

IELTS *Express*

Intermediate Coursebook

Second Edition

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INCLUDES
COMPLETE
PRACTICE
TEST

What is IELTS?

IELTS (International English Language Testing System) is a globally recognised English language exam, designed to assess the language ability of candidates who need to study or work where English is the language of communication. It is accepted by the majority of universities and further education colleges in the UK, Australia, Ireland, New Zealand, Canada and South Africa, as well as a large number of institutions in the United States. It is also recognised by professional bodies, immigration authorities and other government agencies. IELTS is jointly managed by the University of Cambridge ESOL Examinations (Cambridge ESOL), the British Council and IDP: IELTS Australia.

IELTS is offered in two formats – Academic and General Training. All candidates take the same Listening and Speaking modules and there is an option of either Academic or General Training Reading and Writing modules. Academic is suitable for students wishing to enter an undergraduate or postgraduate study programme. General Training is suitable for candidates planning to undertake non-academic training or work experience, or for immigration purposes.

Further information about the exam can be obtained from the IELTS website, www.ielts.org.

IELTS Band Scores

Band 9 – Expert User

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8 – Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7 – Good User

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6 – Competent User

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5 – Modest User

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4 – Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding expression. Is not able to use complex language.

Band 3 – Extremely Limited User

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2 – Intermittent User

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

Band 1 – Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

Band 0 – Did not attempt the test

No assessable information provided.

IELTS Exam Composition

Listening: Academic and General Training	
4 sections (30 minutes + 10 minutes transfer time)	
Reading: Academic	Reading: General Training
3 texts (60 minutes)	5-6 texts (60 minutes)
Writing: Academic	Writing: General Training
2 tasks (Task 1 = 20 minutes/Task 2 = 40 minutes)	2 tasks (Task 1 = 20 minutes/Task 2 = 40 minutes)
<ul style="list-style-type: none"> The IELTS exam is scored according to a 9-Band scale. You will get a score for each section. The average of these 4 marks is your overall Band Score. The total test time is 2 hours 45 minutes. The first three modules – Listening, Reading and Writing – must be completed in one day. The Speaking Module may be taken, at the test centre's discretion, in the period seven days before or after the other Modules. 	

IELTS PART 1: Listening

The Listening Module is the first part of the exam. It takes approximately 30 minutes and consists of four sections. There are approximately 10 questions in each section. You are given time to read the questions before you listen. You listen only ONCE; while you listen, you can note your answers on the question paper. You have some extra time at the end to transfer your answers on to an exam answer sheet. A variety of tasks are used, chosen from the following types: multiple-choice; short-answer questions; sentence completion; notes/summary/diagram/flow-chart/table completion; labelling a diagram which has numbered parts; classification; and matching lists/phrases.

Section	Type of listening texts
1	Two speakers have a discussion in a social situation, e.g. talking about travel arrangements or renting a house.
2	One speaker talks about a non-academic topic, e.g. the benefits of exercise.
3	As many as four speakers have a discussion in an educational or training situation, e.g. a group of students discussing plans for giving a presentation.
4	This is the longest section. One speaker gives a talk or mini lecture about a topic of general academic interest.

IELTS PART 2: Reading

The Reading Module is the second part of the exam. It lasts 60 minutes and consists of 40 questions. You have to read three texts (about 2000-2500 words in total). You should write your answers directly on to the exam answer paper as you do NOT have extra time at the end to transfer your answers. A variety of tasks are used, chosen from the following types: multiple-choice; short-answer questions; sentence completion; notes/summary/diagram/flow-chart/table completion; choosing from a 'heading bank' for identified paragraphs/sections of text; identification of writer's views/claims – yes, no or not given; identification of information in the text – yes, no or not given/true, false or not given; classification; and matching lists/phrases.

Academic Reading Module

Section	Number and type of reading texts
1	There is one passage in each section. Texts come from books, magazines, newspapers and journals, and are non-specialist; at least one passage contains a detailed argument.
2	
3	

General Training Reading Module

Section	Number of texts	Type of texts
1 Social Survival	two or more texts	Usually short but containing a lot of information. Based around everyday survival English, e.g. public information leaflets.
2 Training Survival	two texts	Usually containing information about a university or college, e.g. services or facilities provided.
3 General Reading	one longer text	General reading comprehension on any subject.

IELTS PART 3: Writing

The Writing Module is the third part of the exam. It lasts 60 minutes and consists of two tasks. Task 2 carries more marks than Task 1.

Academic Writing

Task	Word count	Advised time limit	Task description
1	150 words minimum	20 mins	Describing visual information, often presented as a bar chart, table or line graph.
2	250 words minimum	40 mins	Writing a discursive (discussion) essay or a defence of an opinion, relating to a topic of general interest.

General Training Writing

Task	Word count	Advised time limit	Task description
1	150 words minimum	20 mins	Responding to a situation with a letter, e.g. asking for information, or explaining or complaining about a problem.
2	250 words minimum	40 mins	Writing a discursive (discussion) essay or a defence of an opinion, relating to a topic of general interest.

IELTS PART 4: Speaking

The Speaking Module is the final part of the exam. It does not need to be taken on the same day as the other Modules. It takes the form of a three-part oral interview, which takes between 11 and 14 minutes.

Task	Time	Task description
1 Introduction and interview	4-5 mins	Give your name and talk about things which are personal to you, for example, your country and home town, your family, your studies or work, what you like doing in your free time and what you might do in the future.
2 Individual long turn	3-4 mins	The examiner will give you a card that asks you to talk about a person, place, event or object. You will have one minute to prepare to speak, and then you will talk for 1-2 minutes, during which the examiner will not speak. The examiner will then ask one or two rounding-off questions.
3 Two-way discussion	4-5 mins	You will talk with the examiner about issues related to the topic on the card. However, the discussion will be on less personal topics. For example, in Part 2 you may talk about a teacher you had at school, but in Part 3 you might talk about education in your country.

What is the IELTS *Express* series?

IELTS *Express* is a two-level exam preparation course at Intermediate level (IELTS Band 4–5.5) and Upper Intermediate level (IELTS Band 5 and above). The IELTS *Express* series focuses on building skills and providing essential exam practice. In addition to the Coursebook, each level of IELTS *Express* comprises the following components:

Workbook

The Workbook contains vocabulary and grammar tasks, skills building tasks and exam practice tasks. It is suitable for classroom or self-study use, and is accompanied by a separate audio component for additional speaking and listening practice.

Teacher's Guide

The Teacher's Guide provides detailed guidance on how to approach the Coursebook tasks and suggestions about extending these tasks. In addition, there are notes on how to adapt the material according to the level of your students. Practice test answers and model essays for the writing tasks are also included. The Teacher's Guide is designed for both experienced teachers of IELTS and teachers who are unfamiliar with the exam.

DVD

The DVD shows students taking a simulated IELTS speaking exam with an IELTS examiner. It includes commentary from a trainer on the candidates' performance, with particular reference to the skills practised in the speaking sections of the Coursebook.

Audio CDs

The Audio CDs contain all the recorded material from the Coursebook, including listening tasks and model answers for all the speaking sections.

IELTS *Express* is designed to work flexibly for courses of any length. For short courses, the Coursebook can be used to provide approximately 30–40 hours' teaching time. For longer courses, IELTS *Express Intermediate* and IELTS *Express Upper Intermediate Coursebooks* can be taught consecutively, providing approximately 60–80 hours' teaching time. This can be further extended if combined with IELTS *Express Workbooks* and *DVDs*.

IELTS Express Intermediate

How is the book organised?

The book is divided into eight theme-based units covering a broad range of typical IELTS topic areas. Each unit covers one productive skill and one receptive skill. Units 1, 3, 5 and 7 consist of a Reading and Speaking section, while Units 2, 4, 6, and 8 consist of a Listening and Writing section.

IELTS *Express Intermediate Coursebook* also includes:

- a separate section on the **General Training Writing module**
- a separate supplementary section on the **Academic Writing module**
- a complete **Practice test** for both Academic and General Training modules
- an **Answer key**
- **Listening scripts** for all the recorded material
- **Speaking DVD** worksheets and answer key
- a **Language bank** of useful expressions for the speaking and writing exam tasks

How is each unit section organised?

Each unit section (Reading, Speaking, Listening and Writing) consists of the following:

- an **Introduction** which presents the topic through discussion questions and/or a task on key vocabulary
- **skills development** tasks
- **exam practice** tasks
- an **In the exam** box which gives detailed information on a particular part or section of the exam
- **For this task – exam strategy** boxes which offer step-by-step guidance and general strategies for tackling each task
- **Express tips** which highlight points to remember when taking the exam

Each writing section includes a **model essay** and each speaking section includes an **audio recording** of a model answer. The models are graded to provide students with an aspirational, yet realistic goal to aim for.

How can IELTS *Express Intermediate* be used by both Academic and General Training module candidates?

IELTS *Express Intermediate* offers preparation for both versions of the test – Academic and General Training. Students preparing for the **Academic** module can:

- work through Units 1–8
- do Unit AM Supplementary Writing Pages
- refer to the relevant sections of the Language bank
- do the Practice test for the Academic module

Students preparing for the **General Training** module can:

- work through Units 1–8
- do Units GT 1A and GT 1B, **instead of** Unit 2 and Unit 6 writing sections
- do Unit GT 2
- refer to the relevant sections of the Language bank
- do the Practice test for the General Training module

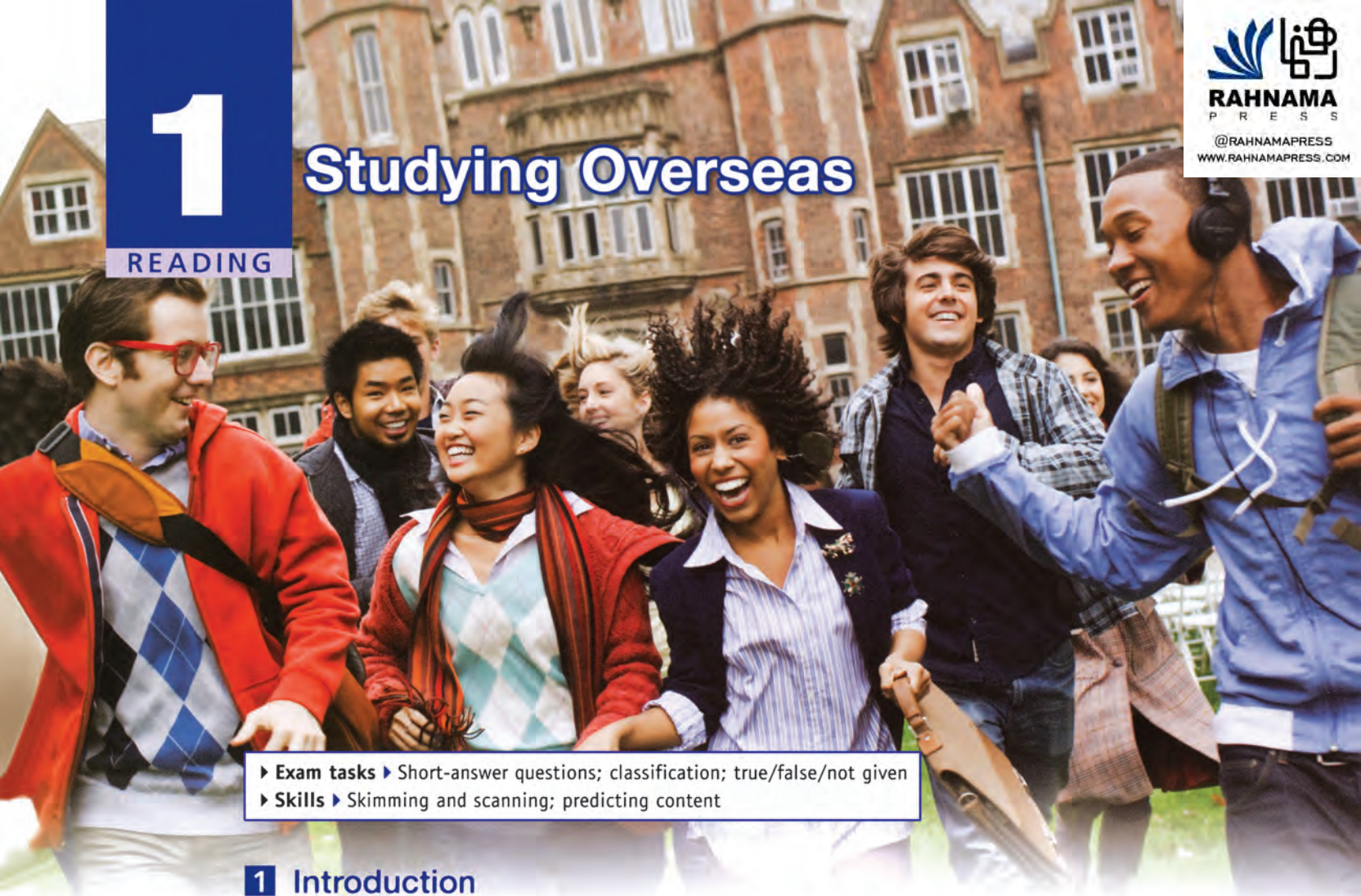
Unit and topic	Exam focus	Exam tasks	Skills
1 Studying Overseas Page 10	READING	<ul style="list-style-type: none"> ▶ Short-answer questions ▶ Classification ▶ True/False/Not Given 	<ul style="list-style-type: none"> ▶ Skimming and scanning ▶ Predicting content
	SPEAKING Part 1: Introduction and interview	<ul style="list-style-type: none"> ▶ Introduction and interview 	<ul style="list-style-type: none"> ▶ Answering questions about yourself ▶ Extending your responses
2 Shopping and the Internet Page 18	LISTENING Section 1: Non-academic dialogue	<ul style="list-style-type: none"> ▶ Form completion ▶ Notes completion 	<ul style="list-style-type: none"> ▶ Imagining the situation and language ▶ Identifying the question ▶ Identifying the answer type ▶ Practising spelling and numbers
	WRITING Task 1 (Academic)	<ul style="list-style-type: none"> ▶ Describing bar charts, pie charts and tables 	<ul style="list-style-type: none"> ▶ Understanding charts and tables ▶ Describing general and specific information ▶ Comparing and contrasting data
3 Jobs and Job-hunting Page 26	READING	<ul style="list-style-type: none"> ▶ Matching information to sections of text ▶ Table completion ▶ Sentence completion 	<ul style="list-style-type: none"> ▶ Identifying keywords and paraphrases
	SPEAKING Part 2: Individual long turn	<ul style="list-style-type: none"> ▶ Individual long turn 	<ul style="list-style-type: none"> ▶ Checking you understand the topic card ▶ Organising your ideas
4 Crime and Punishment Page 34	LISTENING Section 2: Non-academic monologue Section 3: Academic dialogue	<ul style="list-style-type: none"> ▶ Multiple-choice questions ▶ Short-answer questions ▶ Notes completion 	<ul style="list-style-type: none"> ▶ Using keywords to predict the answer ▶ Identifying synonyms and paraphrases
	WRITING Task 2	<ul style="list-style-type: none"> ▶ 'For and against' essay 	<ul style="list-style-type: none"> ▶ Seeing two sides of an argument ▶ Approaching the question ▶ Organising your essay
5 Transport and Inventions Page 42	READING	<ul style="list-style-type: none"> ▶ Matching headings to paragraphs ▶ Multiple-choice questions 	<ul style="list-style-type: none"> ▶ Building a mental map of the text ▶ Rebuilding the text
	SPEAKING Part 3: Two-way discussion	<ul style="list-style-type: none"> ▶ Two-way discussion 	<ul style="list-style-type: none"> ▶ Identifying types of questions ▶ Giving an appropriate response ▶ Introducing and supporting an opinion
6 The Natural World Page 50	LISTENING Section 3: Academic dialogue	<ul style="list-style-type: none"> ▶ Classification ▶ Table completion ▶ Summary completion 	<ul style="list-style-type: none"> ▶ Identifying attitude ▶ Identifying speakers
	WRITING Task 1 (Academic)	<ul style="list-style-type: none"> ▶ Describing trends in line graphs and tables 	<ul style="list-style-type: none"> ▶ Using the language of trends ▶ Describing trends
7 Attitudes to Food Page 58	READING	<ul style="list-style-type: none"> ▶ Yes/No/Not Given ▶ Summary completion 	<ul style="list-style-type: none"> ▶ Identifying opinions
	SPEAKING Part 2: Individual long turn Part 3: Two-way discussion	<ul style="list-style-type: none"> ▶ Individual long turn ▶ Two-way discussion 	<ul style="list-style-type: none"> ▶ Visualising and describing an experience ▶ Generating ideas

Unit and topic	Exam focus	Exam tasks	Skills
8 Sickness and Health Page 66	LISTENING Section 4: Academic monologue	▶ Labelling a diagram ▶ Multiple-choice questions	▶ Understanding description ▶ Identifying differences between pictures
	WRITING Task 2	▶ 'Agree or disagree' essay	▶ Supporting your statements and opinions ▶ Brainstorming arguments for and against ▶ Structuring an 'agree or disagree' essay
GT 1A Page 74	An Introduction to Letter Writing WRITING Task 1 (General Training)	▶ Writing a letter of request	▶ Recognising types of letters ▶ Planning a letter ▶ Using appropriate language and organisation
GT 1B Page 78	Writing a Letter of Complaint WRITING Task 1 (General Training)	▶ Writing a letter of complaint	▶ Beginning a letter of complaint ▶ Imagining the situation ▶ Describing past events ▶ Giving reasons for a complaint
GT 2 Page 82	Writing a General Training Essay WRITING Task 2 (General Training)	▶ Writing a General Training essay	▶ Approaching the question ▶ Organising your essay ▶ Introducing and concluding your essay
AM A Page 86	Supplementary Pages for Writing Task 1 WRITING Task 1 (Academic Module)	▶ Describing a diagram	▶ Understanding the diagram ▶ Introducing and summarising the information ▶ Using the passive voice ▶ Linking your ideas together ▶ Expressing purpose ▶ Comparing different diagrams
AM B Page 91	Supplementary Pages for Writing Task 1 WRITING Task 1 (Academic Module)	▶ Describing a map	▶ Using the key and question to understand the map ▶ Introducing and summarising the information ▶ Making comparisons ▶ Describing location and connections
Practice test Page 94	Listening ▶ page 94 Academic Reading ▶ page 98 Academic Writing ▶ page 107	Speaking ▶ page 109 General Training Reading ▶ page 110 General Training Writing ▶ page 118	
Answer key Page 119	Units 1–8 ▶ page 119	GT Units ▶ page 123	
Listening scripts Page 125	Speaking DVD worksheets and answer key Page 136	Sample answer sheets Page 142	
IELTS Exam overview Page 3	Language bank Page 143		

1

READING

Studying Overseas



- **Exam tasks** ► Short-answer questions; classification; true/false/not given
► **Skills** ► Skimming and scanning; predicting content

1 Introduction

Discuss these questions with a partner.

- Have you ever studied abroad? Where did you study? Did you enjoy it? What were the main benefits of studying abroad? What were the main challenges?
- If you have never studied abroad, would you like to? Where and what would you like to study? Why? What do you think are the main benefits of studying abroad? What do you think would be the main challenges?

2 Skimming and scanning

A Both skimming and scanning involve reading a text quickly, but are used for different reasons.

Skimming is when you quickly read for just the main idea of a text, without thinking about specific details. Scanning is when you read to find specific pieces of information, such as names, dates and facts.

Look at situations 1–4 and tick the correct box for each.

IN THE EXAM

Reading module: Academic and General Training

The IELTS Reading module takes 60 minutes and consists of three sections. In the Academic module, each section features one reading text taken from books, magazines, journals and newspapers. In the General Training module, each section may consist of one or more passages, taken from sources such as advertisements, leaflets and instruction manuals, of the kind you would find every day in an English-speaking country.

In both the Academic and General Training modules, you have to answer 40 questions in total, based on a variety of task types, such as matching, short-answer questions, true/false/not given and multiple-choice questions. The task types and skills required for them (skimming, scanning, making predictions, etc.) are the same for the Academic and General Training modules.

Express Tip

In the IELTS Reading module, one of your biggest challenges is time; being able to skim and scan quickly will help you save time.

- 1 You look at a newspaper to see if there's a film on TV tonight.
- 2 You look at a train timetable to see when the next train is due.
- 3 You need to decide if a long article will be useful for some research you are doing.
- 4 You have a meeting in ten minutes, and you haven't read the report you are going to discuss.

skim

scan

☐
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B Skim the short article below in 30 seconds. Which of the following describes the main idea of the text?

- 1 It is important to speak English if you want to be successful in business.
- 2 Most of the world's mail is written in English.
- 3 English is the most widely used language in the world.

English is the second most commonly spoken, and by far the most widespread of the world's languages. It is estimated that there are 350 million native speakers, 300 million who use English as a second language and a further billion using it as a foreign language. English is spoken by scientists, pilots, computer experts, diplomats and tourists; it is the language of the world! Did you know over 50% of all business deals are conducted in English? And over 70% of all mail is written and addressed in English? It is the official or co-official language of over 50 countries and furthermore, it is spoken extensively in other countries where it has no official status. It is perhaps, therefore, not surprising that in recent years we have seen a dramatic increase in the number of students opting to study abroad. In the future this will cement the role that English plays in the cultural, political or economic life of many countries around the world from Australia to Zambia.

C Look at these numbers from the text. Do you remember what they refer to? Match the numbers with their reference below. Then scan the text in 30 seconds to find the answers.

- over 70% the amount of business done in English
- over 50% the amount of mail written in English

3 Predicting content

A Before you read a text in the IELTS exam, it is a good idea to predict what you are going to read. One way is to use the information in the title (or main heading), the summary paragraph and any subheadings.

Look at the article on page 12. Read the main heading and the subheadings. Based on the information in the headings, which of the following do you think best describes the text?

- 1 Information about universities, promoting each institution as a good place to study
- 2 A holiday brochure, 'selling' the UK as a destination for a quick break
- 3 A magazine article, giving advice on living and studying abroad in different English-speaking countries

B When you skim a text, don't worry about words you don't understand. Try to get an overall impression of the text. Make sure you read the first sentence of each paragraph. These will help you get an overview of the text. Time yourself, and take two minutes to skim the article. Then decide if your answer in 3A was correct.

Your adventure starts where?



An increasing number of students are thinking of going overseas to study for a degree. This week we focus on five English-speaking countries, examining what each has to offer and why you might choose to study there.

With thousands of institutions and courses to choose from, how do you decide where to study as an international student? Do you dream of heading for the land of Uncle Sam or would you feel more at home in Shakespeare's country? Perhaps the Australian outback will give you the space you need to work out the problems of the world. Whichever you choose, the adventure begins right here!

STUDY IN AUSTRALIA

Free-spirited Australia has been open to migration for many years and is today one of the world's top three destinations for international students. Australia's renowned cultural diversity, its high level of public safety and the vibrant atmosphere of its cities all help to make it easy for overseas visitors to feel at home. Academically speaking, most of the national, publicly-funded universities are of similarly high standard. Moreover, Australian institutions have a particularly strong reputation for research into the environment and sport science.

STUDY IN THE UK

Many students are attracted to Britain by its long history of literature, from Chaucer and Shakespeare to Bridget Jones and Harry Potter. Look beyond this, and you'll find a university system with one of the best reputations in the world. Universities in the UK have a record of achievement in business, law, the sciences, philosophy, linguistics and many other fields. Some UK institutions offer a foundation course (usually three months or one year in length) to prepare international students before they go on to do a full undergraduate or post-graduate degree; applying for one of these courses normally involves taking the IELTS exam.

STUDY IN NEW ZEALAND

With its vast and beautiful open spaces and friendly city

centres, New Zealand is a country where you can enjoy both the great outdoors and the conveniences and dynamism of modern city life. Low living costs and a high standard of living also make life here very appealing. New Zealand's highly respected educational programmes are based on the British system. A large part of a degree programme is practical; this gives graduates both the knowledge and the skills they need when entering the workplace.

STUDY IN THE USA

The population of the USA is made up of people from every continent, joined together by a shared language and a core set of values. Of these values, liberty and freedom are probably the most important, combined with individual responsibility. American students are therefore expected to think independently and have responsibility for their own studies; classes are often informal and students are encouraged to express their opinion. With 50 states all offering a huge range of different types of institutions – from two-year community college courses to four-year undergraduate programmes – deciding where to study in the USA may appear confusing, so it is important to do some research first.

STUDY IN CANADA

Surveys conducted by the United Nations have repeatedly found Canada to be among the top ten places in the world to live in. In addition, Canada's largest cities, Vancouver, Toronto and Montreal, have been recognised as world-class cities in which to live and work, for their cleanliness and safety and for their cultural activities and attractive lifestyles. A Canadian degree, diploma or certificate is well regarded in business, government and academic circles around the globe. Canada has two official languages – English and French. Studying and living in Canada could be your opportunity to learn both!

4 Short-answer questions

for this task – exam strategy 0

Short-answer questions ask you to write one, two or three words for each question. If your answer is too long or uses different words to those in the passage, it will be marked as incorrect.

For each question:

- First, decide what kind of information you need to answer the question. Is it a *where*, *when*, *what*, *which* or *who* question? Then look for keywords (most important words) in the question, for example, personal names, places and dates.
- Scan the headings in the passage to help you find the relevant part of the text. Then scan that section of the passage for possible answers (or to confirm your predicted answer).
- Check that your answer fits the maximum word count. Remember to use words taken directly from the passage. Don't change the form of the words or use different words.



Questions 1–5

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

- 1 What type of university preparation course is available in the UK?
- 2 On which education system are New Zealand programmes founded?
- 3 Which two values are extremely important to Americans?
- 4 Which USA educational programmes are two years in length?
- 5 Who concluded that Canada is one of the best countries in the world to live in?

5 Classification

for this task – exam strategy 0

In classification tasks, you will see a list of categories and a number of statements. You need to match the statements with the correct categories according to the passage. The statements will be paraphrased; they will have the same meaning as the information in the text, but they may be worded differently. Sometimes the number of categories is the same as the number of statements, but not always.

- Skim the passage to decide which section of the passage each category (in this case each country) refers to.
- Read the first statement and scan the sections of the passage you identified to find an idea that has the same meaning. Note the letters that correspond to that country.
- Repeat the process for the rest of the statements.



Questions 6–10

Which countries do the following statements refer to? Choose your answers from the box and write the correct letters next to questions 6–10.

- | | |
|----|----------------|
| AU | Australia |
| CA | Canada |
| NZ | New Zealand |
| UK | United Kingdom |
| US | United States |

Express Tip

The categories will be listed in a logical order, for example, alphabetically. Be careful because the categories may not match the order in which they appear in the text.

- 6 There is an enormous choice of colleges and universities to choose from.
- 7 Some universities are famous for courses in environmental studies.
- 8 It is well-known for producing many famous authors.
- 9 Students should be able to think for themselves.
- 10 It is not a very expensive place to live in.

6 True/false/not given

for this task – exam strategy ▶

True/False/Not Given questions ask you to read statements and compare them to the information given in the passage. You need to decide if the statement is true or false according to the passage. If the statement relates to information given in the passage, but the passage doesn't actually agree or disagree with the statement, you need to select 'Not Given'.

- ▶ Read the first statement. Look for keywords that can help you decide which part of the passage to focus on. Then skim the passage to find the relevant section.

▶ Read the information in that section of the passage carefully. If the idea expressed in the passage is the same as the statement, answer 'True'. If the passage disagrees with the statement, answer 'False'. If the passage contains information relating to the statement, but doesn't actually agree or disagree with it, answer 'Not Given'.

- ▶ Repeat the process for the rest of the statements.



Questions 11–15

Do the following statements agree with the information given in the passage? Next to questions 11–15 write

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 11 Australia is a dangerous country.
- 12 Most state universities in Australia are of comparable quality.
- 13 A degree from a UK university is highly regarded.
- 14 The British education system has a large practical element.
- 15 Canada has the top three universities in the world.





- ▶ **Exam focus** ▶ Speaking Part 1: Introduction and interview
 ▶ **Skills** ▶ Answering questions about yourself; extending your responses

1 Introduction

A Look at the photograph of people meeting for the first time. What questions do you think they are asking each other? Make a list of typical questions people ask each other when meeting for the first time.

B Now ask your partner some of these questions. Try to find out a little about him or her.

2 Answering questions about yourself

A Look at conversations 1–6 between speaker A and speaker B. Read speaker B's responses. What question do you think speaker A has asked? Discuss with a partner.

- 1 **A**?
B (a) I don't like it very much. I think it's really difficult, especially the grammar.
- 2 **A**?
B (b) I often go out with my friends, but sometimes I enjoy just reading in my room.

IN THE EXAM Speaking module: Part 1

The Speaking exam consists of three parts, which are the same for both the Academic and General Training modules. In Part 1, the examiner will ask you questions about yourself, such as your city or town, work or study, your family, your free time, your reasons for learning English and your plans for the future.

The questions in Part 1 are about you and your personal experience and opinions. You will be evaluated on fluency and coherence, range of vocabulary, grammatical range and accuracy and pronunciation.

Part 1 lasts about four to five minutes.

- 3 A?
B I haven't really decided yet. (c) I'd like to one day, maybe in Canada or Australia.
- 4 A?
B (d) , I have one brother and one sister.
- 5 A?
B I have a part-time job in a local shop. (e) , I've worked there for more than three years.
- 6 A?
B (f) , my parents moved around a lot and I've lived in many cities. Now I live in Osaka.



B 1.1 Listen to the conversations and write down the questions that were asked.



C 1.1 Listen again and write the missing words or expressions (a–f) in speaker B's response in each conversation.

Express Tip

Using words or expressions like *actually, well* or *it depends* will make you sound more natural when you speak.

D Write words or expressions a–f in the table below. Then match each one with its function.

Expression	Function
a <i>I'm afraid</i>	i I'm going to give extra information about my response.
b	ii I think so or I suppose so.
c	iii I'm going to apologise or disagree politely.
d	iv I can't give you a simple answer.
e	v Wait a second. I'm thinking.
f	vi I'm going to tell you something surprising or interesting.

E Ask and answer questions 1–6 in a way that is true for yourself. Try to use some of the expressions in the table above.

3 Extending your responses

A To demonstrate your English ability to the examiner, it is important to give full responses. Instead of giving short, one- or two-word answers, try to extend your responses by providing two or three additional pieces of information. Look at the example below.

Examiner: 'Do you plan to study abroad?'

Candidate: 'Yes. I do. I hope to go to Ireland. to Dublin. I want to study medicine. People say the universities there are very good for this subject.'

IELTS *Express*

Intermediate Coursebook, Second Edition

IELTS Express is a two-level preparation course for candidates studying for the International English Language Testing System examination (IELTS). IELTS-type tasks and practice activities provide students with the essential skills they need for exam success.

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The **Class Audio CDs** contain all the listening exercises in the Coursebook.



Richard Hallows has been a teacher and teacher trainer for over 20 years. During this time he has worked in several universities in the UK

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