Unfortunately the scheme foundered on a shoal of problems. The college couldn't accommodate us during term-time, and we would need to postpone it till July. We accepted that, but then found that Keble wasn't able to offer concessionary rates to non-residential or

part-time attendees; space was so restricted that no one could park in college, and we felt that Park-and-Ride would not suit those bringing books to sell; and the rooms which we would have been using had limited, or no, disabled access. So we reluctantly withdrew.

Sue spent several fruitless weeks phoning round various conference venues—fruitless because either they wanted to charge more than we thought participants would want to pay, or they were booked up several years ahead. There was a brief flurry of interest in Warwick University, whose conference centre was state-of-the-art and comparatively affordable, but the dates they could offer us were impractical. Then one of the committee had a brilliant idea: what about Bournemouth? Forest had lived there for most of her adult life, and attendees could visit the places associated with her; it was stuffed full of hotels, most of which were keen to host conferences to compensate for the British holiday-maker's mad rush to the Costa del Sol; and Sue lived on the spot, and could prospect for a likely venue.

However, by this time it was the summer of 2004, and Sue quickly found that all the decent hotels were booked up completely for over a year ahead. It would be possible to book a reasonably-priced hotel with a conference centre large enough to hold the hordes of AF fans, but only if we postponed the conference to 2006. Fine—but then, what about celebrating Forest's 90th birthday? Anxious e-mails flew through the ether for a week or so, and then a decision was reached: we would defer the conference proper to 2006, but plan a day conference in London as near as possible to 26 May 2005—in fact, Saturday 21 May. We booked Carrington House Hotel in Bournemouth for the former and, after a false start investigating and almost booking the facilities of Brompton Oratory in Knightsbridge, St Botolph's without Bishopsgate was chosen for the latter, which



## INTRODUCTION



would start with a memorial Mass in the Old Rite followed by lunch and afternoon activities. The church itself was excellent for a Tridentine Mass, and the hall, about fifty yards from the church, would be perfect for lunch. Father Nicholas du Chaxel of the Priestly Fraternity of St Peter agreed to sing the Mass; St Botolph's choir rehearsed Byrd's *Mass for Four Voices* (which they rendered superbly); and the day went ahead, proving a great success and a taster of the joys to come.

Preparations for the Bournemouth Conference had already begun before the London Day was over. The committee, now comprising Hilary, Sally, Sue and Joy, had to arrange speakers, discussions, publicity and, of course, finance. There was no argument as to the keynote speaker: Victor Watson, editor of *The Cambridge Guide to Children's Books in English*, was one of the few modern scholars and critics who had written both appreciatively and at length about Antonia Forest (*Reading*

*Series Fiction*, 2000); Hilary, who had met him in connection with her presidency of the Violet Needham Society, was commissioned to invite him, and he agreed to come. Various Forest scholars—not all academics—were approached and asked whether they would care to give a paper; and we put out a call for papers in *Folly* and to the GirlsOwn list members. Hilary gradually put together a schedule, handicapped by the continually altering availability of potential speakers—an apparent dearth followed by a superabundance, meaning that certain talks (mainly the committee's) had to be shortened in order to fit everything in; however, the programme was eventually fixed, and a copy is appended (pp21–23).

There was a fair amount of discussion about the finances; as always with conferences, there had to be a balance between what we thought attendees would like (bed and breakfast, morning coffee, lunch, strawberry teas, five-course dinners with free wine, etc) and what they would want to spend (as near zero as possible). We agreed that we wanted to keep the cost under £200 per person, and the hotel people were very helpful, offering various alternatives to suit different budgets. Sally, as Treasurer, had to deal with most of the day-to-day finances: luckily she was both experienced and unflappable.

Meanwhile, we needed to let everybody know about the conference. It helped, of course, that the editors of both *Folly* and *The New Chalet Club Journal* were part of the committee, and the other fanzines and newsletters carried the flyer/registration form which Joy designed. Katherine Ferguson posted details of the conference on her Antonia Forest website, and Virginia Preston at the Historical Research Institute of London University, one of the prospective speakers, offered to host the PDF file of the registration form which could be downloaded. As the weekend drew nearer, the list of participants

grew, though not quickly enough to avoid some anxious e-mails circulating between the committee members. As always, though, plenty of people had left things to the last minute, and a month before the conference it was clear that the books would balance quite comfortably.

Comfort was not, on the whole, the experience of the committee. Accommodation and attendees might have been sorted, but there seemed to be an infinite number of things to arrange. Speakers who we'd thought were all arranged seemed to disarrange themselves, or just prove impossible to contact; others suddenly appeared, apparently out of the ether, wondering why we hadn't been in touch to arrange the time of their talk, given that they'd been invited right at the start. Although we'd been very keen that there would only be one set of talks, so that no difficult choices would have to be made, it became clear that, although the major talks would be plenary, there would need to be parallel events at some points during the weekend. A more serious difficulty was the number of people wanting single rooms—twice as many as we'd originally been offered. Sally had to persuade (bully) a number of people into sharing, and the Carrington came up trumps and offered us more.

Thankfully (if somewhat astonishingly), it all came together (mainly through the efforts of Sally, Joy and Hilary, who worked non-stop for the fortnight beforehand) and it was Friday 30 June. While conference attendees didn't exactly take over Bournemouth, there was a fairly continuous stream of arrivals at the Carrington House Hotel: the foyer and lounge were full of females (eighty-five or so), with the odd member of the less literate sex occasionally in evidence. There was an international flavour, too: three Australians and two New Zealanders had come half-way around the world to be at the Conference. The folder with which new arrivals were presented contained



(besides goodies such as a notebook with a holographic cover) a fiendish quiz, devised by Hilary, comprising 100 clues, the answers being works of literature found in AF's books. Admittedly, those attempting it were given 24 hours to provide the answers, but questions like number 32: *A very long time ago for some of us!* (4,2,4,4,5) or 55: *The choice is yours!* (2,3,4,2) ensured that even the most AF-literate contestants struggled. (The quiz, with answers, appears on pages 243–56.)

Dinner, held in the big conference room, was followed by the first main event of the Conference. Hilary welcomed everyone to 'the one *and only* Antonia Forest Conference', adding: 'I hope you're going to enjoy it; if you don't, please don't tell us about it.' The first talk was given by Laura Hicks, Editorial Consultant to *Girls Gone By* Publishers, who apologised for short-changing us, giving us 'one for the price of two': she should, she explained, have been Ann and Clarissa, but since it was Clarissa's ordination weekend, Laura was having to do the 'hard sell'. She also



*Struggling with the quiz*

apologised that *The Marlows and their Maker* wasn't yet ready, but showed us the cover of the book, took us through its contents, encouraged us to order it, and produced *The Player's Boy*, hot off the press. She also promised the Conference Proceedings for 2007 (a slightly optimistic prediction, as it transpired!). This was immediately followed by Diane Purkiss's analysis of Forest's historical duo: 'Shakespeare: Did Antonia Forest get it Right?' Diane, a Fellow of Keble College, Oxford, and lecturer in the English Faculty, was both scholarly and entertaining, and though her conclusion (which may be summarised as 'Well, partly') was perhaps predictable, given the new evidence and theories which have emerged in the forty or so years since AF wrote the books, everyone present learnt a great deal en route. As people drifted off to their rooms, the discussions continued—in fact, the weekend might well be characterised as continual discussion mildly interrupted by talks, food, entertainment and privileged viewing of an exhibition of AF memorabilia (including early manuscripts, photographs and certificates).

Saturday was launched by the keynote speaker, Victor Watson, discussing whether Antonia Forest could be considered as a 'classical author': his illuminating talk ranged over an extraordinary range of children's and adult fiction. This was followed by the first set of parallel talks. In the main conference room, Sheena Wilkinson had adapted one of the chapters of her PhD thesis for her talk on 'Friendship in the Novels of Antonia Forest'; meanwhile, Barry Carter analysed Forest's use of the Royal Navy in the Marlow series. Another plenary session began with Sue Sims presenting a series of PowerPoint slides illustrating the Bournemouth which Forest knew; this was followed by a short session with Gillian Ledwick, who won her *Mastermind* heat in 2004 with 'The Marlow Family of Antonia Forest', describing what it was like to be a *Mastermind* contestant.

CELEBRATING ANTONIA FOREST



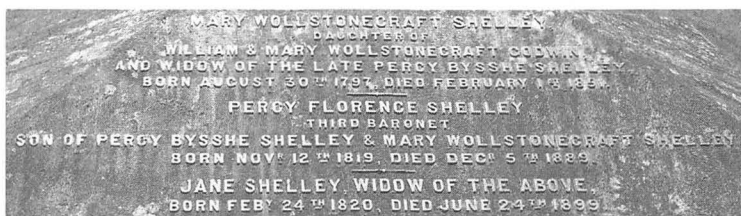
*Gillian Ledwick*



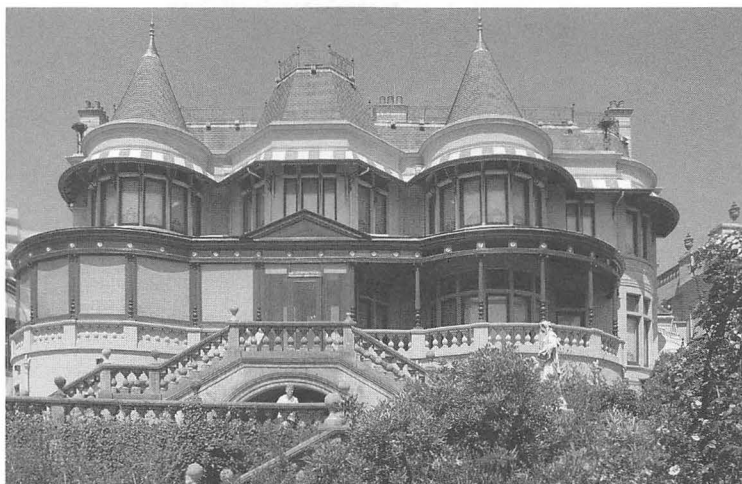
*Joy showing the route to be taken on the map*



## INTRODUCTION



A variety of activities was offered on Saturday afternoon: some participants were led by Joy Wotton in a walk around Literary Bournemouth (which boasts the grave of Mary Shelley; Joy took them round houses and sites associated with such authors as Robert Southey, Thomas Hardy, John Galsworthy, George MacDonald, Robert Louis Stevenson, Oscar Wilde and J R R Tolkien (who lived for some time in the Miramar Hotel where, in 2003, Antonia Forest's funeral reception was held). Others visited the Russell-Cotes Museum, while a contingent



*The Russell-Cotes Museum*

congregated in the exhibition room to talk (bitch?) about the Marlows and their circle in a discussion led by Kirstie Taylor. A select few were given a special glimpse of the house in which Antonia lived (see page 142).

The mandatory book sale, without which no occasion of this sort is complete, was crammed (in every sense of the word) into the hour before the formal dinner, which culminated in a toast to Antonia Forest proposed by Victor Watson. After this Hilary went through the answers to the quiz (whose difficulty may be gauged by the fact that even the winner, Susan Hall, only managed 90 per cent correct). Our shameful failure was mitigated by an AF-themed post-prandial entertainment in

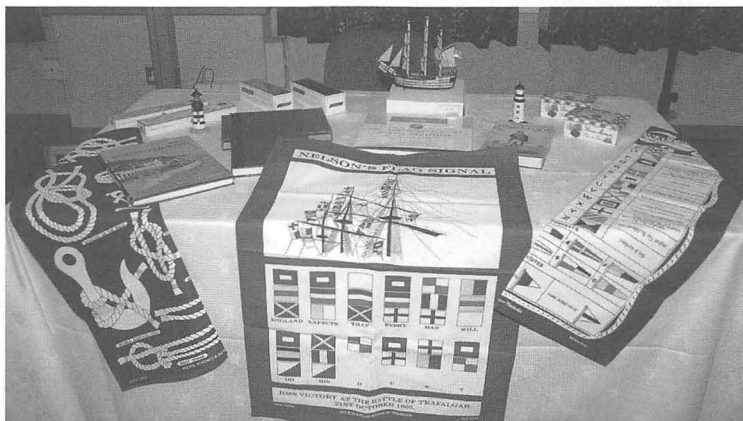


*Kirstie Taylor*

## INTRODUCTION



*The book sale*



*The quiz prizes, mostly with a nautical theme*



CELEBRATING ANTONIA FOREST



*Virginia Preston singing, accompanied by Hélène La Rue*



*Sue Sims reciting 'Foreign Lands'*

which the conference was regaled with prose, poetry and song ranging from Shakespeare to T H White via Anon (the programme is given on pages 257–60) before (theoretically) repairing to bed or (actually) sitting up to ridiculous hours talking school stories.

Sunday morning saw two more parallel session: Virginia Preston spoke on “‘That long line of happy ships’: Nicola, the Navy and Heroism’, while Susan Hall, fresh from her triumph in the Quiz, discussed ‘Nicola as Reader: the Uses of Fiction within the Marlow’s World’. The final plenary session, led by Hilary (assisted by Sue), was divided into two sections. The first half hour was titled ‘Marlows Past, Present and Future’, cut, owing to time constraints, focused more on the ‘future’ element, describing the direction of the unpublished and destroyed Marlow novel on which Forest was working before her death; a coffee break was followed by an animated discussion about the sections which Forest had cut from *Run Away Home*, especially concerning the famous under-stage kiss and the death of Buster. The text of the booklet—over fifty pages, reproduced as closely as possible in style to Forest’s original typescript—is now provided at the end of this book, on pages 185–242, and Hilary’s introductory material has been revised for inclusion with it.

Lunch brought the proceedings to a close, and the reluctant participants bade farewell to each other and to Bournemouth; the most frequently expressed sentiment seemed to be along the lines of ‘We must have another AF conference soon!’ To which the happy but weary organisers responded: ‘That’s fine ... as long as we don’t have to run it!’ (See photograph overleaf.)

CELEBRATING ANTONIA FOREST



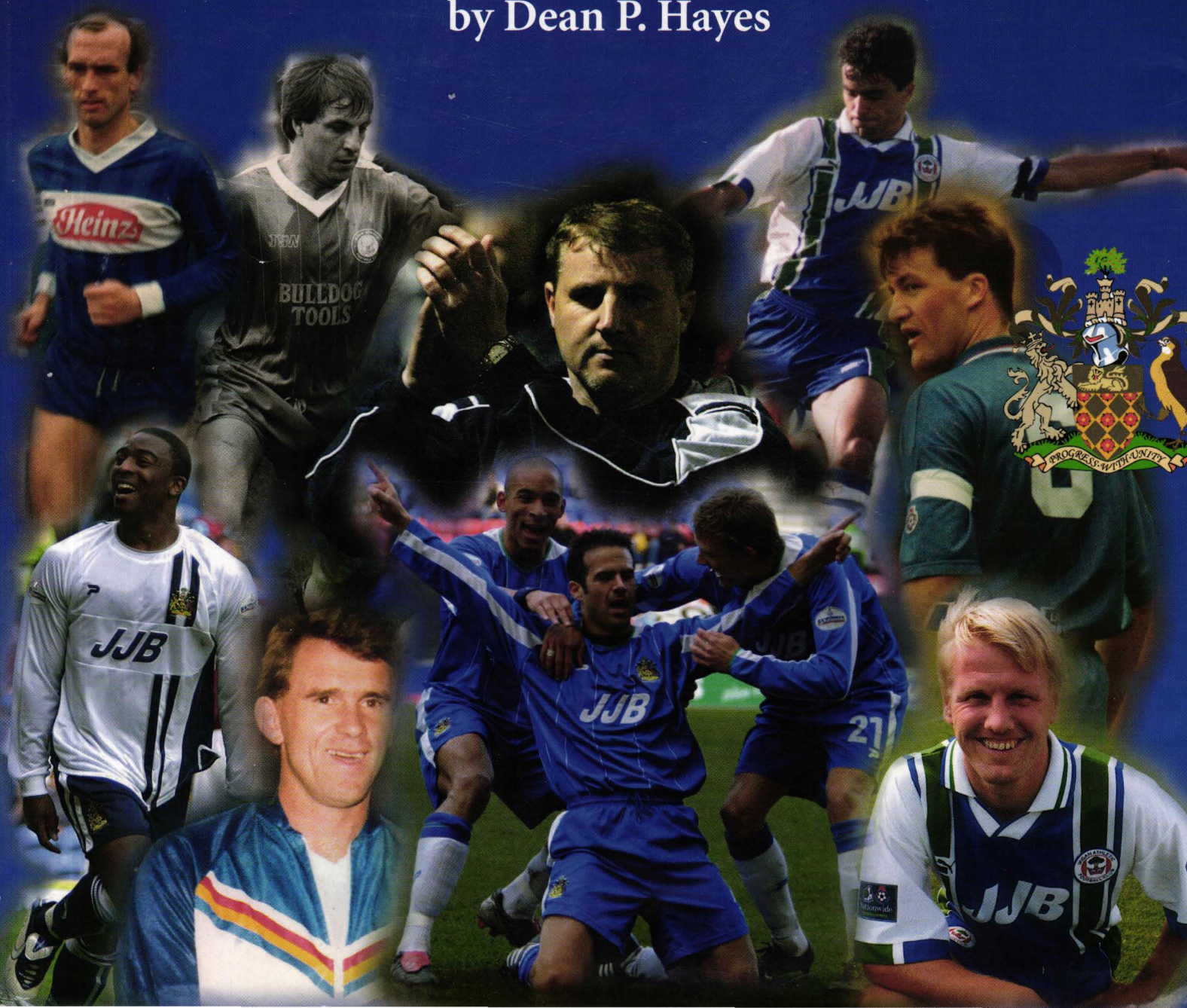
*(l to r) Hilary Clare, Sally Phillips, Sue Sims and Joy Wotton,  
exhaustedly happy at the close of the conference*



# THE WHO'S WHO OF WIGAN ATHLETIC

IN THE FOOTBALL LEAGUE – 1978-2004

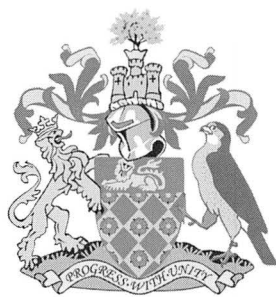
by Dean P. Hayes





*THE WHO'S WHO OF*  
**WIGAN**  
**ATHLETIC**

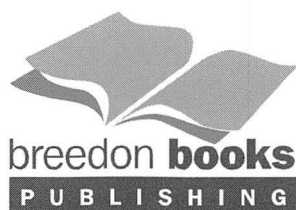
IN THE FOOTBALL LEAGUE – 1978-2004



*THE WHO'S WHO OF*  
**WIGAN**  
**ATHLETIC**

IN THE FOOTBALL LEAGUE – 1978-2004

by Dean P. Hayes



## ADAMCZUK Darius

Full-Back/Midfield

*Born: Szczecin, Poland, 21 October 1969.*

*Career: Pogan Szczecin. January 1996 Dundee 95 (7) 8. July 1999 Glasgow Rangers 6 (7) 0. August 2001, on loan, WIGAN ATHLETIC 3 (0) 0.*

The Polish international defender began his career with his local club Pogan Szczecin before joining Dundee in January 1996. Over the next three-and-a-half seasons, Adamczuk was a regular in the Dens Park side, appearing in 121 League and Cup games as well as helping the side win the Scottish First Division Championship in 1997–98.

In the summer of 1999, he joined Glasgow Rangers on a free transfer and in 1999–2000 appeared in 10 League games as the Ibrox club won the Scottish Premier League title.

Injuries then restricted his first-team opportunities and at the start of the 2001–02 season, he joined Wigan on a three-month loan.

He made his Latics debut in the 1–1 home draw against Brentford on the opening day of the season and went on to appear in the first three League games plus the League Cup defeat at Blackpool. The versatile and experienced right-sided midfielder player, who can also play in a full-back position, suffered an ankle injury in the game against Bristol City and returned to Ibrox before his loan spell had expired.

### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
2001–02	3	0	0	0	1	0	0	0	4	0
TOTAL	3	0	0	0	1	0	0	0	4	0

## ADEKOLA David Adeolu

Forward

*Born: Liverpool, 19 May 1968.*

*Career: Cannes, France. January 1993 Bury 21 (14) 12. February 1994, on loan, Exeter City 1 (2) 1. August 1994 Bournemouth. October 1994 WIGAN ATHLETIC 1 (3) 0. Hereford United. Halifax Town. Bath City. July 1995 Cambridge United 1 (4) 1. Bishop's Stortford. December 1995 Preussen Munster, Cologne. October 1996 Brighton and Hove Albion 1 (0) 0. Bishop's Stortford.*

Nigerian international David Adekola played his first League football for Bury where he was a very direct winger, using his pace to go past defenders.

Despite scoring 12 goals in 21 starts for the Shakers, he was loaned out to Exeter City before joining Bournemouth on a free transfer.

Unable to settle on the south coast, he joined Wigan Athletic in October 1994, making his Latics debut as a substitute for Matthew Carragher in a 1–0 defeat of Northampton Town. Adekola's only start for Wigan came in a 3–3 draw at his first club Bury, but he was substituted towards the end of the game and released without being offered a contract shortly afterwards.

After trial periods with Hereford United, Halifax Town and Bath City, he joined Cambridge United. Unable to hold down a first-team spot, he was loaned to Bishop's Stortford where he scored regularly before a surprise move to Cologne-based club Preussen Munster in December 1995. He returned to these shores for a trial period with Brighton and Hove Albion but after just one

appearance for the Seagulls, he rejoined his former club, Bishop's Stortford.

### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1994–95	1	(3) 0	0	(1) 0	0	0	0	(1) 0	1	(5) 0
TOTAL	1	(3) 0	0	(1) 0	0	0	0	(1) 0	1	(5) 0

## ADKINS Nigel Howard

Goalkeeper

*Born: Birkenhead, 11 March 1965.*

*Career: March 1983 Tranmere Rovers 86 (0) 0. August 1986 WIGAN ATHLETIC 155 (0) 0. July 1993 Bangor City.*

An England schoolboy international goalkeeper, Nigel Adkins began his Football League career with his local club, Tranmere Rovers, making his first-team debut for the Wirral-based club in a 4–2 defeat at Colchester United in November 1982. It was to be another two seasons before he won a regular place between the posts for Rovers but in September 1986, after appearing in 98 League and Cup games for the Prenton Park club, he joined Wigan Athletic.

Adkins made his Latics debut as a replacement for the injured Roy Tunks at Blackpool, but didn't have the best of days as the Seasiders ran out 5–1 winners and he was deemed responsible for three of the goals. Even after Tunks had left Springfield Park, Adkins faced stiff opposition from Northern Ireland international 'keeper Phil Hughes and for the next few seasons shared the goalkeeping duties with him. It was the 1991–92 season before Adkins won a regular place in the Latics side. An ever-present, he

Nigel Adkins



kept 12 clean sheets as Wigan ended the season in 15th place in the Third Division. After one more season, he lost his place to Simon Farnworth and decided to leave the club to play for Bangor City. After his playing days were over, he joined Scunthorpe United as the club's physiotherapist.

Wigan Athletic Playing Record										
	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1986-87	8	0	1	0	0	0	0	0	9	0
1987-88	2	0	0	0	1	0	1	0	4	0
1988-89	30	0	1	0	0	0	3	0	34	0
1989-90	13	0	0	0	4	0	0	0	17	0
1990-91	18	0	2	0	2	0	2	0	24	0
1991-92	46	0	3	0	4	0	2	0	55	0
1992-93	38	0	2	0	4	0	5	0	49	0
TOTAL	155	0	9	0	15	0	13	0	192	0

AINSCOW Andrew Paul

Forward  
Born: Orrell, 1 October 1968.  
Career: October 1986 WIGAN ATHLETIC 14 (8) 4. August 1989 Rotherham United 0 (1) 0. Ashton Town.

England youth international Andy Ainscow worked his way up through the ranks to make his Wigan debut in the 1987-88 Third Division campaign against Doncaster Rovers at Springfield Park. Coming on as a substitute for the injured Chris Thompson, he scored the Latics' winner in a 2-1 defeat of the Yorkshire club. However, he couldn't find a place in the starting line-up and it took another couple of appearances in the substitute's role before he made his first start against Fulham. Midway through the season he was given an extended run in the side and netted three goals in consecutive victories over Doncaster Rovers in the return match



(away 4-3) and Walsall (home 3-1). Injuries restricted his first-team appearances in 1988-89 and at the end of the season he left to join Rotherham United. Unable to force his way into the Millers' side on a regular basis, he decided to move into non-League football with Ashton Town.

Wigan Athletic Playing Record										
	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1987-88	9 (6)	4	0	0	0 (1)	0	1	0	10 (7)	4
1988-89	5 (2)	0	0 (1)	0	0	0	1 (1)	0	6 (4)	0
TOTAL	14 (8)	4	0 (1)	0	0 (1)	0	2 (1)	0	16 (11)	4

APPLETON Stephen

Central Defender  
Born: Liverpool, 27 July 1973.  
Career: September 1990 WIGAN ATHLETIC 31 (17) 1.

Liverpool-born central defender Stephen Appleton was a trainee with the Latics until turning professional in the summer of 1990. He made his League debut as a substitute for Ronnie Hildersley in a 4-3 defeat at Grimsby Town in the second game of the 1990-91 season. He kept his place in the side for the League Cup first round second-leg tie against Barnsley which the Latics won 1-0 to take the tie to penalties. Unfortunately Wigan lost 4-3 but Appleton





had helped keep a clean sheet over the 90 minutes and made his first start at League level four days later in a 2–0 win over Bournemouth.

In his first two seasons at Springfield Park, Appleton was in and out of the side, but in 1992–93 played on a much more regular basis, scoring his only goal for the club in a 2–1 home defeat at the hands of Chester City. At the end of the season, however, he was released and left to play non-League football.

#### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1990–91	3 (7)	0	0	0	1	0	0	0	4 (7)	0
1991–92	4 (5)	0	0	0	1 (1)	0	1	0	6 (6)	0
1992–93	24 (5)	1	3	0	0 (1)	0	6	0	33 (6)	1
TOTAL	31 (17)	1	3	0	2 (2)	0	7	0	43 (19)	1

## ASHCROFT Lee

Winger

*Born:* Preston, 7 September 1972.

*Career:* July 1991 Preston North End 78 (13) 13. August 1993 West Bromwich Albion 66 (24) 17. March 1996 on loan Notts County 4 (2) 0. September 1996 Preston North End 63 (1) 22. August 1998 Grimsby Town 52 (9) 15. July 2001 WIGAN ATHLETIC 37 (9) 8. October 2002 on loan Port Vale 3 (0) 0. December 2002 on loan Huddersfield Town 4 (0) 0. Southport.

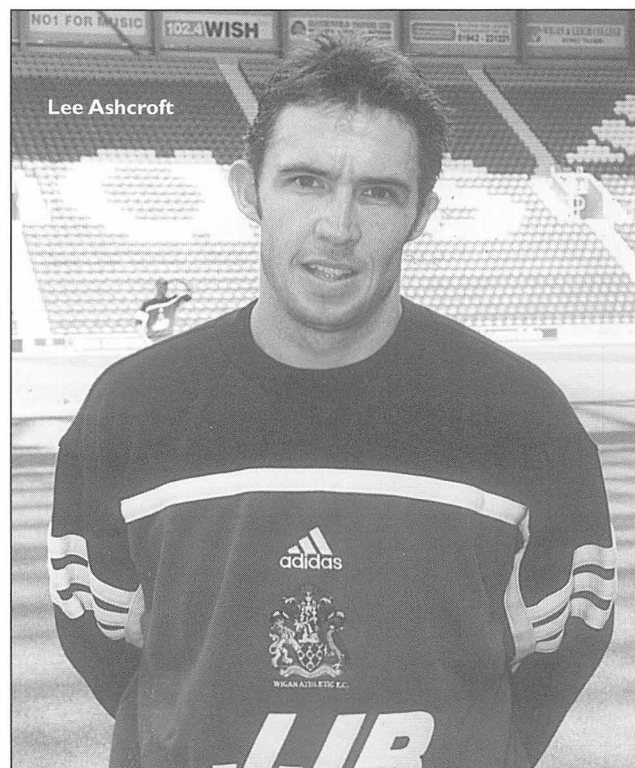
A fast and tricky winger who prefers to play on the left but can also figure on the opposite flank, Lee Ashcroft worked his way up through the ranks of his home-town club Preston North End before making his debut as a substitute during a 2–1 defeat at Wigan Athletic in November 1990. After establishing himself as a regular member of the Lilywhites, he went on to win representative honours for England at Under-21 level, but in the summer of 1993 he left Deepdale to join West Bromwich Albion for a fee of £250,000.

In his early days at the Hawthorns, he was unable to hold down a regular place and was loaned out to Notts County. He returned to score some vital goals for the Baggies but in September 1996 he left Albion to rejoin Preston North End.

His speed on the right wing finally restored the balance that the Lilywhites had been missing during Lee Cartwright's long absence through injury. Described as 'a scorer of great goals rather than a great goalscorer' he still ended the 1997–98 season as the club's leading scorer, netting a hat-trick in a 3–1 win over Fulham. Towards the end of that season, Ashcroft rejected a move to the Latics and celebrated by scoring his 50th career goal against Wigan at the end of transfer-deadline week.

On leaving Deepdale for the second time during the close season, Lee became Grimsby Town's record £500,000 signing. Injuries made it difficult for him to establish himself in 1998–99 but the following season he formed an attacking partnership with Jack Lester that caused problems for many First Division defences and he finished the campaign as Grimsby's leading scorer.

In the close season, Ashcroft joined Wigan Athletic for £350,000 and made his debut in a goalless draw at Swansea City on the opening day of the 2000–01 season. Unfortunately, partly due to injuries, he failed to live up to expectations, though he did score both Latics' goals in a 2–2 draw at Brentford. He netted again in the following game, an FA Cup second-round tie against Notts County, but then missed the next game through injury; it was that kind of season. The 2000–01 campaign was no better for him as he suffered a frustrating time with injuries and a change in



management. His inconsistency saw him struggle to keep his place and after just one appearance from the bench in the Worthington Cup victory over West Bromwich Albion early the following season, he found himself out of favour.

He acquitted himself well on a loan spell with Port Vale but was not offered a permanent deal and joined Huddersfield Town in a similar capacity. Soon after his return to the JJB Stadium, his contract was paid up and he joined Southport as player-coach.

#### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
2000–01	23 (7)	5	2 (1)	1	1	0	0	0	26 (8)	6
2001–02	14 (2)	3	1	0	0	0	0 (2)	0	15 (4)	3
2002–03	0	0	0	0	0 (1)	0	0	0	0 (1)	0
TOTAL	37 (9)	8	3 (1)	1	1 (1)	0	0 (2)	0	41 (13)	9

## ASPINALL Warren

Midfield/Forward

*Born:* Wigan, 13 September 1967.

*Career:* August 1985 WIGAN ATHLETIC 39 (12) 22. May 1986 Everton 0 (7) 0. February 1987 Aston Villa 40 (4) 14. August 1988 Portsmouth 97 (35) 21. August 1993 on loan Bournemouth 4 (2) 1. October 1993 on loan Swansea City 5 (0) 0. December 1993 Bournemouth 26 (1) 8. March 1995 Carlisle United 99 (8) 12. November 1997 Brentford 41 (2) 5. February 1999 Colchester United 22 (0) 5. September 1999 Brighton and Hove Albion 19 (13) 3.

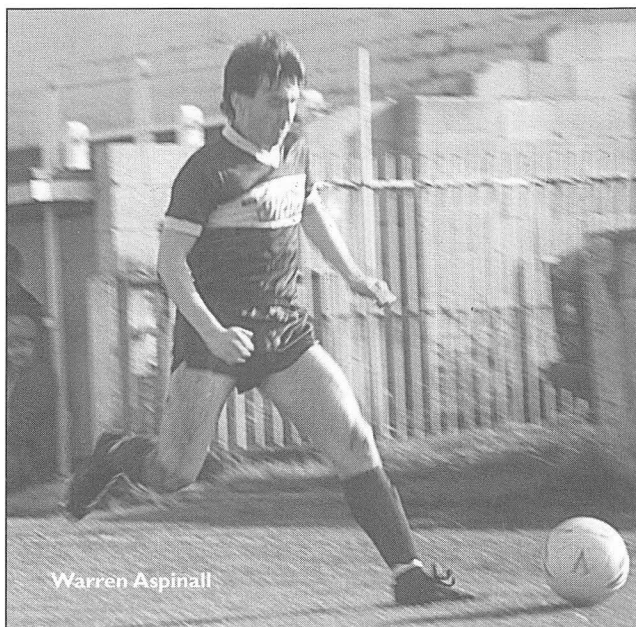
Wigan-born utility player Warren Aspinall began his career as an apprentice with his home-town club and made his Latics debut in a 1–1 draw with Leyton Orient in March 1985. Forming a formidable strike force with Mike Newell, Aspinall was the club's leading scorer in 1985–86 with 27 League and Cup goals. Included in that total was a hat-trick in a 5–3 win over Wolverhampton Wanderers on the final day of the season.

Eventually his goalscoring exploits – 28 goals in 65 games – attracted the attention of a number of top clubs and in May 1986 Everton paid £150,000 for his services.

On finding first-team opportunities at Goodison Park rather limited, he moved on to Aston Villa for a fee of £300,000 a year later. Having scored 14 goals in 42 games for the Villans, Portsmouth paid a club record £315,000 to take him to Fratton Park.

The former England youth international was a virtual ever-present in his four seasons with Pompey, scoring 28 goals in 159 games, but following loan spells with Bournemouth and Swansea City, he joined the Cherries on a permanent basis in December 1993. After spending the last few games of the 1994–95 season on loan at Carlisle United, he joined the club on a free transfer, scoring the Cumbrian side's first-ever goal on live TV! In 1996–97 he helped Carlisle win the Autowindscreen Shield and was selected for the PFA Third Division select team.

In November 1997, Aspinall was signed by Brentford for £50,000 and in his first full season he helped the Bees win the Third Division Championship. The much-travelled player joined



Colchester United in February 1999 but, after being appointed captain, it all went wrong following the departure of manager Mick Wadsworth. Aspinall joined his 10th club, Brighton and Hove Albion, in September 1999, but during his second season with the Seagulls he suffered an ankle injury that required an operation. Complications set in and he contracted a flesh-eating infection that attacked his ankle ligaments. A lengthy stay in hospital followed and Warren finally announced his retirement on his doctor's advice. The popular Aspinall is aiming to become involved in coaching in the future.

Wigan Athletic Playing Record									
League		FA Cup		FL Cup		Others		Total	
App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1984–85	6 (4)	1	0	0	0	0 (4)	0	7 (8)	1
1985–86	33 (8)	21	1 (3)	2	1	0	4	39 (11)	27
<b>TOTAL</b>	<b>39 (12)</b>	<b>22</b>	<b>2 (3)</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>4 (4)</b>	<b>46 (19)</b>	<b>28</b>

## ASPINALL Wayne

Full-Back

*Born:* Wigan, 10 December 1964.

*Career:* Atherton Collieries. June 1983 WIGAN ATHLETIC 8 (0) 0. Skelmersdale United.

Elder brother of Warren, Wayne played his early football for Atherton Collieries where his displays at full-back led to him

joining Wigan Athletic in the summer of 1983. With Alex Cribbley and Paul Comstive Latics' regular full-backs, Aspinall had to bide his time, but after Comstive suffered a nasty injury in a goalless draw at Orient, he was drafted into the side for his debut against local rivals Preston North End. He barely put a foot wrong in a 1–0 win for the Latics, for whom Tony Kelly scored the vital goal.

He appeared in seven games at the end of the 1983–84 campaign, but the following season dropped down the pecking



order, appearing in just one game. In the close season, Wayne Aspinall left Springfield Park to play non-League football for Skelmersdale United.

Wigan Athletic Playing Record										
	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1983–84	7	0	0	0	0 (1)	0	0	0	7 (1)	0
1984–85	1	0	0	0	0	0	0 (1)	0	1 (1)	0
TOTAL	8	0	0	0	0 (1)	0	0 (1)	0	8 (2)	0

## ATHERTON Peter

Central Defender

*Born:* Orrell, 6 April 1970.

*Career:* February 1999 WIGAN ATHLETIC 145 (4) 1. August 1991 Coventry City 113 (1) 0. June 1994 Sheffield Wednesday 214 (0) 9. July 2000 Bradford City 51 (0) 1. February 2001 on loan Birmingham City 10 (0) 0.

Peter Atherton first came through Wigan Athletic's junior ranks as an associated schoolboy before signing as a trainee in the summer of 1986. Prior to turning professional, he made his Football League debut in a goalless draw at Blackpool in October 1987. It was the following season before he claimed a regular place in the Wigan side. Twice voted the Latics' 'Player of the Year', Atherton did not miss a match from 26 November 1988 (apart from one appearance

as substitute) until he left Springfield Park to sign for Coventry City for £300,000 in August 1991. Atherton's only goal for the club during his time at Wigan came in a 2–1 defeat at Sheffield United in October 1988.

Atherton had obviously impressed Sky Blues' manager Terry Butcher in two FA Cup ties between Wigan and Coventry and it wasn't long before he established himself at the heart of the Highfield Road club's defence. Within a couple of months he had



Peter Atherton

earned an England Under-21 cap. The unsung and unseen hero of the Sky Blues' defence, he was voted the club's 'Player of the Year' in 1992–93 – a campaign in which he accepted a great deal of responsibility, having five different defensive partners!

In June 1994, Atherton left Highfield Road to join Sheffield Wednesday for a fee of £800,000. Midway through his first season with the club, he was appointed the Owls' captain. Over the next six seasons, he led the team by example, always giving 100 percent for the cause whatever the circumstances. Atherton's strengths are his tackling and anticipation and with a little better distribution he would have been classed as a really top-class defender.

Following Wednesday's relegation from the Premiership in 1999–2000, Atherton remained in the top flight when he joined Bradford City. However, after just one season at Valley Parade, he found himself playing First Division football as the Bantams too lost their top-flight status. Despite being a first-team regular at Bradford, he joined Birmingham City on loan and, after making an impressive debut in a 2–1 win over local rivals West Bromwich Albion, he played an important role in the Blues reaching the First Division play-offs.

On his return to Valley Parade he had an horrendous time with knee problems and made just one appearance in 2001–02 – even then he was stretchered off on the hour mark and underwent another operation! Thankfully he made a full recovery, continuing

to be a robust and solid player in the Bantams' midfield, although most of his Football League appearances have been as a central defender.

### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1987–88	14 (1)	0	2	0	1	0	2	0	19 (1)	0
1988–89	39 (2)	1	0	0	1	0	3	0	42 (2)	1
1989–90	45 (1)	0	3	0	4	0	4	0	56 (1)	0
1990–91	46	0	4	0	2	0	5	0	57	0
1991–92	1	0	0	0	1	0	0	0	2	0
TOTAL	144 (4)	1	9	0	9	0	14	0	176 (4)	1

## BAILEY Neil

Midfielder

*Born: Billinge, 26 September 1958.*

*Career: July 1976 Burnley. September 1978 Newport County 129 (5) 7. October 1983 WIGAN ATHLETIC 31 (10) 2. July 1986 Stockport County 50 (1) 0. March 1987 on loan Newport County 8 (1) 1. September 1992 Blackpool 8 (1) 0.*

Midfielder Neil Bailey began his career with Burnley, but after failing to make the grade at Turf Moor, he joined Newport County. During his five seasons at Somerton Park, he helped the Ironsides win promotion to the Third Division in 1979–80 – and finish fourth in Division Two in 1982–83.

Early the following season, Bailey left the Welsh club to join Wigan Athletic and made his debut as a substitute for Paul Comstive in a 2–0 home win over Lincoln City. In fact, Bailey's first five appearances for the club were in the No.12 shirt. Bailey stayed at Springfield Park for almost three seasons, during which time he appeared in eight different outfield positions.

On leaving the Latics, Bailey, who was composed and comfortable on the ball, moved to Stockport County. His stay at Edgeley Park was brief and with the Hatters struggling in the lower



Neil Bailey



reaches of the Fourth Division he rejoined Newport County on loan before joining Blackpool as a non-contract player. On hanging up his boots, Bailey remained at Bloomfield Road as the club's physiotherapist.

Wigan Athletic Playing Record									
League		FA Cup		FL Cup		Others		Total	
App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1983-84	16 (7)	1	2 (1)	0	0	0 (1)	0	18 (9)	1
1984-85	10 (2)	0	2 (1)	0	3	1	0	16 (3)	0
1985-86	5 (1)	1	0	0	0	2 (2)	0	7 (3)	1
TOTAL	31 (10)	2	4 (2)	0	3	3 (3)	0	41 (15)	2

## BAINES Leighton John

Left-Back

*Born: Liverpool, 11 December 1984.*

*Career: January 2003 WIGAN ATHLETIC 28 (3) 0.*

Leighton Baines was still a trainee when he made his first-team debut for the Latics as a substitute for Neil Roberts in the 3-1 Worthington Cup victory over Premiership side West Bromwich Albion in October 2002.

One of the most promising players to come through the Latics' youth ranks in recent years, the Liverpool-born Baines then made the starting line-up for the FA Cup first-round tie at Hereford United, which the Latics won 1-0. His League debut came in the local derby against Oldham Athletic and again he helped the side keep a clean sheet in a 2-0 win.

Confident on the ball, with accurate distribution and strong in the tackle, his performances – he was given a run of five consecutive League games later in the season – led to him being rewarded with a two-year professional contract. Baines also won the club's 'Young Player of the Year' award.

Last season he was voted the Latics' 'Young Player of the Year' for the second year in succession and as the club's regular left-back he has been offered a new contract

Wigan Athletic Playing Record									
League		FA Cup		FL Cup		Others		Total	
App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
2002-03	6	0	2	0	1 (1)	0	1 (1)	0	10 (2)
2003-04	23 (3)	0	1	0	1	0	0	25 (3)	0
TOTAL	29 (3)	0	3	0	2 (1)	0	1 (1)	0	35 (5)

## BALMER Stuart Murray

Central Defender

*Born: Falkirk, 20 September 1969.*

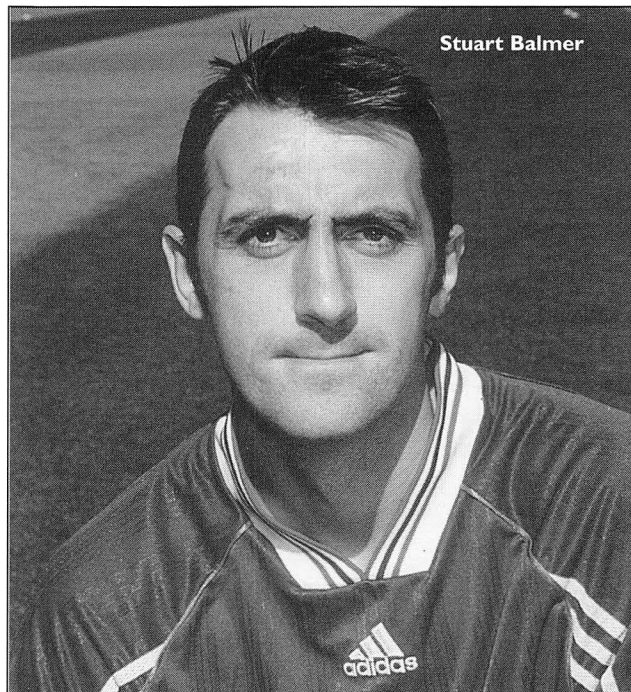
*Career: May 1987 Glasgow Celtic. August 1990 Charlton Athletic 201 (26) 8. September 1998 WIGAN ATHLETIC 99 (2) 4. July 2001 Oldham Athletic 35 (1) 6. October 2002 on loan Scunthorpe United 6 (0) 0. December 2002 Boston United 21 (0) 0.*

Scottish youth international Stuart Balmer began his career with Scottish giants Celtic but, being unable to break into the club's first team, he left Parkhead in the summer of 1990, joining Charlton Athletic for £120,000.

Able to play at right-back or in central defence, he is good in the air and distributes the ball well. Towards the end of the 1994-95 season he was appointed Charlton's captain, but was forced to step down midway through the following campaign after suffering a punctured lung against Grimsby Town. On his return he formed a

solid partnership with Richard Rufus at the heart of the Addicks' defence but in 1997-98 he found first-team opportunities limited. Balmer left the Valley early the following season, joining Wigan Athletic for a fee of £200,000.

He made his Latics debut in a 2-0 home win over Macclesfield Town, going on to score in a 3-3 draw at Northampton Town. A member of the side that beat Millwall at Wembley in the Autowindscreen Shield Final, he was once again a virtual ever-present in 1999-2000. As Wigan's acting captain, he led the Latics out at Wembley in the Second Division play-off final against Gillingham. Injuries prevented him from playing in a good



number of matches in 2000-01, and he had trouble recapturing his old form, though he did score the goal that gave the Latics a 1-0 win at Bury and three important points in their quest for the play-offs. Hugely popular with Wigan supporters, he was released during the close season.

Joining Oldham Athletic on a free transfer he quickly established himself in the Boundary Park club's defence. Netting in three consecutive games – he finished the season with six, the most prolific of his career – he found first-team opportunities at a premium in the second half of the season following a number of additions to the Oldham squad.

After finding himself out of favour at the start of the 2002-03 season, he joined Scunthorpe on loan before linking up with Boston United. It was no coincidence that the move sparked off a big improvement in the Lincolnshire club's defensive record that helped them finish the campaign in a mid-table position.

Wigan Athletic Playing Record									
League		FA Cup		FL Cup		Others		Total	
App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1998-99	36	1	3	0	1	0	5	45	2
1999-2000	41	2	4	0	4	0	1	50	2
2000-01	22 (2)	1	1	0	2	0	6	31 (2)	1
TOTAL	99 (2)	4	8	0	7	0	12	126 (2)	5

## BARACLOUGH Ian Robert

Left wing-back

*Born: Leicester, 4 December 1970.*

*Career: December 1988 Leicester City. March 1990 on loan WIGAN ATHLETIC 8 (1) 2. December 1990 on loan Grimsby Town 1 (3) 0.*

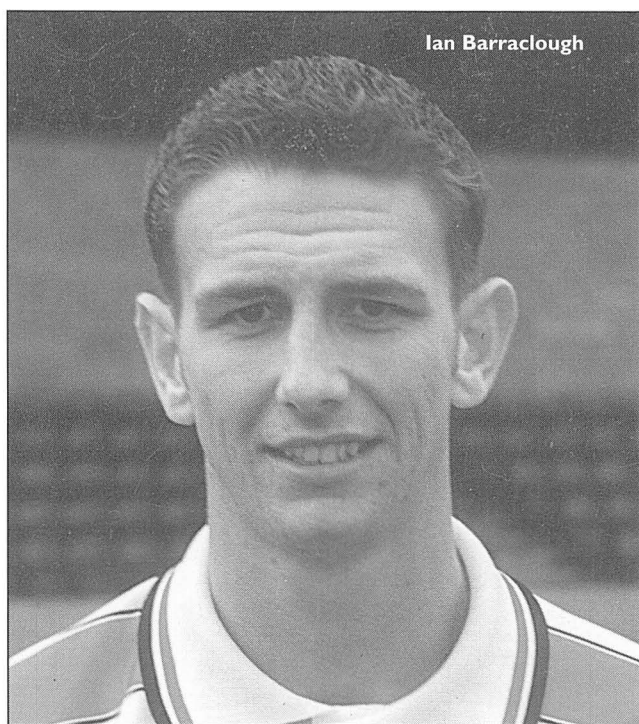
August 1991 Grimsby Town 1 (0) 0. August 1992 Lincoln City 68 (5) 10. June 1994 Mansfield Town 47 (0) 5. October 1995 Notts County 107 (4) 10. March 1998 Queen's Park Rangers 120 (5) 1. July 2001 Notts County 63 (4) 5.

Ian Baraclough surprisingly failed to maintain his youthful progress at his home-town club Leicester City, having been chosen for a Football League Youth XI game in Moscow in 1989. After maintaining a healthy strike rate in the then Filbert Street club's reserve side, he made his first-team debut in a Zenith Cup game at Crystal Palace before going on loan to Wigan Athletic.

He made his League debut as a substitute for Phil Daley in a 2–1 home defeat at the hands of Huddersfield Town, but then scored in successive defeats against the two Bristol clubs before he rejoined the Foxes.

After another loan spell and then a permanent move to Grimsby Town, Ian struggled to hold down a first-team place and was transferred to Lincoln City. He was a regular in the Sincil Bank club's midfield before leaving to play for Mansfield Town in the summer of 1994. At Field Mill he was switched to playing in defence, his performances attracting the attention of a number of clubs.

In October 1995 he joined Notts County, where his experience in midfield saw him naturally converted to wing-back with great success. He had made 127 first-team appearances for the Magpies when Queen's Park Rangers bought him for £50,000 in March



Ian Baraclough

1998. Despite having the misfortune to suffer a cracked fibula, Baraclough always maintained consistent form and made a positive contribution to the side.

Released in the summer of 2001, he rejoined Notts County, taking over the troublesome left-back slot. In 2002–03 he was given a more varied role, producing his most influential performances in midfield. He ended the campaign with 16 goals in 204 games in his two spells with the Meadow Lane club.

#### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1989–90	8 (1)	2	0	0	0	0	0	0	8 (1)	2
TOTAL	8 (1)	2	0	0	0	0	0	0	8 (1)	2

## BARLOW Stuart

Forward

Born: Liverpool, 16 July 1968.

Career: June 1990 Everton 24 (47) 10. January 1992 on loan Rotherham United. November 1993 Oldham Athletic 78 (15) 31. March 1998 WIGAN ATHLETIC 72 (11) 40. July 2000 Tranmere Rovers 62 (32) 19. August 2003 Stockport County.

Signed from Sherwood Park of the Liverpool Sunday League in the summer of 1990, Stuart Barlow made the gigantic leap from junior club football to the First Division within 12 months when he made his League debut for Everton against Wimbledon in April 1991. He joined Rotherham United on loan at the beginning of the 1991–92 season but his one League appearance as a substitute for the Millers was cancelled out when Aldershot resigned from the Football League. On his return to Goodison, he enjoyed a short run in the first team in place of Mo Johnson but, following the signing of Paul Rideout, he found first-team opportunities limited. The majority of his games for the Toffees were as a substitute and in November 1995 he moved to Oldham Athletic for a fee of £450,000.

He was the Boundary Park club's leading scorer in 1996–97, his total of 12 goals in 35 games including his first League hat-tricks in a 3–0 win at Bradford City and a 5–1 defeat of Swindon Town. He was leading Oldham's scoring charts again the following season when in March 1998 he was sold to Wigan Athletic for a cut price £45,000.

He made his debut in a 1–1 draw at Preston North End before scoring on his first game at Springfield Park as the Latics beat First Division-bound Watford 3–2. In 1998–99, Barlow enjoyed the best goalscoring season of his career, netting 25 goals in all games and helping the club reach the Second Division play-offs and win the Autowindscreen Shield at Wembley. Barlow's goal against Manchester City in the play-off semi-final first leg was the last to be scored at Springfield Park. He was the club's top scorer for a second successive season in 1999–2000 with 21 goals. He created a club record by scoring in six successive matches including a hat-trick in a 4–1 victory at Preston. His terrific form in the first half of the campaign saw him score 21 goals by the turn of the year but after an ankle operation, the goals dried up. He came off the bench in the play-off final against Gillingham at Wembley to score what looked like being the winning goal.

One of Wigan's most popular players of recent years, he left the club in the summer of 2000, joining Tranmere Rovers on a 'Bosman' free transfer. He took some time to settle in at Prenton Park but gradually began to show some much-improved form, culminating in him scoring the winner for Rovers as they turned a three-goal deficit into a famous 4–3 victory over Southampton. He finished the 2001–02 season as Rovers' leading scorer with 14 Second Division goals including hat-tricks against Notts County and Wrexham within the space of four days! Though it was hoped he would renew his strike partnership with former Wigan teammate Simon Haworth, the 2002–03 campaign saw him sidelined by injury and he was allowed to join Stockport County on a free transfer.

#### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1997–98	9	3	0	0	0	0	0	0	9	3
1998–99	39 (2)	19	2	1	2	1	6 (1)	4	49 (3)	25
1999–2000	24 (9)	18	3	2	4	1	1	0	32 (9)	21
TOTAL	72 (11)	40	5	3	6	2	7 (1)	4	90 (12)	49



Stuart Barlow



## BARNWELL-EDINBORO Jamie

Forward

Born: Hull, 26 December 1975.

Career: July 1994 Coventry City 0 (1) 0. December 1995 on loan Swansea City 2 (2) 0. February 1996 on loan WIGAN ATHLETIC 2 (8) 1. March 1996 Cambridge United 53 (10) 12. Rushden and Diamonds. Stevenage Borough.



Jamie Barnwell-Edinboro

A product of Coventry City's youth policy, Jamie Barnwell-Edinboro made his Premier League debut as a substitute at Middlesbrough but after that a shortage of opportunities saw him going out on loan, first with Swansea City and then Wigan Athletic.

During his time at Springfield Park, he impressed as a striker with great pace and aerial strength, scoring one of the Latics' goals in a 3–1 home win over Cambridge United. In fact, it was the U's who signed Barnwell-Edinboro on a permanent basis on transfer deadline day, March 1996, although his start was temporarily delayed through injury.

Though much was expected of him at the Abbey Stadium, he needed an experienced player alongside him to bring him through and after three seasons of struggle, he left to play on loan for then non-League Rushden and Diamonds before joining Stevenage Borough.

### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1995–96	2 (8)	1	0	0	0	0	0	0	2 (8)	1
TOTAL	2 (9)	1	0	0	0	0	0	0	2 (8)	1



Graham Barrow

## BARROW Graham

Midfielder

Born: Chorley, 13 June 1954.

Career: Altrincham. July 1981 WIGAN ATHLETIC 173 (6) 36. July 1986 Chester City 244 (4) 17.

Midfielder Graham Barrow joined the Latics from non-League Altrincham in the summer of 1981 and made his Football League debut in a 3–3 draw at Bradford City on the opening day of the 1981–82 season. Barrow's 12 goals that season were instrumental in the club winning promotion to the Third Division and his performances confirmed him as one of the best players in the lower divisions.

Strong in the tackle and good in the air, Barrow missed very few games over the next three seasons and when the Latics won the Freight Rover Trophy Final at Wembley in 1985, Barrow was voted Wigan's 'Man-of-the-Match'. His last game for the Latics came in the same competition in May 1986 when they lost 2–1 to Bolton Wanderers in the Northern Area Final.

Barrow joined Chester City in the close season for a tribunal fixed fee of £6,000. He went on to play in 248 League games for the Cestrians, being employed as player-coach. In 1992 he replaced Harry McNally as Chester's manager before two years later returning to Springfield Park to take charge of the Latics. He later managed Rochdale before taking charge of Chester for a second time.

### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1981–82	40 (1)	12	2	0	5	3	0	0	47 (1)	15
1982–83	28	3	0	0	1	0	0	0	29	3
1983–84	42	6	4	0	1	0	1	0	48	6
1984–85	37 (1)	8	3	0	3	0	7	1	50 (1)	9
1985–86	26 (4)	7	4	0	1	0	6	4	37 (4)	11
TOTAL	173 (6)	36	13	0	11	3	14	5	211 (6)	44



BEAGRIE Peter Sidney

Winger  
Born: Middlesbrough, 28 November 1965.  
Career: September 1983 Middlesbrough 24 (9) 2. August 1986 Sheffield United 81 (3) 11. June 1988 Stoke City 54 (0) 7. November 1989 Everton 88 (26) 11. September 1991 on loan Sunderland 5 (0) 1. March 1994 Manchester City 46 (6) 3. July 1997 Bradford City 104 (8) 19. March 1998 on loan Everton 4 (2) 0. January 2001 WIGAN ATHLETIC 7 (3) 1. July 2001 Scunthorpe United 68 (6) 16.

A clever left-sided wingman, Peter Beagrie was an associated schoolboy with Hartlepool United before joining Middlesbrough in the summer of 1983. He made his Football League debut at Oldham Athletic in October 1984 but after two seasons at Ayresome Park in which he failed to hold down a regular first-team spot, he moved to Sheffield United. In his first season at Bramall Lane, he established himself as joint-leading goalscorer and won his first international honour at Under-21 level.

Following the Blades' relegation, he was transferred to Stoke City. His displays for the Potters attracted the attention of several First Division clubs before Everton signed him for £750,000 in November 1989. Unable to perform consistently, he was in and out of the side and though he was loaned to Sunderland, he returned to Goodison where his performances improved.

In March 1994 he joined Manchester City for £1.1 million where he was found to be playing with a hairline fracture of the shin! On returning to first-team action, he then needed surgery to rectify a double hernia after which he failed to recapture his former level of consistency.

Beagrie joined Bradford City for a cut-price £50,000 in July 1997 and at times he thrilled the Valley Parade crowds as he mesmerised the opposition defences. He had a brief loan spell with Everton but then rejoined the Bantams, helping them win promotion to the Premier League. He was a revelation, scoring more goals during the 1998–99 campaign than any other and usually celebrating them with a famous somersault. He had an even better season in 1999–2000 as his vast experience proved invaluable to the Premiership new boys.

After surprisingly finding himself unable to force his way into the Bantams side, he joined the Latics on a short term contract. He made his Wigan debut in a goalless draw against Swindon Town. Despite having lost some of his pace, he proved a talented addition to the Wigan squad and scored a crucial last minute winner in a 2–1 victory over Wycombe Wanderers. Though his great enthusiasm for the game rubbed off on his teammates he was released in the close season and joined Scunthorpe United as their player-coach.

His fitness held up well until February 2002 when a calf injury hampered his progress. He scored 13 goals including five penalties and two direct from corners and won a place in the PFA Division Three team for the season. He remained a key member of the Scunthorpe line-up throughout the 2002–03 campaign, helping them reach the play-offs.

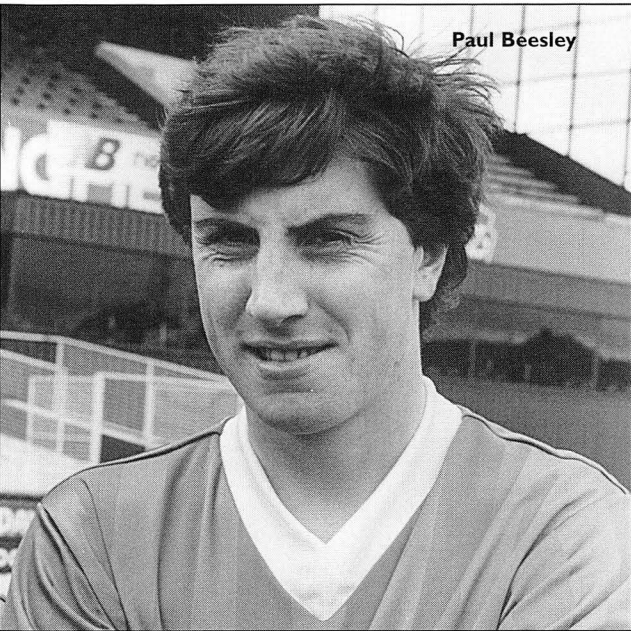
Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
2000–01	7 (3)	1	0	0	0	0	2	0	9 (3)	1
TOTAL	7 (3)	1	0	0	0	0	2	0	9 (3)	1

BEESLEY Paul

Central Defender  
Born: Liverpool, 21 July 1965.  
Career: Marine. September 1984 WIGAN ATHLETIC 153 (2) 3. October 1989 Leyton Orient 32 (0) 1. July 1990 Sheffield United 162 (6) 7. August 1995 Leeds United 19 (3) 0. February 1997 Manchester City 10 (3) 0. December 1997 on loan Port Vale 3 (0) 0. March 1998 on loan West Bromwich Albion 8 (0) 0. August 1998 Port Vale 33 (2) 3. June 1999 Blackpool 15 (3) 0. Chester City.

Merseysider Paul Beesley began his career with Marine before joining Wigan Athletic in September 1984. He made his League debut in a 2–1 defeat by York City but his only other appearances in the first team that season were in the last two games of the campaign. Learning the centre-half trade from the likes of Colin Methven, Steve Walsh and Andy Holden, Beesley matured into a powerful and clever reader of the game. Firmly established at the heart of the Wigan defence, he left Springfield Park in October 1989 for fellow Third Division club Leyton Orient following a club record £175,000 transfer.



After just one season at Brisbane Road in which he was voted Orient's 'Player of the Season', he moved on to Sheffield United in a £365,000 deal, which in turn brought in some extra cash for Wigan. Forming a highly-effective defensive partnership with Brian Gayle, Beesley, who was the Blades' 'Player of the Year' in 1993, appeared in almost 200 games for the Bramall Lane club before joining Leeds United in the summer of 1995 for £250,000. After less than six months at Elland Road, he was on the move again, this time to Manchester City for £500,000.

Knee and ankle injuries restricted his appearances for the then Maine Road club and after loan spells with Port Vale and West Bromwich Albion, he joined the Valiants on a permanent basis. Released in the summer of 1999, he went on to play for Blackpool before joining non-League Chester City.

Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1984–85	3	0	0	0	0	0	0	0	3	0
1985–86	17	0	1	0	1	0	2	0	21	0
1986–87	38 (1)	0	2	0	2	0	2	0	44 (1)	0
1987–88	41 (1)	1	2	0	4	0	2	0	49 (1)	1
1988–89	44	2	1	0	2	0	2	0	49	2
1989–90	11	0	0	0	4	0	0	0	15	0
TOTAL	154 (2)	3	6	0	13	0	8	0	181 (2)	3

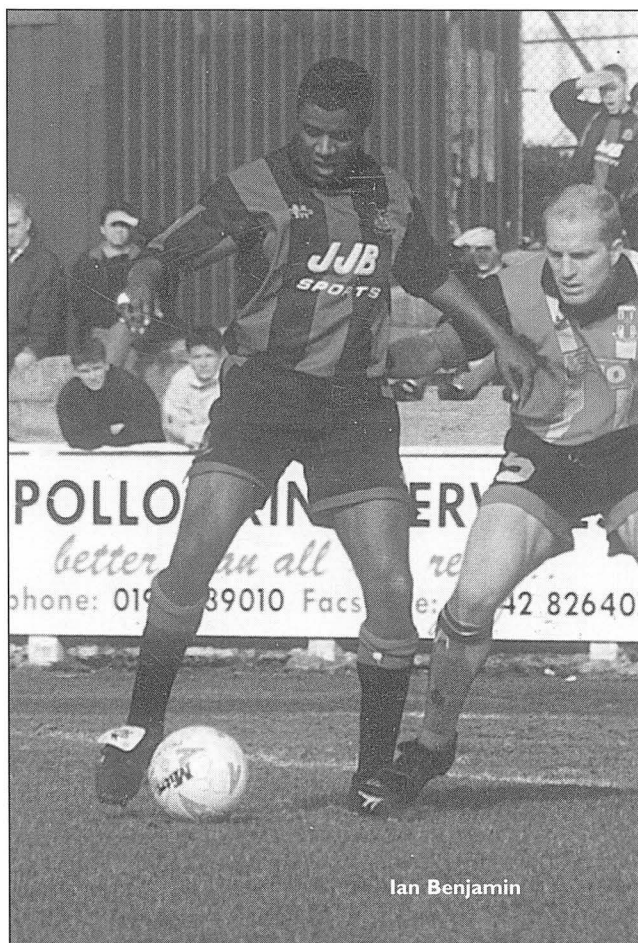
## BENJAMIN Ian Tracey

Forward

*Born: Nottingham, 11 December 1961.*

*Career: May 1979 Sheffield United 4 (1) 3. August 1979 West Bromwich Albion 1 (1) 0. February 1982 Notts County. August 1982 Peterborough United 77 (3) 14. August 1984 Northampton Town 147 (3) 58. October 1987 Cambridge United 20 (5) 2. July 1988 Chester City 18 (4) 2. February 1989 Exeter City 30 (2) 4. March 1990 Southend United 122 (0) 33. November 1992 Luton Town 7 (6) 2. September 1993 Brentford 13 (2) 2. September 1994 WIGAN ATHLETIC 13 (7) 6. Kettering Town.*

Much-travelled centre-forward Ian Benjamin began his Football League career with Sheffield United, where after just a handful of games, he was transferred to West Bromwich Albion for £100,000. Unable to win a regular place in the Baggies' first-team line-up, the



Ian Benjamin

former England youth international joined Notts County on a free transfer but was still unable to make much impression and moved on to Peterborough United. He had two good seasons at London Road before signing for Northampton Town in the summer of 1984.

His prolific goalscoring at the County ground helped the Cobblers win the Fourth Division Championship in 1986–87 but early the following season he was on the move again, this time to Cambridge United. There followed brief spells with Chester and Exeter City before he signed for Southend United in March 1990. After rediscovering his shooting boots during his time at Roots Hall, a £50,000 transfer took him to Luton Town. Unable to make much impression at Kenilworth Road, he had a brief spell with Brentford before joining Wigan Athletic in September 1994.

The Latics were his 11th League club and he made his debut in a 1–1 home draw against Scarborough the following month. He scored in each of his next two appearances but injuries restricted his first-team opportunities to just 13 League starts in which he

scored six goals. Towards the end of the following season his contract was paid up and he left to join GM Vauxhall Conference side Kettering Town.

### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1994–95	12 (5)	6	0 (1)	0	0	0	0 (1)	0	12 (7)	6
1995–96	1 (3)	0	0	0	0	0	1	1	2 (3)	2
TOTAL	13 (8)	6	0 (1)	0	0	0	1 (1)	1	14 (10)	8

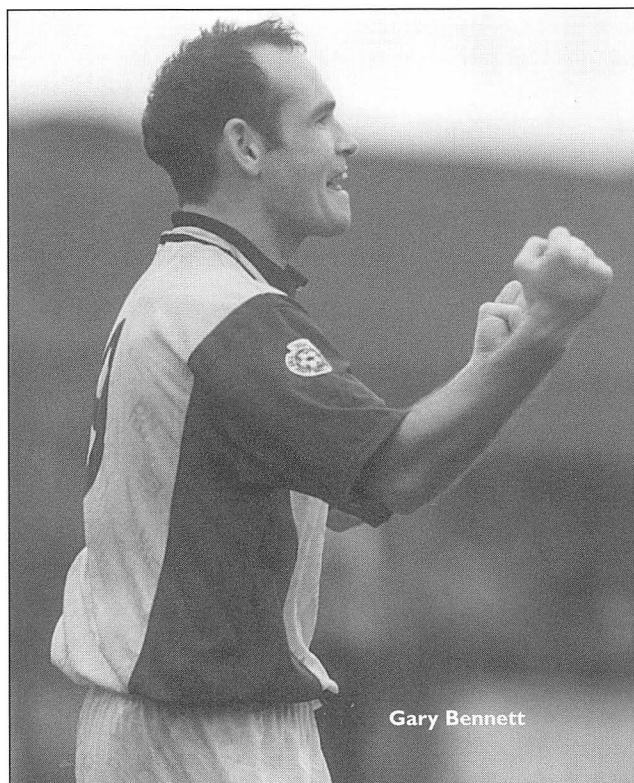
## BENNETT Gary Michael

Forward

*Born: Liverpool, 20 September 1963.*

*Career: Kirkby Town. October 1984 WIGAN ATHLETIC 10 (10) 3. August 1985 Chester City 109 (17) 36. November 1988 Southend United 36 (6) 6. March 1990 Chester City 71 (9) 15. August 1992 Wrexham 120 (1) 77. July 1995 Tranmere Rovers 26 (3) 9. March 1996 Preston North End 15 (9) 4. February 1997 Wrexham 15 (0) 5. July 1997 Chester City 37 (4) 11.*

Gary Bennett joined Wigan Athletic from Kirkby Town in October 1984, making his Football League debut as a substitute in a 1–1 draw at Cambridge United. Though he couldn't win a regular first-team place, he was a member of the Latics' side that beat Brentford 3–1 at Wembley in the final of the Freight Rover Trophy in 1985. At the end of that season he joined Chester City on a free transfer and in 155 games scored 47 goals before leaving for Southend United. He didn't really settle at Roots Hall and a year later returned to play for Chester.



Gary Bennett

In August 1992 Bennett joined Wrexham, and after finishing second in the Division Two scoring charts in 1993–94 with 36 goals including a hat-trick against Hull City, he topped the divisional scoring charts the following season with 39 goals including hat-tricks against Leyton Orient and Wycombe Wanderers. At the end of that season he joined Tranmere Rovers for £300,000 but after a

disappointing season at Prenton Park, he became Preston North End's record signing when they paid £200,000 for his services.

During his time at Deepdale he was kept out of first-team action with a series of injuries including a shin fracture. When he did return he netted two goals in a 3–0 derby win over Blackpool before returning to the Racecourse Ground for £100,000. After taking his tally of goals for the Robins to 103 in 170 games, he joined Chester City for a third time.

Wigan Athletic Playing Record										
	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1984–85	10 (10)	3	0	0	0	0	3 (1)	1	13 (11)	4
TOTAL	10 (10)	3	0	0	0	0	3 (1)	1	13 (11)	4

BIDSTRUP Stefan

Midfield  
Born: Helsingoer, Denmark, 24 February 1975.  
Career: Lyngby. November 2000 WIGAN ATHLETIC 10 (5) 2. AaB Aalborg.

Danish midfielder Stefan Bidstrup joined the Latics from Lyngby for a fee of £450,000 in November 2000, the Danish mid-season break.

He made his Latics debut as a substitute for Pat McGibbon in a 2–1 home win over Cambridge United and kept his place in the side for the next match, a first-round FA Cup tie against Dorchester Town. He impressed with his surging runs and pinpoint passes and scored in a 3–1 win over the non-League outfit. Despite scoring in wins at Luton Town and Colchester United, he fell out of favour when new boss Steve Bruce took over and at the end of the season his contract was cancelled by mutual agreement.

He subsequently returned to his native Denmark where he signed for AaB Aalborg.

Wigan Athletic Playing Record										
	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
2000–01	10 (5)	2	2	1	0	0	0	0	12 (5)	3
TOTAL	10 (5)	2	2	1	0	0	0	0	12 (5)	3

BIGGINS Wayne

Forward  
Born: Sheffield, 20 November 1961.  
Career: November 1979 Lincoln City 8 (0) 1. King's Lynn. Matlock Town. February 1984 Burnley 78 (0) 30. October 1985 Norwich City 66 (13) 16. July 1988 Manchester City 29 (3) 9. August 1989 Stoke City 120 (2) 46. October 1992 Barnsley 44 (3) 16. November 1993 Glasgow Celtic 4 (5) 0. March 1994 Stoke City 18 (9) 6. January 1995 on loan Luton Town 6 (1) 1. July 1995 Oxford United 8 (2) 1. November 1995 WIGAN ATHLETIC 35 (14) 5. Leek Town.

Wayne Biggins began his League career with Lincoln City, scoring for the Imps on his debut in March 1981. However, the following season he was released and drifted into non-League football at King's Lynn and Matlock. He was working as a hod carrier on a building site when Burnley gave him the chance to resurrect his first-class career. He made an immediate impact at Turf Moor, scoring four goals in his first four games including what must have been a very satisfying hat-trick against Lincoln, the club who had

discarded him! His prolific scoring for the Clarets attracted the attention of a number of clubs in the higher divisions and in October 1985, Wayne went to Norwich City for £40,000. He soon became a regular, winning a Second Division Championship medal at the end of his first season at Carrow Road. Not as prolific in the top flight, he left to play for Manchester City, once again delivering the goods, helping the Blues to runners-up spot and promotion to Division One.

In the summer of 1989 he joined Stoke City and though he was the Potters' leading scorer, he couldn't prevent their relegation to the Third Division. He was the club's top scorer for the next two



seasons, helping them beat Stockport County in the Autoglass Trophy Final at Wembley. After a spell with Barnsley, the much-travelled striker joined Celtic, but after failing to settle north of the border, he rejoined Stoke City where he immediately began scoring goals again. After a loan period at Luton Town, he moved to Oxford United in the summer of 1995 before joining Wigan Athletic in January 1996 after an earlier loan spell.

Biggins made his Latics debut in a goalless draw at Northampton Town two months prior to his move becoming permanent. It was the third time in his career that he had been recruited by John Deehan, though sadly injuries restricted his appearances in his first season at Springfield Park. Biggins later relished his new central midfield role and in 1996–97 chipped in with some vital goals as the Latics won the Third Division Championship. However, despite this success, he was still released at the end of the season, joining Leek Town.

Wigan Athletic Playing Record										
	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1995–96	15 (1)	2	0	0	0	0	0	0	15 (1)	2
1996–97	20 (13)	3	1	0	1 (1)	0	0 (1)	0	22 (15)	3
TOTAL	35 (14)	5	1	0	1 (1)	0	0 (1)	0	37 (16)	5



## BISHOP Charles Darren

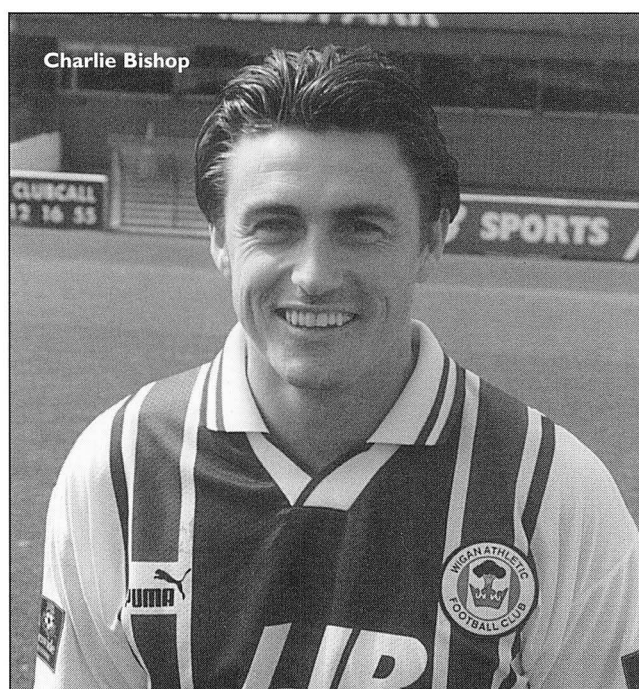
Defender

Born: Nottingham, 16 February 1968.

Career: April 1986 Watford. August 1987 Bury 104 (10) 6. July 1991 Barnsley 124 (6) 1. January 1996 on loan Preston North End 4 (0) 0. March 1996 on loan Burnley 9 (0) 0. June 1996 WIGAN ATHLETIC 27 (1) 0. December 1997 Northampton Town 11 (0) 0. Ilkeston Town.

After an apprenticeship at Stoke and a year at Watford without a League appearance, Charlie Bishop joined Third Division Bury in the summer of 1987.

He soon became a regular at Gigg Lane, helping the Shakers to the play-offs in 1990 where they were beaten by Tranmere Rovers in the semi-final. Bishop was transferred to Barnsley for £50,000 in July 1991. He was a regular during much of his time in South Yorkshire but did have a loan spell with Preston North End as the Deepdale club were gearing up for their run-in to the Third Division title. After his return to Barnsley, he joined Burnley on loan but returned to Oakwell before the end of the 1995–96 season amid suggestions that Claret's manager Adrian Heath was keen to sign him permanently.



However, Wigan Athletic quickly stepped in, paying £20,000 for Bishop's services. He made his debut in a 5–2 opening day defeat at Wycombe Wanderers in 1996 but then snapped ankle ligaments in the League Cup game against Preston North End. He returned to the first team early in the New Year where he proved to be a valuable member of the club's defensive line-up, winning a Third Division Championship medal. However, after just eight appearances the following season, he was transferred to Northampton Town.

His first season with the Cobblers was blighted both by injury and suspension and midway through the 1998–99 season both player and club decided to part company. He then signed for non-League Ilkeston Town and joined his family business.

### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1996–97	20 (1)	0	0	0	1	0	1	0	22 (1)	0
1997–98	7	0	0	0	0	0	1	0	8	0
TOTAL	27 (1)	0	0	0	1	0	2	0	30 (1)	0

## BLACK Anthony

Winger

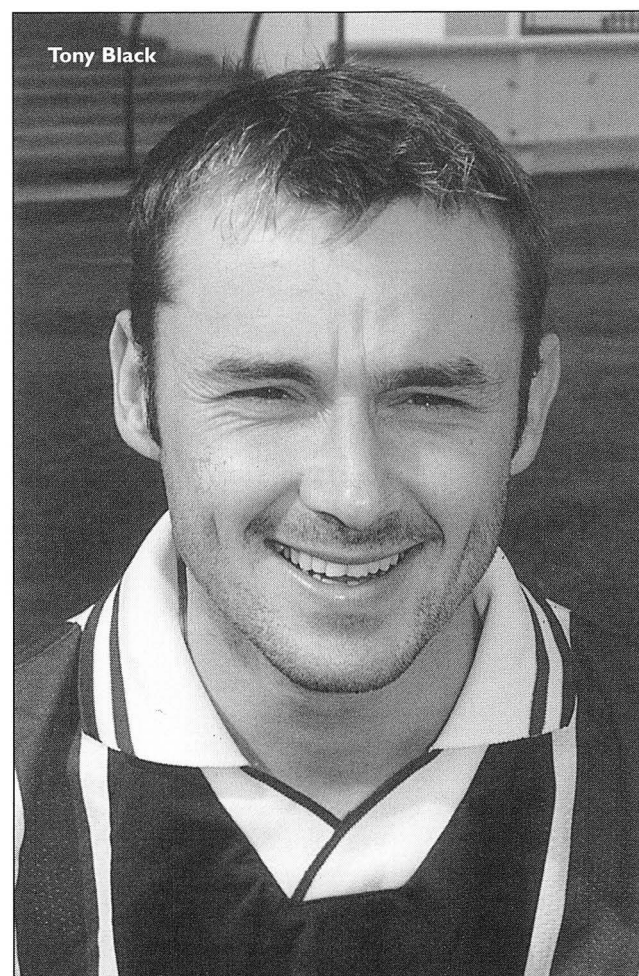
Born: Barrow, 15 July 1969.

Career: Bamber Bridge. March 1995 WIGAN ATHLETIC 17 (14) 2. Accrington Stanley.

As an old-fashioned right-winger, Tony Black arrived at Springfield Park in March 1995 from Unibond League side Bamber Bridge, for whom he scored 16 goals. Displaying lightning speed down the flanks, he made an impressive debut in a 1–1 home draw against Hereford United, winning the 'Man-of-the-Match' award.

The following season he scored his first goals for the club in a second-round FA Cup tie against his home-town club Barrow as the Latics won 4–0. This seemed to give him confidence and he found the net in League games against Bury and Torquay United. He continued to impress, albeit with the majority of his appearances restricted to substitute, until his season came to a tragic end in the 1–0 defeat at Mansfield in March 1996. The speedy winger suffered a broken fibula which kept him out of the Latics side for the whole of the 1996–97 season.

He made just one substitute appearance in the second game of the following season but he wasn't up to the rigours of League football and though he tried a comeback with Accrington Stanley, he announced his retirement from the game on medical advice.



### Wigan Athletic Playing Record

	League		FA Cup		FL Cup		Others		Total	
	App	Gls	App	Gls	App	Gls	App	Gls	App	Gls
1994–95	9	0	0	0	0	0	0	0	9	0
1995–96	8 (13)	3	2	2	0	0	0 (1)	0	10 (16)	4
1996–97	0	0	0	0	0	0	0	0	0	0
1997–98	0 (1)	0	0	0	0	0	0 (1)	0	0 (2)	0
TOTAL	17 (14)	2	2	2	0	0	0 (2)	0	19 (18)	4



DOUGLAS C. HEGGIE

# MEGALITHIC SCIENCE

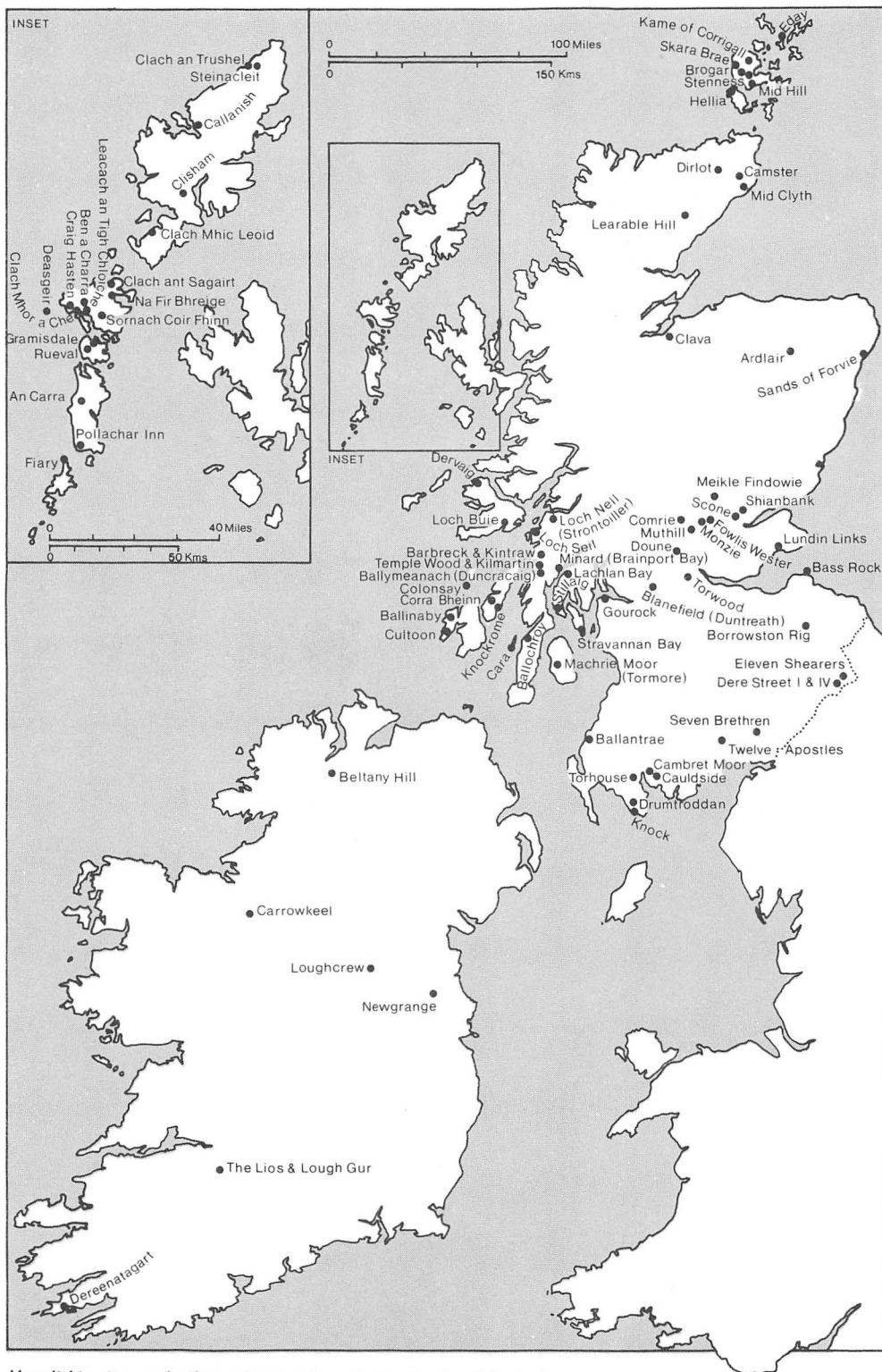
Ancient Mathematics and Astronomy  
in Northwest Europe



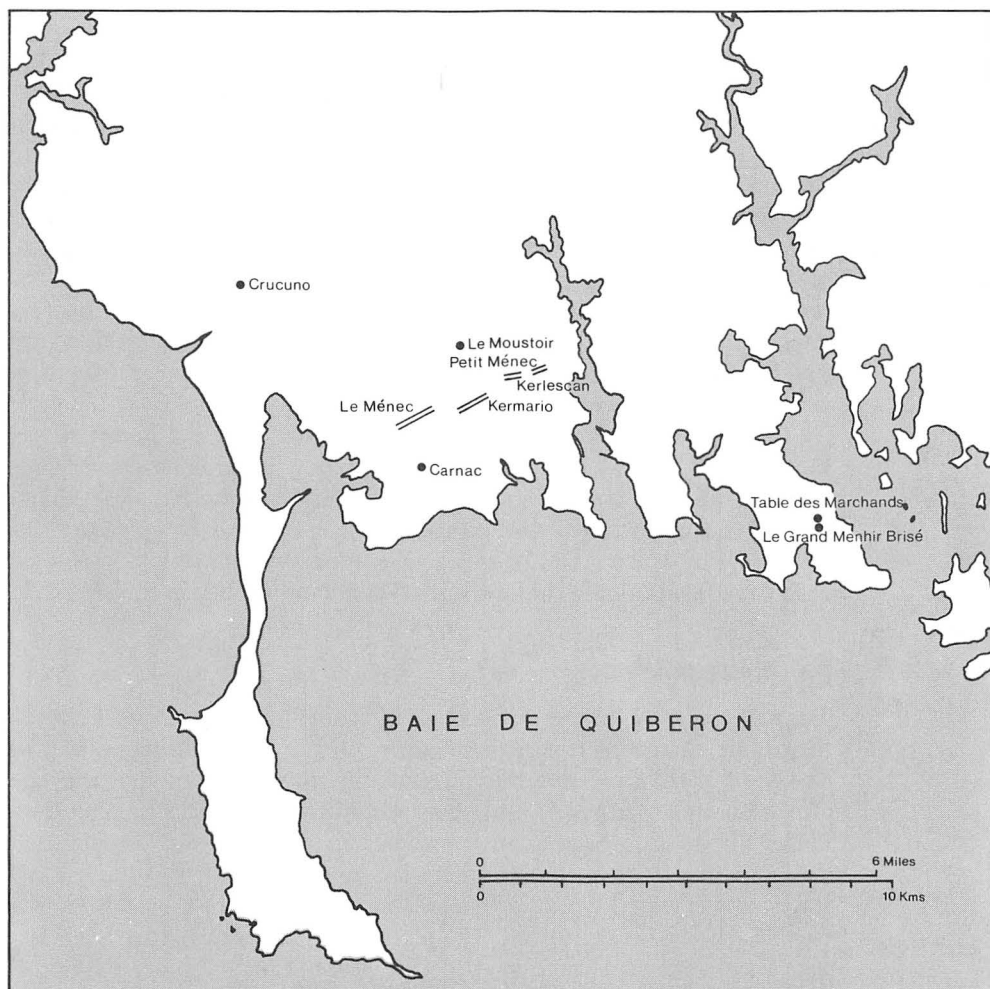


*Megalithic sites and other relevant places in England and Wales.*





Megalithic sites and other relevant places in Scotland and Ireland.



Megalithic sites in the vicinity of Carnac, Brittany.

that certain aspects of their geometry can teach us surprising facts about the mathematical knowledge of the people who built them. If our plans are also provided with scales, we may compare the dimensions of the monuments, and we might find some regularity in these. Indeed it has been suggested, by Thom and others, that particular units of length were used in the design of many sites. This aspect of megalithic science is known as *mensuration*.

While the first half of the book thus concerns the design of megalithic sites, the larger second half deals with a theory of their purpose. If our plans can be orientated to some point on the compass, it becomes possible to test the remarkable theory that the purpose of some of the monuments was *astronomical*, since any directions defined by the monuments can now be related to those in which various astronomical phenomena occur.

This book is devoted to a critical study of some of the claims that have been made regarding each of the three topics we have mentioned: geometry, mensuration and astronomy. It will thus be clear that the raw material for this study is, for each site, a knowledge of the relative positions of its stones and other components. The sort of excavated evidence with which the prehistoric archaeologist is typically concerned – such as pots and pins – is not of immediate interest to us. The archaeological record may yield relevant evidence for our study (where excavation has revealed new megalithic structures previously obscured or in the very important field of dating) and then of course it is of particular value. But mostly we shall be concerned with such evidence as a careful visitor can find without physically disturbing the site.

To say that we largely ignore the excavated evidence is not to say that the evidence we shall examine is somehow inferior or second rate. Like excavated material, it may be damaged and incomplete, and it shares with excavated artifacts the danger of misinterpretation. Perhaps the only sense in which it can be said to be at a disadvantage in comparison with the conventional evidence is that less attention has been given to it.

### *Sources of evidence*

Throughout most of the book we will ignore the vertical structure of megalithic sites. For this reason almost all the information we require can be obtained from accurate plans of the sites, provided that they are also accurately orientated and equipped with accurate scales. The Ordnance Survey has been used frequently in the study of British sites, though it has a number of limitations, as the following example illustrates. If we suppose, on the astronomical theory, that a megalithic site was designed to indicate, say, the place where the sun rises at midsummer, then it is necessary to have a clear view of the horizon to the north-east. However, the view could easily be obscured by a local hillock too small to show up on the Ordnance Survey, and this can only be checked satisfactorily by a visit to the site itself.<sup>2</sup> Also, special care is needed in using the Ordnance Survey to calculate the elevation of the horizon, a measurement which is essential for any accurate discussion of the astronomical theory.<sup>3</sup> Nevertheless, the Ordnance Survey remains a very useful source of approximate information, especially for sites laid out on a large scale.

Smaller sites, particularly stone circles and short alignments of menhirs, require individual treatment. Many plans of these exist scattered throughout the literature, though a satisfactory bibliography of such plans does not seem to be available, and the standards adhered to by different surveyors seem highly variable, even where their methods and conventions are explicitly stated. Nevertheless, old published diagrams and even sketches can indicate which parts of a monument have remained relatively undisturbed in recent decades.

A large number of very fine plans have been published by Thom, whose efforts in this field have earned grateful recognition from archae-



ologists.<sup>4</sup> Though the plans by Thom and his colleagues may be accurate internally, to a few inches in even some very large sites,<sup>5</sup> it should be observed that the published forms of these surveys are always reductions of the original plans. Such small-scale reproductions, subject to considerable distortion, should be used with care.<sup>6</sup>

Many megalithic sites are so difficult to reach, even without the burden of a theodolite, that the time and effort involved in the thorough survey of just one site can be appreciable, often demanding several visits if the site is complex or the weather unfavourable. Furthermore, skill in the use of a theodolite and other surveying equipment is not acquired overnight. But the amateur should not be deterred from surveying sites for himself, provided that elementary precautions are taken, the methods used are summarized in any published account of the survey, and sufficient checks are performed to allow an estimate of the accuracy of the survey to be made.<sup>7</sup> Later on in this book we shall see something of the accuracy which is required for our purposes, and Thom's pleas for high accuracy<sup>8</sup> are founded on practical experience of inadequate earlier published surveys. It is often extremely useful if a plan shows the shape of each stone, for example at its base.

Many sites are overgrown or at least uncleared, and there is often a temptation to prod for stones concealed under peat or other soil. Apart from the possibility of damage or disturbance to buried artifacts if this is done without professional skill, the prodding may also be confined to parts of the site where concealed stones are expected, thus introducing bias into a survey. Any destructive form of investigation, such as excavation, must be left scrupulously to qualified archaeologists; archaeological evidence is irreplaceable, and its interpretation requires the lengthy training and experience of a professional.

### *Sources of uncertainty*

From what has been said so far, it can be seen that our study of megalithic sites will be based on their surviving remains as represented by surveys. We should therefore enquire what other factors may have affected the survey data, besides the intentions of those who built the sites, for all such influences are potential sources of error.

Arranged in chronological order, the list begins with errors introduced into a site during its construction. Even if we suppose that the attempt was made to erect the site according to some fairly precise geometrical plan, there is a limit to the accuracy with which the stones could have been manoeuvred into position, and, for all we know or are entitled to assume, there may be a limit to the accuracy which was attempted. Then again, if we suppose that certain megalithic alignments had been erected for some astronomical purpose, there is a limit to the accuracy with which the position of any particular astronomical phenomenon can be observed, and some other limit to the accuracy with which this direction can be indicated by an arrangement of stones. These two examples are sufficient to indicate that the sorts of in-built error which we might anti-

cipate may depend very much on the theory under consideration, and so we shall postpone further discussion of this source of error until we come to deal in turn with megalithic mensuration, geometry and astronomy.

Between the date of its construction and that of a survey in modern times, many factors will have altered the features of an archaeological site, some natural and some for which man has been responsible. For example, the action of frost or the growth of vegetation can displace stones entirely, and the effect on the inferred plan of a megalithic site may be considerable.<sup>9</sup> But such processes cannot of themselves account for the curious non-circular shapes of many megalithic rings.<sup>10</sup>

The positions of stones in some megalithic sites have been altered by a wide range of human activities, from carefully recorded and competent reconstruction to wholesale destruction. In important respects the situation has improved since 1906, when Lockyer wrote that 'The disastrous carelessness of the Government in the matter of our national antiquities is, I am locally informed, admirably imitated by the Devonshire County and other lesser councils, and, indeed, by anybody who has a road to mend or a wall to build.'<sup>11</sup> However, Thom occasionally remarks on the changes that have taken place in monuments over the period he has studied them,<sup>12</sup> and the present author has seen a Land-Rover being driven by a local farmer across the stone circle on Borrowston Rig, Berwickshire.

A third source of error arises in the last stage of the process of data collection, from imperfections in the survey. Nowadays this is a less serious source of error than it used to be, thanks to the standards introduced by Thom.

### *Testing the theories*

While uncertainties may thus be associated with the data at our disposal, it is on their interpretation that most suspicion has fallen in the past. Consider, for instance, the hypothetical statement: 'This stone ring is in the form of a circle.' At one level such a statement may be merely a concise description, in the sense that the positions of the stones lie within a small distance of the circumference of some circle. At this level, the statement can be verified simply by confirming that it fits the facts. However, it is a statement that can also be understood at a much deeper level, implying that the ring was originally intended by its designers to be a circle. How do we decide on the truth of the statement at this level?

Clearly it is no longer sufficient merely to establish that the statement fits the facts. Just as it is possible to draw an infinite number of geometrical curves through the corners of a square, so we can draw innumerable curves passing through the positions of the stones of a megalithic ring. For each such curve, the statement that 'this ring is in the form of such-and-such a curve' will fit the facts, but this of itself will not allow us to infer that one particular curve was the design which the builders of the site had in mind.

Let us look briefly at another example, which more easily allows us to see a way out of the problem, and that is megalithic astronomy. This subject takes up most of the second half of this book, but most readers will already be aware of what is meant. Many authors have remarked that certain megaliths point in the directions at which various astronomical phenomena take place. Undoubtedly this statement fits the facts. A number of sites have been studied independently by different people, and there can be no doubt, in these cases at least, that the statement is true.

Now we must ask whether the astronomical significance of the site was what its designers had in mind when they decided on its orientation. As many people have pointed out, megaliths could have been aligned in astronomically significant directions quite by chance. The observation that the astronomical theory fits the facts does not help us choose between the possibility that the alignments are coincidental and the possibility that they are intentional. Indeed, we can be virtually certain that coincidences will occur, but we do not know *a priori* that the megalith-builders were interested in astronomy. Therefore, unless we can do better in discriminating between the two possibilities, we should dismiss any apparently significant alignments as coincidences.

Statements that merely fit the facts are, then, insufficient evidence to justify the study of megalithic astronomy. Can we do any better? The argument that astronomical alignments may be expected by chance is the clue, for it naturally suggests that we should compare the number of alignments we actually observe with the number we should expect by chance. Expressed like this, the further progress of our investigation takes on a statistical appearance, for it is to statistics that we must turn for guidance on a fresh problem which this approach raises: by how much must the number of observed alignments exceed that expected by chance before we are entitled to infer that we have significant evidence for the astronomical theory?

A statistician might answer this question in the following way. Suppose for the moment that the megalithic sites *are* randomly orientated. Then, given certain assumptions, we can calculate the probability that a certain number would happen accidentally to point in astronomically significant directions. In particular, we can calculate the probability for the number which are actually found to do so. (In fact we calculate the probability that *at least* this number will point in astronomically significant directions.) If this probability is sufficiently low, say less than one in a hundred, we have satisfactory grounds for preferring the astronomical explanation.

Note that we test the astronomical hypothesis by a slightly round-about method: we are really asking whether there is something improbable about the orientations of megalithic sites if we maintain that the hypothesis is wrong. However, expressed like this, the test exemplifies the criterion which we will try to apply to each hypothesis discussed in this book, whether it concerns the geometry of the sites, their astronomical purpose, or a unit of length used in their design. We will not be content

if the hypothesis merely fits the facts. On the contrary, *we will demand that there be something about the megalithic sites which we would find very surprising were the hypothesis false*. Only then may we feel justified in accepting it. The application of this criterion is meant to be a unifying theme throughout the book.

It should be pointed out that many writers appeal to statistical considerations like this purely qualitatively, for one often comes across the remark that such-and-such a result could not possibly occur by accident. From an experienced statistician such a statement should be reliable, but the literature on megalithic science abounds with such claims which, on further inspection, turn out to be of no statistical significance whatever. Experience shows that we must resist the temptation to accept such statements if they are unsupported by at least some calculation.

It may seem unfair to insist on a statistical approach when this is not required of most archaeological theories.<sup>13</sup> However, one reason for this is that most theories make only *qualitative* testable predictions, whereas those made by the theories of megalithic science are quantitative. In fact a statistical approach is implicitly used in one very important technique of orthodox archaeology – the method of radiocarbon dating. Archaeologists are well aware that a radiocarbon date of  $3100 \text{ BC} \pm 150$  for an object means only that the interval from 3250 BC to 2950 BC is *likely* to contain the true date. Furthermore, if a second object is dated at  $3050 \text{ BC} \pm 200$ , no archaeologist would conclude that it was later than the first one, because the difference in dates is not statistically significant. If we are prepared to accept that astronomical alignments are deliberate without testing them statistically, we might as well argue that a date of  $3000 \text{ BC} \pm 3000$  proves that an object is actually dated to 3000 BC.

The technical problems raised by the statistical approach to megalithic science can be very great, and they have naturally attracted the attention of statisticians to the subject. The problems are made particularly difficult (and, for a statistician, particularly interesting) because the hypothesis itself is generated from more or less the same data on which it is proposed to test the hypothesis. This is in marked contrast to a great many statistical situations, in which a hypothesis, whether it was suggested by a body of data or by some theory, can be tested on as much fresh evidence as the researcher has the patience and other resources to produce. Unfortunately, in archaeological investigations the acquisition of fresh data is often very time-consuming. It may even be impossible, since there is an absolute limit to the number of prehistoric sites which still survive. Naturally, this difficulty is not confined to the questions of megalithic science; it is a fundamental problem in the validation of archaeological theories in general.<sup>14</sup>

While we shall be laying great stress on statistical arguments in this book, there are a few purely qualitative arguments that should be considered in any complete assessment. To some extent we can weigh theories against each other by considering their relative simplicity, their scope and their plausibility. For example, a simple theory which explains a large number of sites is to be preferred to one in which a different expla-





5 Torhouse, Wigtown, from the north. According to Thom (1967, 38, where it is referred to as G3/7) this is a flattened circle of Type A. The heights of the stones are graded, the tallest being in the south-east (left in this view). (Cf. Burl 1976, 211.)

If it is not circular, we may be able to decide that the site has either one or two axes of symmetry. When it has two axes, we look to the ellipse, when one axis, by deciding whether the axis is the longest or the shortest diameter of the ring we can determine whether to try an egg-shape or a flattened circle. In the cases of the circle and flattened circles we are free to assign the position of the centre and one dimension (such as the length of a diameter), and, in the case of the flattened circles, an orientation. For the egg-shapes and ellipses we can adjust the centre and orientation, and the shape is then specified by its dimensions; the eggs by no less than three adjustable dimensions and the ellipses by two, such as the lengths of the longest and shortest diameters. Thus these two cases leave much more freedom than one has with the circle and flattened circles. There is a continuous sequence of egg-shapes and ellipses to choose from,<sup>28</sup> which means, for example, that the ratio of the longest and shortest diameters of an ellipse can take any value, but it is remarkable that only two types of flattened shapes are needed to fit almost all known examples.<sup>29</sup>

Few attempts have been made by other workers to apply Thom's classification to new material not already considered by Thom. Circles and ellipses are, of course, not of his invention; we have already mentioned one other attempt to fit a circle, and the literature also contains



examples described by different authors as ellipses.<sup>30</sup> However, Professor R. Müller, an astronomer who has written on megalithic science for many years, has also applied Thom's egg-shapes to three rings near Boitin in Mecklenburg, East Germany.<sup>31</sup> 60

Though Thom's set of shapes has been applied to many more sites than any other set, there are alternative sets to choose from, and we shall mention two.<sup>32</sup> The first is actually closely related to Thom's shapes, and is the work of an American professor of psychology, T. M. Cowan.<sup>33</sup> He showed how Thom's shapes, or shapes very like them, could be fitted into a single sequence. Aesthetically this is an appealing step, since by contrast the geometrical constructions required by Thom for his flattened circles, eggs and ellipses are of three relatively distinct types. 6

A mathematician at the University of London, I. O. Angell, has devised a different set of shapes which also apparently fit a number of megalithic rings about as well as Thom's.<sup>34</sup> As in Cowan's method, something resembling the full variety of Thom's shapes is obtained by a single construction, whereas a different construction is needed for each of the types of shape devised by Thom. Angell's construction resembles the familiar method of drawing an ellipse with two pins or stakes and a closed loop of string,<sup>24</sup> except that three stakes are used. In a later paper<sup>35</sup> the number of stakes was extended to four. 7, 8



14 Part of Le Ménec, Brittany, from the south-west. The two stones in the foreground are the third and fourth stones from the west end of row IX (see ill. 13); the grading of the stones in this part of the row is very striking. (Photo M. Jos Le Doaré, Châteulin, Finistère.)

consists of a dozen roughly parallel alignments extending for about 3000 ft (c. 1 km), and Professor Thom and his son Dr A. S. Thom have investigated these for the presence of units of length related to the megalithic yard.<sup>67</sup> We shall now describe some of their results; but it must be noted that many of the stones at Carnac are known to have been disturbed, and until a re-analysis is undertaken using only the undisturbed stones, these results must be regarded as provisional.<sup>68</sup>

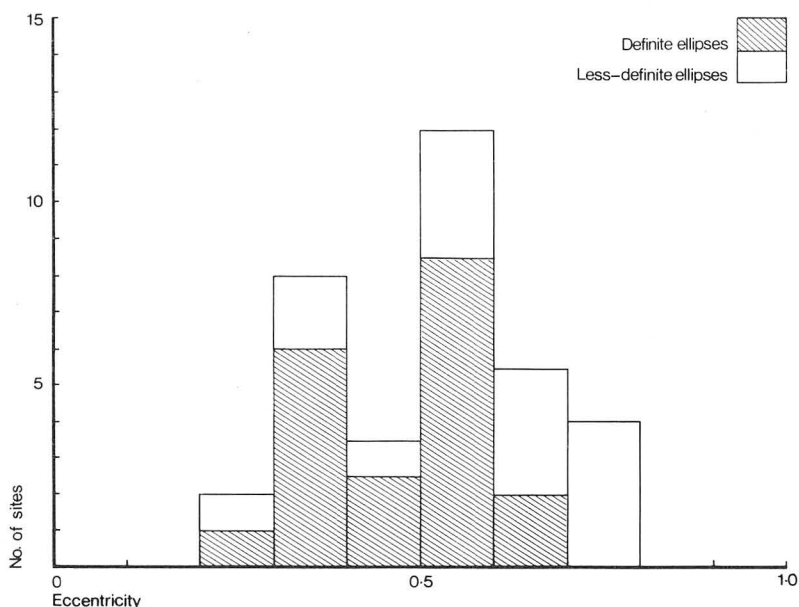
The task which the Thoms set themselves was to decide whether the stones on each row were separated from each other by multiples of some unit related to the megalithic yard. It turned out that the megalithic yard itself showed 'relatively poor results', and most of their discussion is centred on a unit of  $2\frac{1}{2}$  my. Often referred to as the 'megalithic rod' (mr), it is the unit which we mentioned in the context of perimeters in the previous section.

On the hypothesis which the Thoms were examining, each stone should lie close to one of a set of imaginary points (called 'nodes') which lie evenly spaced at an interval of  $2\frac{1}{2}$  my along each row. It follows that, if we could measure the distance of every stone on a given row from one such node, then the resulting distances should be close to multiples of  $2\frac{1}{2}$  my. Therefore the Thoms' first task was to find a point on each row from which the distances to all the stones on that row lay as close as possible to multiples of  $2\frac{1}{2}$  my. This they did using methods adapted from Broadbent's paper of 1955.



17 Meikle Findowie, Perthshire. Described as a 'definite' ellipse (Thom 1967, 72), its major and minor axes are  $9\frac{1}{2}$  and 8.08 my. The distance between the foci is 5 my and so the eccentricity is 0.53. Its perimeter is 27.66 my.

18 Eccentricities of ellipses listed by Thom (1967, 72). Although there is a concentration around a value of 0.5, there is also a wide spread of values. Furthermore if the eccentricity is under 0.2, the greatest and least diameters differ by less than about 2 per cent, and such a ring might frequently be classified as circular. This perhaps accounts for the absence of small values. It can be shown that an ellipse with an eccentricity of 0.5 could not be based on an exact Pythagorean triangle.





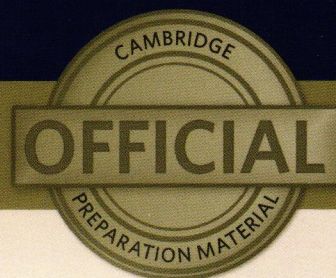


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# Cambridge English



# MINDSET

## FOR IELTS

**TEACHER'S  
BOOK**

# 3

**TARGET BAND SCORE 7.5**



**An Official Cambridge IELTS Course**





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# Cambridge English



# MINDSET FOR IELTS

**An Official Cambridge IELTS Course**

**TEACHER'S  
BOOK**

# 3

# UNIT: INTRODUCTION

*Mindset for IELTS Level 3 is aimed at students who are at a B2-C1 level and want to achieve a Band 7 or Band 7.5 result in the Academic IELTS test. You can follow the book by topic and teach it linearly or alternatively you can focus on the different skills and papers that you would like your students to improve. It is designed for up to 90 hours classroom use, but you can be flexible and focus on key areas of your choice. The topics have been chosen based on common themes in the IELTS exam and the language and skills development is based on research in the corpus, by looking at the mistakes that students at this level commonly make in IELTS.*

*Mindset for IELTS Level 3 offers flexible ways of teaching. You can work through the units consecutively or choose the lessons that are important to your students.*

- Topics have been chosen to suit the needs and abilities of students at this level. They are topics that occur in the IELTS test, but are tailored to the needs and interests of your students.
- There is full coverage of the test both in the book and in the online modules. However, there is an emphasis on the parts of the exam that will stretch students aiming to achieve the higher band scores.
- Grammar and vocabulary are built into the development of skills, so students improve their language skills as well as the skills they need to learn to achieve the desired band score.

## How *Mindset for IELTS* develops each skill

- **Speaking** – *Mindset* gives students strategies for what happens if they don't know much about the topic. It also helps build vocabulary for each part of the test and allows students to grow in confidence.
- **Writing** – *Mindset* gives students tips on how to plan better and develop their ideas. There is coverage of all types of Task 1 and Task 2 and detailed help on how to approach each, as well as model answers.
- **Reading** – Strategies for dealing with Reading texts on difficult and unknown topics are developed, as well as coverage of all question types. Strategies are provided for improving reading skills in general, as well as skills needed in the exam, such as an awareness of distraction and the use of paraphrase.
- **Listening** – *Mindset* gives coverage of all the Listening tasks, but concentrates on how students can maximise their score. Vital skills for dealing with the paper like paraphrasing are practised and listening strategies that will help students in their everyday life are also developed.

## Outcomes

At the start of each lesson you will see a list of outcomes.

### IN THIS UNIT YOU WILL LEARN HOW TO

- successfully answer 'matching features' questions
- develop whole-text understanding to enable you to answer global multiple-choice questions
- consider the meaning and use of modals of obligation, past and present.

In the Teacher's Book you will see how these outcomes relate to each lesson and the skills that students need to develop in order to be successful in improving their English language and exam techniques. There are typically three or four outcomes per lesson which look at skills that can be used both in the IELTS test and for students' broader English language development; an IELTS strategy for dealing with a particular paper and a linguistic outcome that helps with vocabulary and grammar development.

## Tip Boxes and Bullet Boxes

- Tip boxes help you and your students improve task awareness and language skills. You will find further information on how to get the most out of them in the Teacher's Book. Note that the number in the corner refers to the exercise that the tip relates to.

**TIP**

0 4

For this essay task, it is important to be concise. Limit yourself to two, possibly three, main ideas for each paragraph and develop them properly.

- Bullet boxes tell you how the test works and how to get a better understanding of the test task being addressed.



For this task, the correct answers are specific words from the recording in the same form as you hear them, and in the same order as the questions. Make sure you check your answers for errors like the following, which can lose marks:

- incorrect spelling
- exceeding the given word limit
- repeating words that are already in the table
- omitting key details such as measurements (km, grams).

## Teacher's Book

The Teacher's Book has been designed to help you to teach the material effectively and to allow you to see how the language and skills development relate directly to the IELTS test. You will also find the following:

- Extension exercises — exercises that help you give students more practice with key skills.
- Alternative exercises — ideas that you can use to make the exercises more relevant for students.
- Definitions — to help you with some of the key terms that are used in IELTS.

## How to use the online modules

As well as the Student's Book there are several online modules that each provide 6-8 hours of further study. These can be used for homework or to reinforce what has been studied in the classroom. The core modules are:

- **Reading**
- **Listening**
- **Writing**
- **Speaking**
- **Grammar and Vocabulary**

In the Reading and Listening modules there is more practice with the same skills that they have studied but based on a related but slightly different topic.

The Writing module builds on the skills that they have learnt in the unit and offers advice and model answers to help improve writing skills.

The Speaking module builds on knowledge of the topics that students have studied in the Student's Book. This helps them to speak about a range of topics with confidence and to develop the skills needed for the different parts of the test.

The Grammar and Vocabulary module reinforces and extends the vocabulary and grammar that has been studied in each unit of the book.

There are also a number of other online modules with specific learners in mind:

- **Chinese Pronunciation and Speaking**
- **Speaking Plus**

These modules look at the types of mistakes made by students from different language groups. The syllabus and exercises have been developed with insights from our corpus database of students speaking. Each module takes between 6-8 hours. Students can also analyse and view video content of Speaking Tests in the following modules:

- **Arabic Spelling and Vocabulary**
- **Arabic Writing**
- **Writing Plus**

These modules use our database of past writing IELTS papers and corpus research to look at the typical mistakes that students from different language groups make on the Writing paper of the test. They are encouraged to improve their writing skills and also avoid the common pitfalls that students make. Each of these modules provides 6-8 hours of study.

- **Academic Study Skills**

The Academic Study Skills Module helps to bridge the gap between the skills that students learn studying IELTS and the ones that they need for the exam. The module shows students how they can use the knowledge they have and what they will need to work on when going to study in an English Language context for Higher Education.



# MINDSET FOR IELTS LEVEL 3 SPEAKING CHECKLIST

<b>FLUENCY AND COHERENCE</b>	
Did they speak at length without many pauses?	
Did they develop all of the topics?	
Did they answer the questions fully?	
Did they answer the questions naturally?	
<b>LEXICAL RESOURCE</b>	
Did they use a wide range of vocabulary?	
Did they use any less common or idiomatic phrases?	
Did they make very few mistakes?	
Did they paraphrase the questions or anything that they had already said?	
<b>GRAMMATICAL RANGE AND ACCURACY</b>	
Did they use a wide range of grammar structures?	
Did they avoid making many grammar mistakes?	
<b>PRONUNCIATION</b>	
Were they easy to understand?	

## Notes

### Good uses of vocabulary

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### Good uses of grammar

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### Areas for improvement

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# MINDSET FOR IELTS LEVEL 3 WRITING PART 1 CHECKLIST

<b>TASK ACHIEVEMENT</b>	
Have all points of the question been answered?	
Have all of the key points been covered?	
Has everything been covered in enough detail and not too much detail?	
Is there a clear overview?	
Has the writer avoided drawing conclusions that are not in the text?	
<b>COHERENCE AND COHESION</b>	
Are the ideas and information presented in an order that is clear to follow?	
Are linking words and phrases used well and without much repetition?	
Are paragraphs used and developed clearly?	
<b>LEXICAL RESOURCE</b>	
Has a wide range of vocabulary been used?	
Is the use of vocabulary accurate?	
Is there a good use of different collocations?	
<b>GRAMMATICAL RANGE AND ACCURACY</b>	
Has a wide range of structures been used?	
Has grammar been used accurately?	
Has punctuation been used well?	

## Notes

### Good uses of vocabulary

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### Good uses of grammar

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### Areas for improvement

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# MINDSET FOR IELTS LEVEL 3 WRITING PART 2 CHECKLIST

<b>TASK ACHIEVEMENT</b>	
Have all points of the question been answered?	
Is the argument fully developed?	
Is it clear to understand what the position of the writer is?	
Are all of the ideas relevant?	
Has the writer fully supported the points that they are making?	
<b>COHERENCE AND COHESION</b>	
Are the ideas and information presented in an order that is clear to follow?	
Are linking words and phrases used well and without much repetition?	
Are paragraphs used and developed clearly?	
<b>LEXICAL RESOURCE</b>	
Has a wide range of vocabulary been used?	
Is the use of vocabulary accurate?	
Is there a good use of different collocations?	
<b>GRAMMATICAL RANGE AND ACCURACY</b>	
Has a wide range of structures been used?	
Has grammar been used accurately?	
Has punctuation been used well?	

## Notes

### Good uses of vocabulary

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### Good uses of grammar

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### Areas for improvement

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# UNIT/01: URBAN AND RURAL LIFE

## READING

### OUTCOMES

- deal with matching headings tasks
- identify the main idea of a paragraph
- understand the meaning of prefixes

### OUTCOMES

Ask students to focus on the outcomes of the lesson. Explain that the IELTS matching task requires them to choose a heading which correctly summarises the whole paragraph. To do this they need to identify the main idea in a paragraph. Explain that there will probably be some unknown words in IELTS reading texts, but that it is possible to 'guess' the meaning of some of these without using a dictionary. Students should also be aware of the use of prefixes, which can further help them to choose the correct paragraph headings.

### LEAD-IN

To engage students in the topic, elicit where they would prefer to go on holiday (e.g. the beach, the mountains, the countryside, a city). Ask them to read the text and underline any places they chose that are mentioned in the text.

- 01** Elicit several examples of underlined nouns in the text which are preceded by *the*. Ask students if they know why. Do the same for underlined nouns with zero article.

Ask students to work in pairs and complete the exercise.

No article used for:

individual islands: e.g. Mallorca

names of most countries: e.g. Spain, France, Germany, China

names of beaches: Alcudia Beach

names of cities/towns/regions: Palma de Mallorca, Algaida, Binissalem

names of mountains: Mount Everest, Mont Blanc

Use 'the' for:

groups of islands: the Balearic Islands

coastal areas: the Valencian Coast

oceans and seas: the Mediterranean Sea, the Persian Gulf

nationalities: the Spanish, the Omanis, the Chinese

countries which are Republics, Kingdoms or Unions:

the Republic of China, the United Kingdom (the UK),

the United States of America (the USA)

mountain ranges: the Tramuntanas, the Himalayas

geographical areas: the north east, the south west

Other geographical features:

lakes: no article, usually begins with the word Lake

(Lake Windermere)

rivers: definite article before name of river. Capitalise the word 'river' or it can be omitted (the Thames, the River Thames).

- 02** Ask students to write a short paragraph about an area of their own country. Make it clear to students that the purpose of writing is to prepare them for the IELTS style texts that they will read in later exercises.

- 03** Draw students' attention to the title. Ask them to work in pairs and predict what the main text could be about.

- 04** Ask students to complete Exercise 04.

Students' own answers

### Alternative

Write the first sentence of the paragraph on the board. Encourage students to identify the main ideas in the sentence by asking questions (e.g. 'What is special or different about the city of Auroville?'). Before students do this exercise, ask them to read the Bullet Box.

### Advice

Students will need to know what a topic sentence is in order to attempt IELTS matching tasks. Explain / elicit the definition below:

### Definition

Topic sentence: The sentence which conveys the main idea of a whole paragraph

Heading B seems to fit best, as it contains paraphrases of the sentence: designed = planned and built an imperfect world = today's world of conflict, greed and constant struggles for power an urban ideal = the ultimate model of unity, peace and harmony  
Heading A: There is nothing in the sentence that matches 'always fail'.  
Heading C: The sentence talks about 'peace and harmony', which contradicts the idea of 'conflict' in the heading.

- 05** Ask students to read the full paragraph and to check in pairs whether they think the heading is still the same.

Heading B is correct.

- 06** Ask students to complete Exercise 06 following the same procedure as before.

At this point, the best heading appears to be B: A city at the top of the world

- 07** Ask students to read the whole paragraph and to decide whether they still agree with their original choice.

The best heading is C: An unusual approach to regulation, because the paragraph talks about other examples of rules and laws that could be seen as unusual. It is not A –



An unwelcoming place to die – because the text tells us that it is forbidden to die there.

- 08 Encourage students to identify the sentence that gives the main idea of the whole paragraph and to compare their ideas in pairs. Make it clear that the topic sentence is often, but not always the first sentence.

But what really sets it apart is that it can also lay claim to some of the world's strangest rules.

- 09 Tell students that they are going to read the first sentence of another paragraph and find words or phrases that match the words underlined in the three options. Explain that in the IELTS reading exam they will need to find information in the text that supports the key words in the headings.

- A regulation** = not allowed to build fences around their houses  
**B dangers of the wild** = the constant threat of visits from wild animals  
**C humans and animals** = lions and hippopotamuses [and] anxious residents; co-exist = residents are not allowed to ... keep out their neighbours

- 10 Ask students to focus on the underlined adjectives and adverbs and look for information in the sentence that matches the underlined words and to decide which of the headings could be eliminated. Emphasise that this is a strategy that they can use in the exam.

- A** An unusual approach to regulation – still possible as a correct answer, and you would need to read more of the paragraph to be sure.  
**B** Dealing with the occasional dangers of the wild – no longer possible as it contradicts 'the constant threat'.  
**C** Where humans and animals cautiously co-exist – most likely to be correct as it paraphrases the sentence.

- 11 Ask students to read the whole paragraph and check which heading correctly matches the idea of the whole paragraph.

Heading C is correct.

- 12 Ask students to identify the topic sentence of the paragraph.

Everywhere in Marloth Park, a wary understanding exists between man and beast.

- 13 Tell students to read the paragraph and to take some brief notes on the main ideas.

Students' own notes

- 14 Ask students to look at their notes and to use them to identify the main idea of the paragraph and write a sentence giving the main idea of the paragraph.

## Extension

Ask students to come and write their headings on the board and decide as a class on the best one.

Students then complete Exercise 14.

Heading A – A conflict between reality and imitation – is correct.

- 15 Write the word 'pre' on the board and elicit its meaning from students (i.e. that it means 'before'). Write the first heading – 'an unusual approach to regulation' on the board. Ask students to identify which word in the heading contains a prefix.

Ask them to discuss the possible meaning of each prefix.

*un-* = not/opposite;  
*im-* = not;  
*co-* = together

Ask students to complete the rest of the examples in pairs.

- 16 Use the first prefix as a quick example to work through with the whole class. Ask students to work in groups of 3. Give each group a prefix from the list and ask them to list words that contain it and to work out their meaning.

*un* = not/opposite; *im* = not; *co* = together  
*post* = after, behind – postgraduate, post-mortem, postpone  
*for-/fore-* = before – forecast, forward, forehead  
*sub* = under, below – submarine, subway, subtitle  
*multi* = many, much – multinational, multiply, multicultural  
*anti* = against, opposite – antivirus, antiseptic, antiperspirant  
*mis* = wrong, bad, badly – misunderstand, misjudge, misspell  
*non* = not – non-profit, non-fiction, nonsense  
*pre* = before – preview, prepay, prejudice  
*over* = above, too much – overload, overtake, oversleep  
*under* = below, not enough – underwater, underwear, underage

- 17 Work through the first example as a class. Write the sentence on the board and ask students to volunteer which prefix they think would best fit the context of the sentence.

Ask students to work through the remaining examples.

- |                           |                       |
|---------------------------|-----------------------|
| A forewarned / pre-warned | B overpopulated       |
| C misinformed             | D anti-government(al) |

## EXAM SKILLS

- 18 Tell students to read through the text quickly to get a general idea. Tell them not to look at the headings yet, as this will encourage them to focus on specific words, which may appear in the paragraph, but will not necessarily represent the main idea.

### Alternative

Go through the first paragraph as a whole class. Ask students to carefully read paragraph A again, and to write down what they think its main idea is. Then ask them to refer to the headings and to try to select the correct one for paragraph A.

Ask students to work individually through the paragraphs following the same procedure. Before students do this exercise, ask them to read the Bullet Box at the start of the Matching Headings section.

### Advice

Make students aware that there are two 'distractor' headings. Emphasise that if they focus on the paragraphs before looking at the headings, they will be less likely to be confused by the distractors.

### Definition

Distractors: Extra heading in the IELTS reading heading matching task which do not match with any of the paragraphs.

It is good practice to give students a time limit to complete IELTS practice tasks, so that they can get used to working under exam conditions. Monitor as they are working through the task, in order to get an idea of how easy or difficult students are finding it.

1 ii    2 vi    3 iii    4 v    5 viii    6 vii

## WRITING

### OUTCOMES

- identify the main features of a line graph
- achieve a high score for Task Achievement
- describe and compare with adjectives and adverbs.

### OUTCOMES

This lesson is linked to Part 1 of the IELTS writing test, which involves giving a written description of a graph, chart, map or process diagram. The first outcome is linked to one of the graphs that students may be asked to describe. The second outcome focuses on Task Achievement – one of the four criteria that will be used to measure students' performance in Writing Part 1. The third outcome concerns some of the key language that is frequently used for describing graphs and charts. These outcomes are all key requirements for IELTS Task 1.

### LEAD-IN

**01** Project an image of the simple chart in Exercise 1 onto the board. Ask students to work in pairs and discuss information about the chart (e.g. 'What type of chart is it?' 'What does it show' etc.). This will give you an idea of how familiar your students are with reading and interpreting information in charts. Ask students to work in pairs and complete the remaining tasks.

- 2 Between 1980 and 1990 sales grew rapidly to 90,000.
- 3 From 2020 to 2030 sales *will / are predicted to / are expected to grow* rapidly to 90,000.
- 4 By the year 2000, sales had grown rapidly to 90,000
- 5 By the year 2020, sales will have grown rapidly to 90,000.

**02** Ask students to complete the next task as a pair activity.

Draw students' attention to the advice box on Part 1 Task Achievement. Ask them to read through it and then elicit the types of common mistake that may stop students from getting high marks. Then ask students to focus on the main questions that they should ask themselves when looking at a Part 1 task.

**03** Ask students to work in pairs and complete Exercise 03.

### Suggested answers

All three reasons have risen over the period. Overall, the number of people moving away from the capital city is on the up.

Traffic saw the steepest rise, particularly from 2000 to 2010. Rising cost of living rose the least over the whole period and this reason was the only one to show any fall (2000–2010). However, in terms of numbers it was the main reason for moving to the countryside across the whole period by a significant margin.

The increase in people leaving for lifestyle reasons was steady across the whole period but relatively low.

**04** Ask students to read the example answer, and to discuss with a partner why it would not have received a good mark for Task Achievement. Remind students to look back at the reasons students lose marks for this task from the previous exercise. Before students do this exercise, ask them to read the Tip for exercise 03

### Advice

A good answer to Task 1 should include the following:

- A brief overview of the information shown in the graph, chart, map or process diagram.
- Several paragraphs highlighting key information or trends.
- A concluding paragraph which summarizes the main features.

Emphasize to students that they are not expected to speculate reasons why changes have occurred; they only need to comment on the data that appears in the task.

### Suggested answers

Some of the data and categories are incorrectly reported. (Incorrect: The main reason was traffic; 70,000 left in 2010)

The third paragraph does not include any data to support its arguments.

There is no concluding paragraph.

The answer is considerably less than 150 words.

The level of language is OK, but unlikely to impress the examiner.

**Note:** it is also recommended that when you write your introduction, you put it in your own words as this demonstrates the ability to paraphrase (Lexical Resource). This introduction borrows heavily from the question.

- 05 Ask students to read the second sample essay and to complete the task.

1 B    2 A    3 D    4 C

- 06 Students discuss the best summary in pairs, giving reasons for their choice.

- A This is not a good conclusion: (a) to say 'people left the city for three main reasons' is not necessarily true: the graph did supply three reasons – however, there may have been others that were not included in the graph; (b) there is incorrect reporting of data, which should be 'between 1990 and 2010', not '1990 and 2000'. Also, life style did not change the least, given the fall between 2000 and 2010, rising cost of living changed the least for the whole period.
- B This is the best conclusion. It is less mechanical than A, mentions the main features and expresses what had started to happen by the end of the period.
- C The worst conclusion of all three. Not only has the candidate included data in their concluding paragraph, but it also repeats what has already been stated in the main body. The candidate does not 'step back' and present a summary of the main trends or features.

- 07 Encourage students to check the meaning of any unknown vocabulary, and then complete Exercise 07.

1 highest    2 overall    3 notable    4 consistent  
5 stable    6 lowest    7 joint-lowest

- 08 This task requires students to distinguish between objective and subjective adverbs for describing manner of change. Before students do this exercise, ask them to read the Tip.

#### Advice

It is important to encourage students to use appropriate academic register when responding to Writing Task 1, as this is linked to the Task Achievement criterion. A simple explanation would be that objective language concerns 'facts' whereas subjective language brings in the writer's feelings. An example could be demonstrated to clarify the difference e.g. numbers rose *abruptly* vs numbers rose *shockingly*. Ask students which of these adverbs represents a feeling, and then explain that this makes the language subjective.

Ask students to complete the exercise in pairs, and then nominate individuals to answer.

Inappropriate adverbs for a Task 1 essay: *amazingly*, *shockingly*, *surprisingly*, *predictably*.

The adverbs *significantly* and *noticeably* are arguably subjective, but *inconsistently* used in the correct way are not necessarily so:

The increase in people moving for a better quality of life is *significantly* higher than in the other categories.

The rise in people moving for a better quality of life is *noticeably* higher than in the other categories.

- 09 Turn students' attention to the example sentence in the students' book, then ask them to produce written descriptions in pairs. This will help to familiarise students with vocabulary that may be new to them, but which will be frequently used in writing Task 1.

#### Alternative

Provide students with some simple visual representations of line charts (these can be drawn on the board). Ask students to work in pairs. One student sits with their back to the board, while the other describes the line (not using the adverbs from Exercise 08). The students with their backs to the board have to work out which adverb from Exercise 08 is being described.

***inconsistently:*** the line changes in a way that doesn't demonstrate an obvious pattern

***significantly:*** the change showed by the line is marked or major, perhaps in comparison to another line on the graph

***progressively:*** the change is slow and consistent

***noticeably:*** the change showed by the line is clearly visible, especially in comparison to another line on the graph

***gradually:*** the tendency to change on the graph is slow

***sharply:*** the change indicated by the line is fast and dramatic

***markedly:*** the change showed by the line is clearly visible, especially in comparison to another line on the graph

***abruptly:*** the change indicated by the line is fast and dramatic

- 10 Emphasize the importance of using a range of grammatical structures in the response to Task 1, as this will result in achieving a better score for *Grammatical Range and Accuracy*. Turn students' attention to the example exercise. Ask them to identify the parts of speech in the second sentence, and whether it is necessary to add any other words (e.g. *The*).

Ask students to work in pairs and complete the rest of the exercise.

#### Sample answers

- 2 Traffic experienced a steady rise as a reason for moving to the countryside between 1990 and 2000
- 3 but then increased markedly between 2000 and 2010.
- 4 The number of people moving to the countryside for lifestyle reasons saw a consistent growth across the whole period shown in the graph.

## EXAM SKILLS

- 11 Tell students that they are going to attempt an IELTS Task 1 response to a line chart.

Remind students of the 4 questions that they should ask themselves about the information in the line chart that



they read about in the tip box in Exercise 03. Elicit that these questions relate to the Task Achievement criterion. Set a time limit and ask students to complete the task individually. Before students do this exercise, ask them to read the Tip from Exercise 10.

### Advice

It is good practice to ask students to work individually on the task and to give them a time limit, as this will give them a more authentic experience of exam practice. Tell students that they will be penalized for being over or under the word limit of 150 words.

### Feedback

If there is time before taking the papers in, you could ask students to peer-assess a partner's answer. Peer assessment is a useful way of raising students' awareness of the strengths and weaknesses of a particular piece of writing, which will help them to develop their own writing skills. As students can find peer-assessment difficult if they are unused to it, it may be useful to provide them with a checklist.

e.g.

- Has the writer described the information in the chart accurately?
- Has the writer identified key trends?
- Has the writer used a good range of vocabulary for describing trends?
- Has the writer used a range of grammatical structures?

Refer students to the IELTS criteria specifically for bands 7 and 8 in the introduction to the Teachers' Book. Tell them to firstly determine whether they fully meet the criteria for band 7 and then check if they surpass it and can be judged to meet the grade 8 criteria.

### Sample answer

The line graph sets out the key motivations for people relocating to the capital of a specific country between 2000 and 2015.

Moving for the purpose of study saw the greatest rise overall, with a jump of approximately 62,000. It rose considerably in two periods – from 2000 to 2005 (by 22,000), and then again from 2010 to 2015 (by 33,000), with a more gentle growth of around 7,000 in between.

Elsewhere, the figure of people relocating for work began at 61,000 in 2000, then peaked at 92,000 in 2010 – the highest of any reason, in any year – before finishing as the joint-highest in 2015 (87,000 – on a level with those relocating in order to study). Notably, this category was the only one of the four that underwent a downturn.

Turning to 'adventure', this category rose the most stably and steadily of all four categories, from 11,000 to 15,000 over the fifteen-year period. Meanwhile, the number of people relocating for 'family and friends' reasons climbed gently in the first five years (12,000 to 14,000), followed by an upswing to 22,000, before eventually levelling off at around 23,000 in 2015.

All in all, the graph tells us that, 'employment' aside, there was an increase in each of the four reasons for moving over the period in question, with the greatest rise occurring in those citing study as the main motivating factor. (212 words)

### Extension

Ask students to work in pairs and look at the sample answer. Go over the three criteria that students considered in the lesson (*Task Achievement*, *Lexical Resource* and *Grammatical Range and Accuracy*) and ask students to apply these criteria to the sample answer.

## LISTENING

### OUTCOMES

- successfully deal with Part 1 form completion tasks
- correctly understand names and numbers
- develop your paraphrasing skills for multiple-choice questions
- understand and use future time conditionals.

### OUTCOMES

Ask students to focus on the outcomes. The first outcome helps students with the form completion task in Part 1 of the listening test. This lesson will help students develop strategies to best complete this task. The second outcome focuses on correctly identifying names and numbers when listening. Remind students that spelling is very important in IELTS exams and that there are certain ways of expressing information in English. This lesson will help students do this better. The third outcome helps students to recognise paraphrases and synonyms for multiple-choice questions. In IELTS listening tasks, it is common for the recording to use different words to the questions and students need to be able to cope with this. The final outcome helps students to understand future time conditionals when they hear them. This will also make it easier for students to be able to use this grammatical structure.

### LEAD-IN

- 01 This exercise helps to prepare students for the topic of the lesson. Give students a few minutes to discuss this and generate class discussion during feedback. Ask students to give reasons and to comment on other students' answers.
- 02 The focus on city tour vocabulary will help students identify the differences between similar words. This will help when students need to identify synonyms or paraphrases when listening. After students discuss this in pairs, encourage student discussion during feedback before you confirm the answers.

- 1 *book* and *reserve* are synonyms; *select* means to choose or decide.
- 2 *discount* and *reduction* are synonyms; *bargain* means that you get something for a very favourable price.



- 3 There are no synonyms here; a *curator* is someone who organises the exhibits in a gallery or museum; a *presenter* is someone who introduces a television or radio show; a *guide* is someone whose job is to show a place to visitors or tourists.
- 4 *visitors* and *guests* are synonyms; *explorers* travel to new and unknown places. You can explore a museum, but you cannot be a museum explorer.
- 5 the *front desk* and *main entrance* are synonyms here; the guard room is more likely to be in a prison and not a place where you show your tickets.
- 6 *explore* and *wander* around are synonyms here; *navigate* means to direct the course of a vehicle, such as a ship.
- 7 *pick us up* and *collect us* are synonyms; *let us on* means allow us to board the bus.

**03** Ask students to look at the advice given. Make sure students are aware that they may need to identify when an idea is expressed differently when listening compared to the questions but that students must use the exact word they hear. Highlight the need for correct spelling. This exercise prepares students for the listening task in the next exercise by allowing them to discuss possible answers and synonyms for each gap.

#### Suggested answers

- 1 adjective (the earliest, ancient, prehistoric)
- 2 adjective (ancient, prehistoric, early)
- 3 plural or collective noun (treasure, objects, items, scenes, displays)
- 4 adjective or noun (present day, contemporary, current day)
- 5 ordinal number or adjective (22nd, twenty-second, next, forthcoming)

**04** Students now have the opportunity to practise identifying synonyms and paraphrases when listening. Make sure students are aware that they cannot write more than two words for each answer.

- 1 ancient      2 prehistoric      3 objects
- 4 Contemporary      5 22nd / twenty-second

#### Transcript 02

**Guide:** Ladies and gentlemen, welcome to the Museum of London Life. My name's Peter, and I'll be your guide taking you through your exciting visit, which lasts for approximately ninety minutes, and traces the history of this vast and ever-changing city. But before we eventually arrive back here in the present, we begin our walk in ancient London, where we're going to take a look at life from the point of view of prehistoric men, women and children, looking at how they lived thousands of years ago, when all this around us was fields. At this point, London was little more than a few settlements dotted about here and there. Certainly nothing like the metropolis you see surrounding you today. So, from there, the walk allows you to see the city grow as you progress through the exhibits

and take in the fascinating pieces of history that have been found and donated to the museum over the years – including maps, photos, images and thousands of other objects here. And finally, when we leave the part of the exhibition called 'Contemporary London', we'll move away from our present, here in the 21st century and head off into the 22nd.

**05** Students can now read the script as well as listen again. This will help them to identify what words have been paraphrased and what synonyms have been used. This is a good way for students to see the actual different expressions used.

- 1 *exciting visit, which ... traces the history of this vast and ever-changing city*
- 2 *life from the point of view of prehistoric men, women and children*
- 3 *when all this around us was fields*
- 4 *take in the fascinating pieces of history*
- 5 *we'll move away from our present, here in the 21st century and head off into the 22nd*

**06** Ask students to read the advice box. Make sure they are aware that Part/Section 1 of the listening test is the least difficult and that they should aim to score as much as possible as the later sections of the test will be more challenging. This exercise allows students to prepare for the listening and you should recommend that they should try to predict the missing words in the test. During feedback, you don't need to confirm answers but it is a good idea to see if other students agree or not.

**07** Students have the opportunity to practise filling in the form. Ask students to compare their answers before you give feedback. Remind students that spelling is important here.

- |                    |                 |               |
|--------------------|-----------------|---------------|
| 1 James Graeme     | 2 16 Mount Hill | 3 E15 2TP     |
| 4 770 464          | 5 15/fifteen    | 6 15/fifteen  |
| 7 4/four           | 8 (£)4.25       | 9 Underground |
| 10 12/12th/twelfth |                 |               |

#### Transcript 03

**Museum employee:** Hello, The Museum of London Life. How can I help?

**James:** Oh, hi, I was wondering if I you could send me some information. I've been looking on your website and can't seem to find what I need to know.

**Museum employee:** Certainly, sir. Can I take your name first of all?

**James:** Yes, it's James Graeme.

**Museum employee:** Ah, okay...so that's G-R-A-H-A-M, correct?

**James:** No, it's G-R-A-E-M-E.

**Museum employee:** OK, great. Got there in the end. So, how can I help?

**James:** Well, it says that I can print off some vouchers for reduced entry, but I haven't got a printer. Could you send me some through the post?

**Museum employee:** Sure. What's your address?

**James:** 16, Mount Hill Road, – that's M-O-U-N-T Hill Road, London, E-fifteen-2-T-P.

**Museum employee:** Okay. Can I take a contact number for you for our records?

**James:** Yes, it's -Double 7-Oh, 3-6-4. Sorry, I mean Double 7-7-Oh, 4-6-4

**Museum employee:** OK, great. I'll get some vouchers sent out to you.

**James:** Thanks. Could you just clarify what the discount structure is?

**Museum employee:** Of course. So, for groups of four or more there is a ten percent discount applied. If you manage to get together a larger gang of people – ten or more, to be precise – then that figure goes up to fifteen percent.

**James:** And what about students like me? Anything extra?

**Museum employee:** Yes, all students get that same 15 percent discount automatically, but in groups of four or more that goes up by another 5 to 20%. Would you be coming with friends?

**James:** No, I think the likelihood is that I'll be on my own. So how much exactly would that cost me for entry?

**Museum employee:** That's four twenty-five

**James:** So with the discount that makes... three pounds sixty-one, doesn't it?

**Museum employee:** No, sorry, that price was with the discount already applied.

**James:** Oh, OK. And are there any special exhibitions at the moment? I'll book tickets for that as well today, provided there's something special that I'm particularly interested in.

**Museum employee:** There is, actually. You've just missed a really popular one that took in the Viking period, and coming up we've got the period known as 'The Industrial Revolution', but the one we're currently running one called Underground London, which looks at the tunnels, sewers, and catacombs beneath the streets of the city.

**James:** Great! Ideally, I'd like to visit on my birthday, the thirteenth of July.

**Museum employee:** Let me check...No, that's a Monday. We're closed on Mondays.

**James:** Ah, that's a shame. Never mind, I'll come the day before. Can I book over the phone now?

**Museum employee:** Certainly, so that's one student ticket for the 12th. Let me take your payment details.

**08** Ask students to read the tip. Tell students that there are certain ways that information is expressed in English and by knowing this that they can get higher marks and not make as many mistakes. The exercise tests students' existing knowledge of this. Put students into pairs or small groups to do this and encourage discussion during feedback before confirming answers.

1 B 2 A,C 3 A 4 C 5 B 6 C 7 A,B 8 B

### Extension

Prepare a document with the following – you can choose alternatives but try to use the categories in Exercise 08. Ask students to work in pairs to say how they should be said in English.

*Telephone Number*

662 005 005

*Period*

21<sup>st</sup> Century

*Year*

1978

*Date*

31/10/80

*Name*

Smith-Peters

*Price*

£12.99

*citybreaks@travel.com*

*Time*

16.00

**09** This exercise focuses again on identifying synonyms or paraphrased information but this time within a multiple-choice question context. Ask students to read the Bullet Box. Tell students that it's a good idea to think about how the possible answers could be rephrased before students start to listen. This exercise gives students practice of this. Tell students to read the example to help them.

### Suggested answers

- 1 *show to collect his ticket* – produce in order to be able to enter, have as proof of identity to get his ticket  
*passport* – identification document, ID  
*debit card* – bank card, payment card  
*smartphone* – no obvious synonym except telephone/ phone
- 2 *most appreciates* – likes the most/best, thinks is the most important, is most impressed by, thinks is key  
*designed* – structured, put together, connected, linked, built talks about *the city's inhabitants* – shows/ paints a picture of the life of city dwellers / citizens / the local people *is involved in fundraising for the local community* – does local charity work, raises money for local causes, donates money to worthwhile community organisations

- 10 Before students listen to check their answers, ask them to read the exam advice. Tell students not to write down the first answer they hear as the speaker may change what they say. Ask students to compare their answers in pairs before class feedback is provided.

1 B      2 B

#### Transcript 04

- Museum employee: Your pre-printed ticket will be available to collect as soon as you arrive at the front desk.
- James: So, I should bring my passport, then, for proof of ID?
- Museum employee: People usually have a copy of their booking on their email, and they just show this on their smartphones and go straight through. But if, for some reason, you can't get any internet connection here, you obviously can't pull up your ticket details to show the museum assistant. But you'll get your tickets fine, as long as you can produce the payment card you bought the tickets with. That's the only ID we need to see.
- James: Great. Well, thanks for all your help today. Anything you'd recommend personally? What do you like most about the museum?
- Museum employee: One very important thing is that the museum here has formed some extremely worthwhile partnerships with a wide range of local charities. In London, like any capital city, there are a lot of social problems, and the museum's help in reaching out to the world outside is greatly appreciated by so many. But what is so good for visitors – and is absolutely key for me – is that, as you walk through from one room to another, you always, always get a real sense of who has lived here over the years, and what sort of people they are, or have been. And that's really easy to do, because the way the exhibition designers have connected each section to the next with a real sense of development and design. It just flows so well from one room to the next, better than any other museum I've been into, certainly.
- James: Wow. You really like it there, don't you?
- Museum employee: Absolutely. Unless something dramatic happens, I should be working here for a long time.

- 11 This exercise gives students the opportunity to analyse the language structures used and order of information given by the speaker. This will help students to understand more about how this particular task in the listening test may be structured.

#### Question 1

- 1 The options are mentioned in the order A C B.
- 2 Option A: 'So, I should bring my passport, then, for proof of ID?' Option B: 'But you'll get your tickets fine as long as you can produce the payment card you bought the tickets with. That's the only ID we need to see.' Option C: 'People usually have a copy of their booking on their email, and they just show this on their smartphones and go straight through.'

#### Question 2

- 1 The options are mentioned in the following order: C B A
- 2 Option A: *because of the way the exhibition designers have connected each section to the next with a real sense of development and design. It just flows so well from one room to the next. Better than any other museum I've been into, certainly.*

Option B: *But what's so good for visitors – and is absolutely key for me – is that, as you walk through from one room to another, you always, always get a real sense of who has lived here over the years, and what sort of people they are, or have been.*

Option C: *One important thing is that the museum here has formed some extremely worthwhile partnerships with a wide range of local charities. In London, like any capital city, there are a lot of social problems, and the museum's help in reaching out to the world outside is greatly appreciated by so many.*

- 12 This exercise uses sentences from the unit in order to analyse them in terms of grammatical structure. This is a good idea as students already understand the context. If you feel students need more help with this, write the first question on the board and invite answers from the class.

#### Cause underlined

- 1 I'll book tickets for that as well today, provided there is something special that I'm particularly interested in.
- 2 You'll get your tickets fine, as long as you can produce the payment card you bought the tickets with.
- 3 Once we leave the part of the exhibition called 'Contemporary London', we will move into the 22nd century.
- 4 Unless something dramatic happens, I should be working here for a long time.

- 13 This exercise provides further linguistic analysis – this time focusing on the future time word. Ask students to do this in pairs and then provide feedback and confirmation of answers after encouraging class discussion of the possible answers.



1 provided 2 as long as 3 Once 4 Unless  
 We can replace *provided* with *as long as* if. *Once* could be replaced with *when*. *Unless* means 'if not', so we can change it if we change the whole cause clause:  
*If something dramatic doesn't happen, ...*

- 14** Students now can use their existing knowledge of the examples from the sentences in the previous 2 exercises to identify the grammatical patterns for first conditional. You may want to confirm that students are aware of what is meant by both terms by providing examples. In addition, you may want to ask students to create example sentences and you can then concept check that all students are aware of the correct structure and usage.

Future time conditionals follow the same structure as the first conditional:

*If* + present simple ... / ... *will* + bare infinitive.

Note that all present tenses are possible in the *If* clause, although the present simple is the most commonly used. In the result clause, instead of *will* we can use *be going to* and other modal verbs such as *can*, *should* and *must*. We can also use an imperative in the result clause.

- 15** This exercise provides students with practice of this language structure. Ask students to complete this exercise in pairs before providing class feedback. Ask students to comment on their classmate's answers before you confirm if they are correct or not.

#### Sample answers

- You can get a discounted ticket as long as you show your student card.
- Once everybody has bought their ticket, we will go to the first exhibit room.
- You won't get lost provided you use the map you were given.
- Now everybody is free to explore the museum. You can go wherever you like as long as you return to the main entrance for 4 pm.
- Your bus back to the hotel will depart as soon as everybody is on board.
- Do not touch or take photos of the exhibits unless there is a sign saying that it is allowed.

#### Extension

You can provide students with further practice of this by recording your own answers and then playing these full sentences for students to listen to and note down. Alternatively, you can ask other students to read out their sentences while students note down the answer. You can vary this by using the same language structures in different contexts.

### EXAM SKILLS

- 16** Students now have the opportunity to practise the skills they have developed in this unit. You can do this under conditions similar to the listening test and then ask students

to compare their answers after or you can ask students to discuss strategies before doing the exercise.

1 David Cottenham	2 DV12 8HA	3 7.30 pm /
19.30 /half past seven	4 £60,000	5 244 510
6 we-move-u	7 B	8 C
		9 C

#### Transcript 05

*You will hear a conversation between an employee at a removals company and a man who is planning to move to London. First you have some time to look at questions 1 to 6.*

*[pause]*

*Now listen carefully and answer questions 1 to 6.*

- Woman:** Good afternoon, We-Move-U, how can I help you?
- Man:** Hello, there. I'd like some help with my move to London. I'm currently living a long way away in the southwest of the UK, is that an area you cover?
- Woman:** Yes, we cover all of the UK, so that is no problem. Can I take your name first, please?
- Man:** Yes, it's Mr. David Cottenham.
- Woman:** C-O-T-N-A-M?
- Man:** No, it's C-O-T-T-E-N-H-A-M.
- Woman:** Okay, Mr. Cottenham, you said that you live in Devon...
- Man:** Yes, at 4 West Cottage in Humblington. It's a small town near Exton. Well, it's more of a village really.
- Woman:** Mm-hm, and the postcode there, please, so I can look up exactly where you are?
- Man:** D-V-12 8-H-A.
- Woman:** Okay, I've found your home on the system here. My goodness, that is very much in the countryside, isn't it?
- Man:** Yes, it is. London is going to be a bit of a shock for me. It's so crowded.
- Woman:** Well, it can be, but it depends where you live. What address are you moving to?
- Man:** 8b Greenend Road, E19 4RR. 'Greenend' is one word.
- Woman:** Well, that area is one of the quieter parts of London, at least. Not as busy as other places, certainly. When are you looking to move?
- Man:** 30th August.
- Woman:** That's good for us. People are on their summer holidays, children are not at school...so there is less traffic on the roads. What sort of time are you thinking of leaving?
- Man:** Around half seven would be good.
- Woman:** That may be difficult, because our staff need a lot of time to pack your things into the van.



They will need to start in the middle of the night if you want to leave that early...

**Man:** No, no, I mean half seven in the evening.

**Woman:** Oh, I see. We can do that. And do you want to take out insurance, in case there is any damage to your property?

**Man:** Yes, I think so. I've looked at everything I own, and I think that it's all worth about forty thousand pounds in total.

**Woman:** Shall we say a little bit more, just in case? I know you probably think it will be much more expensive to take a higher amount, but the difference in what you pay for forty thousand or fifty thousand in insurance is actually just a few pounds. It's ten pounds higher for fifty thousand, and fifteen pounds higher for sixty thousand.

**Man:** Yes, OK. Make it fifty thousand. No, on second thoughts sixty thousand. So, how much do you think the relocation will cost in total?

**Woman:** Let me check...I think we can do everything for approximately £2,000. That figure may change, of course – it's just an estimate for now – but it gives you a good idea of the price you will have to pay.

**Man:** That's pretty good, actually. I was expecting a lot more?

**Woman:** Would you like to book now? Or shall I take your mobile number? I can call you back tomorrow, after you've had some time to think about it, maybe?

**Man:** Sure, it's oh-seven-two-three-eight, two double-four, five-one-oh.

**Woman:** Great. I'll speak to you tomorrow. And if you have any other questions, either call us back on the number you first dialled, or have a look at our website.

**Man:** What's the website address, please?

**Woman:** www-dot, we-hyphen-move-hyphen-u, (that's the letter u, not the word 'you') dot-co-dot-uk.

**Man:** Okay, thanks for your help. I'll speak to you tomorrow.

*Before you hear the rest of the conversation you have some time to look at questions 7 to 9.*

*[pause]*

*Now listen and answer questions 7 to 9.*

**Woman:** Hello, Mr Cottenham, it's Maria here from We-Move-You. How are you?

**Man:** Oh, hi there. Yes, I'm very well. I've actually been thinking about our conversation yesterday. You said that the total cost of the package with insurance would be around £2,000. Does that insurance cover everything?

**Woman:** It depends what you mean by 'everything'. That is how much our 'Silver' package would cost, and as well as insurance for anything that gets broken or damaged, it also covers your costs if our delivery drivers are late getting to London.

**Man:** Are there any other packages?

**Woman:** Yes, our 'Economy' cover is the same as 'Silver', but without the cover for late arrival, and that would cost you around £1,800. Our 'Premium' package has the same insurance as 'Silver', but on top of that our removals team men come and pack all your things, put everything into boxes for you.

**Man:** And that's the 'Premium'? Hmm, I guess that's quite a benefit. How much is that?

**Woman:** It would be £2,500 for this job. So shall we agree on 'Premium'?

**Man:** Hmm...no, let's stick with 'Silver'. If your drivers are late, it doesn't affect us. Actually, I've been looking at some reviews of your company online. Generally very good – the thing that seems to impress most people is the cost.

**Woman:** Well, yes, I think most people are surprised by our low prices. Others believe that our level of customer care is the best thing about us, and I have also seen some reviews where people are most impressed by how quickly we complete the job. I agree with everything they say, of course, but I am probably most proud of our reputation for customer care and satisfaction.

**Man:** Great. Well, I think that's everything. Oh, one final question – once I make the booking, will I have to pay more if I need to make any changes?

**Woman:** In most cases, there is nothing extra that you will need to pay once your initial payment is completed. Unless, that is, you decide to cancel the booking completely – in that case, there will a charge of 10 percent of the total fee if you cancel less than 15 days before the date of the move. And if you need to move the date, for any reason, we will usually do that for a very low cost.

**Man:** Fantastic. Great. Well, I think I'm ready to book.

#### Extension

As previously done in this unit, provide students with another opportunity to listen and read the tape script in order for students to analyse both the language used in terms of paraphrasing, synonyms and grammatical structures as well as order of information provided. This will help students better prepare for the listening test.

## SPEAKING

### OUTCOMES

- review all three parts of the Speaking test
- analyse good and bad answers to parts of the test
- correctly use future time conditionals in the Speaking test.

### OUTCOMES

Ask students to focus on the outcomes. This lesson is linked to Parts 1, 2 and 3 of the IELTS speaking test. The first outcome helps students to understand the structure and format of the test. The second outcome follows on from this and helps students to analyse examples of student responses in the test in order to understand what they should and should not do when answering. The final outcome focuses on a specific grammatical feature (future time conditionals). This will help students to respond more accurately and to gain greater marks for grammatical range when answering in the speaking test. Future time conditionals are a relatively complex and high level grammatical feature and accurate use of this will be rewarded in the test.

### LEAD-IN

**01** This exercise aims to identify what students already know about the IELTS speaking test and to help them understand what format the speaking test will have. In addition, it will help to familiarise what the examiner expectations are. If you feel that students need a little more time before they do this exercise, give students 3-4 minutes to discuss in pairs what they already know about the speaking test. After this time, invite student responses but do not confirm answers. Instead, ask students to comment on other students' contributions. This will generate a class debate. Then ask students to complete the exercise.

1 B 2 C 3 C 4 B 5 C 6 C 7 A 8 A

**02** This exercise gives students the opportunity to give their own opinions about the test and encourages them to identify what they are good at and what they will need more support with when preparing for the speaking test. After pairs discuss this, invite students to give their opinions to the class and encourage other students to comment.

Students' own answers

**03** This exercise focuses only on Part 1 of the speaking test. Before students do this exercise, explain to students that Part 1 questions focus on general familiar topics that reflect students' everyday life rather than complex or abstract questions. Ask students to complete this exercise in pairs. This will allow you to monitor.

The following questions would not be asked: 2, 3, 5, 7

**04** Before students complete this exercise, ask them to work in pairs to think of 3-5 pieces of good advice for students doing Part 1. Before students do this exercise, ask them to read the Tip.

### Advice

- Never memorise complete answers to questions BEFORE the exam. It is normally obvious to examiners when a candidate does this and it may affect your score.
- Aim to show a variety of verb forms and grammar structures – but they must be correct if you want a high score.
- Vary your vocabulary. Use synonyms and paraphrase to express your ideas using different words.

This will help students when doing this exercise. Ask students to listen first and then to discuss their answers in pairs afterwards. Tell students to focus on bad practice.

These answers are not likely to impress the examiner.

Question 1: The candidate repeats the word 'apartment' several times. She could improve this by using reference words like 'it' and 'one', and the flow of her answer would improve (along with her score for Fluency and Coherence).

Question 2: The language used is very good, but it doesn't answer the question. It is highly likely to be a memorised answer, which should be avoided completely – the vocabulary is not relevant to the topic at all. This limits the score for both Fluency and Coherence and Lexical Resource.

Question 3: There are several problems with the grammar used; these would limit the score the candidate might get for Grammatical Range and Accuracy.

### Transcript 06

**Examiner:** In this first part of the exam, I'd like to ask you some questions about yourself. Let's talk about where you live. Do you live in a house or an apartment?

**Candidate 1:** Apartment. It's a small apartment in the centre of my home town, but it's still bigger than the apartment I live in now. My apartment now is just one room, really. I used to live in a huge apartment, but it was my parents' apartment and it was time for me to go to university. I left, found a place. And that's the apartment where I live now.

**Examiner:** What do you like about the area where you live?

**Candidate 2:** I used to live in Guangzhou, the capital city of Guangdong Province in south-eastern China. Once an important stop-off point on the maritime Silk Road, Guangzhou maintains to this day its importance as a major port and transportation hub.

**Examiner:** Do you often visit parks in your city?

**Candidate 3:** Actually, I have gone to my local park last week. I've really enjoyed it. I have a friend, he never been to my town, so yesterday we have decided to go together next week. We will go on next Tuesday, I think. As soon as we will finish class, we will go.

### Extension

Ask students to take it in turns to role-play the same questions from the recording. Put students into pairs. Tell student A to ask the exact questions that the examiner asks. Ask student B to create their own answers. Then ask students to swap roles. Monitor as students do this and note down any common errors or points you wish to talk about in class feedback.

### Feedback

Using the notes you made, you can write on the board examples good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative. This is a good way to respond to emerging learners' needs.

- 05 This exercise focuses on Part 2 and helps students to familiarise themselves with the task required of them. Encourage students to discuss their answer and to give reasons.

#### Task card A

- 06 In this exercise, students evaluate an example response. This will help them to identify how to divide up their time when answering this task in the test. Before students do this exercise, ask them to read the Tip.

### Advice

In each Part 2 question, you do not need to try and give equal time to each of the four prompts. Some prompts will be easier to expand on than others.

As before, play the recording and give students some time to discuss their answers in pairs or small groups.

This candidate talked about all four points, exploring three of them in some detail. He used a good range of vocabulary and grammar; the organisation of the answer was also very good indeed, and the long turn flowed naturally from one idea to the next. It is not important that he spoke about the third prompt only very briefly, as he clearly had decided to spend more time on the points he felt he could expand on more easily, and in more detail.

### Transcript 07

**Candidate:** So, I'm going to tell you about a town in the Lake District, which is a beautiful region in the north-west of England, pretty close to the border of Scotland. There are dozens of fantastic little villages and towns there, but the one that tops the rest is called Windermere. It sits on a huge lake and is surrounded by hills, trees and rocks. I've been lots of times already, and I can't wait to go back – as soon as I finish the second semester at university, I'm going to head up there again.

Being far up in the north, as you can imagine, it can get pretty cold in Windermere, particularly in winter. Too cold for some. Having said that, there is a real stark beauty to the town at that time, when your breath comes out like mist, and

the streets get white with the snow that falls. Summer is the opposite extreme – it can actually get pretty warm, comfortable enough to wear just a t-shirt and shorts – but if you wanted to visit at that time, you'd have to get yourself prepared for all the tourists. Other times? Autumn is pretty, I've been told, but I tend to visit in spring.

I go every year, just me; I have to say that I generally prefer not to go with anyone else. For one thing, you can make friends really easily if you stay in a hostel. There are young people from all over the world who make it their mission to spend a few days or a week there. As I say, it's an ideal place to go hiking or hill-walking, so that's the priority for me and for hundreds of others. There are also a really interesting variety of independent local shops, selling everything from cheap souvenirs to galleries full of extremely expensive art. When I go back, I'm going to do what I always do – browsing through the shops after a long day walking in the countryside.

### Extension

Ask students to take it in turns to complete the example Part 2 test above. In pairs, ask student A to speak first and for student B to listen and give feedback after student A finishes. Encourage students to be constructive in their comments. Then ask students to swap. Monitor and make notes as students do this.

### Feedback

Using the notes you made, you can write on the board examples good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

- 07 This exercise gives students the opportunity to listen to a good example of responses to Part 3 of the speaking test in order to analyse them in more detail in the following exercise.

1 D    2 E    3 A    4 C    5 B

### Transcript 08

**Candidate:** (Answer 1) For a number of reasons. Often, I think, because they are exhausted; capital cities in particular can be very demanding places to live – the noise, the traffic, the cost of living – and people often grow tired of all that. It's just too over the top for some. They start to feel drawn to the peace and quiet that rural life might be able to give them. Generally speaking, though, I do think that it is the case that younger people – people like me – are more drawn to that vibrant, city lifestyle. As soon as you get older and have a family, you start thinking it's time to move.  
(Answer 2) Well, one possibility that I can foresee is that buildings will keep getting taller and taller. This has been going on for

some time, all over the world, and so many people now are moving to the city. Unless this changes, we are going to need more and more homes for everyone. We might even see a 500-storey skyscraper one day. That might sound ridiculous now, but cities are likely to keep expanding at the rate they are currently, so there will be no other option that I can think of.

(Answer 3) Oh, I think that would be a bit of a disaster, to be honest. Insisting that everyone uses public transport could create more problems than currently exist. Fine, if you were just visiting the city it probably wouldn't bother you too much, but if you were a resident there... then again, the streets would be safer for pedestrians. And it might do something about the levels of pollution. I do think it is bound to happen, to be honest. So, as long as people are happy to use buses and bikes instead of their cars, life will continue as normal.

(Answer 4) I can understand why people want a huge, old-fashioned house. In the similar way to living in the middle of the bright lights of the big city, there is something quite romantic about it. Having said that, I do think it does depend on your age. Most people of my age, for example, prefer the idea of coming home to a smart, modern apartment every day, high up in the sky, overlooking the city, well – it just sounds amazing. Providing I make enough money, I'll definitely be on a top floor myself one day.

(Answer 5) Well, in the old days, your whole life was in one place. You married someone from the same town, you had a job in the same village, and your family stayed around you. In some places, life is still like that – people only need to go next door or downstairs to see their parents, for example – but a few people were given the opportunity to move around from one town to another, on trains or even aeroplanes, the traditional family unit started to change, I think, and people are now much more spread out. Not just nationally, but internationally. By the time I'm a grandparent, I think it will be even more different.

- 08** Students are able to analyse the responses in more detail here. The specific focus of this exercise is to make students aware of the connection between the function of what is said and the grammar used. Before students do this exercise, ask them to read the Tip.

#### Advice

Thinking about the function of the question being asked will help you to develop your answer and decide what language and structures to use.

A iii B v C ii D iv E i

- 09** This exercise gives students the opportunity to understand some of the marking criteria and comments made about the example answer they have just listened to and read. This will help students to identify what they need to do to provide good responses in this part of the speaking test. Let students discuss this in pairs.

1 P	2 GRA	3 FC	4 GRA	5 LR	6 FC
7 P	8 LR	9 FC			

- 10** This exercise gives students another opportunity to listen and to better understand the feedback given.

#### Extension

Ask students to take it in turns to complete the example Part 3 test above. Put students into pairs. Tell student A to ask the exact questions that the examiner asks. Ask student B to create their own answers. Then ask students to swap roles. Monitor as students do this and note down any common errors or points you wish to talk about in class feedback.

#### Feedback

Using the notes you made, you can write on the board examples of good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

- 11** This exercise links back to the student's answer from the example Part 1 response and connects to the grammar focus of this lesson. Encourage students to discuss this in pairs.

The grammar is incorrect: *As soon as we ~~will~~ finish class, we will go.*

This is the grammatical structure often known as the first conditional (*If* + present tense, *will* + bare infinitive) but with *As soon as* instead of *If*.

- 12** This exercise connects back to the Part 3 example above and focuses on the grammar used for future conditionals. Ask students to discuss their answers in pairs first. Then play the recording for students to check their answers.

A As long as	B By the time	C Providing that
D As soon as	E Unless	

#### Transcript 09

- A** As long as people are happy to use buses and bikes instead of their cars, life will continue as normal.
- B** By the time I'm a grandparent, I think it will be even more different.
- C** Providing I make enough money, I'll definitely be on a top floor myself one day.
- D** As soon as you get older and have a family, you start thinking it's time to move.
- E** Unless this changes, we are going to need more and more homes for everyone.

- 13** Students have the opportunity now to analyse the grammar used in order to be aware why certain language choices have been made in the recording and what would happen if alternative words were used. Ask students to do this in pairs



and then encourage a class discussion before confirming answers. After going through the answers, you may wish to ask concept check questions to make sure that all students understand.

- 1 *Unless* suggests that the speaker sees the changes as completely necessary, but they doubt whether the changes will ever happen. On the other hand, *Once* suggests that the speaker sees the changes as certain to happen, with a natural result (which they give). Using *Once* in this sentence is still grammatically correct and logical. However it wouldn't work in the answer given by the candidate.
- 2 *When* suggests the speaker believes that people will definitely, at some point, be happy to use buses and bikes instead of their cars (A), and that she will definitely, at some point, make enough money to buy a top-floor flat (C). *As long as* and *Provided that* both suggest that the speaker is not convinced that the result given in each case is definite – people may not be happy about using buses and bikes; she may not ever earn enough money to buy the top-floor flat.
- 3 Sentence D is different. The speaker is not thinking about the future in particular, but is stating something as a constant fact (in their opinion). The structure is a *zero conditional* (present simple / present simple), whereas the other sentences use the *first conditional* (present simple / *will* + bare infinitive).

- 14 This exercise uses the sentences from the previous exercise but the focus here is on pronunciation.

#### Advice

In order to get a high score for pronunciation, it is important to know how to use natural word and sentence stress. Normally the syllables of words which carry the main meaning are those which are stressed and grammar words which are not.

- B By the time I'm a grandparent, I think it will be even more different.
- C Providing that I make enough money, I'll definitely be on a top floor myself one day.
- D As soon as you get older and have a family, you start thinking it's time to move.
- E Unless this changes, we are going to need more and more homes for everyone.

- 15 This exercise gives students the opportunity to practise repeating the sentences with the correct pronunciation. Students can do this in pairs with the non-speaking partner giving feedback. Nominate students to try saying the sentences in front of the class and encourage other students to comment and correct if necessary.

#### Alternative

If students have smartphones, you could ask them to record their sentences and then to listen again at home and then try to improve the pronunciation by listening again to the model and re-recording.

### EXAM SKILLS

- 16 Exercises 16-18 provide students with an opportunity to practise all 3 parts of the speaking test focusing on the topic of towns and cities. In this exercise, ask students to take it in turns to ask and answer Part 1 questions. Monitor as students do this and take notes of any common errors or points you wish to talk about in class feedback.

#### Feedback

Using the notes you made, you can write on the board examples of good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

- 17 This exercise provides practice of Part 2 of the speaking exam. Make sure students are aware of the procedure and encourage them to spend one minute preparing notes. If you feel students would benefit from comparing notes, you can allow students to discuss their notes in pairs before speaking. Ask students to take turns completing this exercise and to give each other constructive feedback. As before, monitor as students do this and take notes of any common errors or points you wish to talk about in class feedback.

#### Feedback

Using the notes you made, you can write on the board examples of good practice and not so good practice that you heard when monitoring. Mix these up and ask students to identify whether the examples are positive or negative.

Refer students to the IELTS criteria specifically for bands 7 and 8 in the introduction to the Teachers' Book. Tell them to firstly determine whether they fully meet the criteria for band 7 and then check if they surpass it and can be judged to meet the grade 8 criteria.

#### Extension

Ask students to record their answers on a smartphone and to re-record it at home. This can then be emailed to you and you can use example answers in future lessons in order to analyse them, show good practice or improve on a weaker model.

- 18 Students have exam practice of Part 3 questions here. Students should take it in turns to ask and answer the questions. Encourage students to focus on grammatical range and accuracy, including future conditionals, and pronunciation in terms of word and sentence stress. Follow the advice for feedback and extension above.