

IELTS *Express*

Intermediate Workbook

Second Edition

Pamela Humphreys

**INCLUDES
AUDIO CD**

Unit and topic	Exam focus	Exam tasks/language	Skills
1 Studying Overseas Page 6	READING SPEAKING Part 1: Introduction and interview	▶ Matching statements to options ▶ True/False/Not Given ▶ Short-answer questions ▶ Expressing likes and dislikes ▶ Talking about future plans	▶ Predicting content ▶ Matching statements to options ▶ Skimming ▶ Scanning ▶ Talking about likes and dislikes ▶ Talking about travelling abroad ▶ Talking about where you come from ▶ Talking about plans for the future
2 Shopping and the Internet Page 14	LISTENING Section 2: Non-academic dialogue WRITING Part 1: (Academic) Describing charts	▶ Notes completion ▶ Form completion ▶ Giving approximate figures ▶ Comparing data	▶ Identifying money and prices ▶ Predicting what you will hear ▶ Using fractions and percentages ▶ Interpreting data ▶ Making comparisons ▶ Expressing similarities and differences ▶ Describing charts
3 Jobs and Job-hunting Page 22	READING SPEAKING Part 2: Individual long turn	▶ Matching information to sections of text ▶ Sentence completion ▶ Talking about imaginary situations	▶ Identifying key words and paraphrasing ▶ Reading for gist ▶ Dealing with unfamiliar words ▶ Using notes to organise your Part 2 talk ▶ Talking about jobs
4 Crime and Punishment Page 30	LISTENING Section 2: Non-academic monologue Section 3: Academic dialogue WRITING Task 2: 'For or against' essay	▶ Notes completion ▶ Short-answer questions ▶ Multiple-choice questions ▶ Linking expressions ▶ Showing contrast	▶ Identifying synonyms and paraphrasing ▶ Predicting what you will hear ▶ Seeing two sides of an argument ▶ Planning and organising your essay ▶ Using linking expressions ▶ Showing contrast
5 Transport and Inventions Page 38	READING SPEAKING Part 3: Two-way discussion	▶ Matching headings to paragraphs ▶ Multiple-choice questions ▶ Introducing your opinion ▶ Adverbs for agreement and disagreement ▶ Modal verbs	▶ Predicting content ▶ Building a map of the text ▶ Giving your opinion ▶ Agreeing and disagreeing ▶ Expressing levels of certainty
6 The Natural World Page 46	LISTENING Section 3: Academic dialogue WRITING Task 2 (Academic) Describing trends	▶ Classification ▶ Table completion ▶ Notes completion ▶ Summary completion ▶ Review of tenses	▶ Identifying speakers and attitude ▶ Identifying trends ▶ Writing introductory statements ▶ Describing a graph ▶ Describing a table

Unit and topic	Exam focus	Exam tasks/language	Skills
7 Attitudes to Food Page 54	READING SPEAKING Part 2: Individual long turn Part 3: Two-way discussion	▶ Yes/No/Not Given ▶ Classification ▶ Summary completion ▶ Opening and concluding sentences	▶ Identifying the writer's opinion ▶ Structuring your talk
8 Sickness and Health Page 62	LISTENING Section 4: Academic monologue WRITING Task 2 'Agree or disagree' essay	▶ Notes completion ▶ Labelling a diagram ▶ Multiple-choice questions ▶ Linking expressions	▶ Recognising signposts ▶ Brainstorming arguments for and against ▶ Deciding on your main ideas ▶ Structuring an 'agree or disagree' essay
GT 1A	Writing a Letter of Request Page 70 WRITING Task 1 (General Training) Writing a letter of request	▶ Polite expressions for letter writing	▶ Understanding the question ▶ Using appropriate language and organisation
GT 1B	Writing a Letter of Complaint Page 73 WRITING Task 1 (General Training) Writing a letter of complaint	▶ Using infinitives in letters of complaint	▶ Introducing a complaint ▶ Describing your complaint
GT 2	Writing a General Training Essay Page 76 WRITING Task 2 (General Training) Writing a General Training Essay	▶ Presenting opinions ▶ Expressions for summarising	▶ Planning your essay ▶ Writing an introduction to your essay ▶ Presenting opinions ▶ Concluding your essay
Academic Writing: Describing a process Page 79	WRITING Task 1 (Academic) Describing a process	▶ Avoiding repetition by using reference and substitution ▶ Sequencers	▶ Identifying stages in a process ▶ Describing a process ▶ Using reference and substitution ▶ Linking your ideas
Answer Key Page 83	Model Writing Answers Page 93	Listening Scripts Page 96	

Studying Overseas

1 Introduction

Read the statements 1–6 below about studying abroad. Do you agree or disagree with them?

- 1 You should make sure your English is good enough before you go abroad.
- 2 Foreign students experience culture shock.
- 3 You should make friends with the people in the country where you are studying.
- 4 There are differences in writing in English compared to your own language.
- 5 You shouldn't study abroad – it's a waste of money.
- 6 It's a good idea to take a preparation course before you start your degree course.

2 Predicting content

A Read the first paragraph of the article below and look at the headings of the three paragraphs that follow. Which of the topics in statements 1–6 above do you think the article will be about?

B Now read the rest of the article quickly (not more than four minutes). Check whether your predictions were correct.

Studying Overseas

More and more students are travelling to English-speaking countries to study. We talked to three students about their experiences and asked them what difficulties they had had and if they had any advice on how to make the most of the overseas studying experience.

Expect some changes in approach



I found it difficult to settle into a new way of studying. I went to a university in Australia, and it was completely different from Japan. In tutorials, you are expected to be much more active – asking questions and giving your opinions – and I found it very difficult at first. The other problem was completing written assignments. Where I come from, you don't have to analyse and build arguments in the same way I needed to do in Australia – in Japan, we often work around the idea, looking at it from different angles. So it required a big change in thinking. In my opinion, it's not just your level of English that you need to work on – it's your approach to studying in general.

Yoshiko

from Nagano, Japan

Get used to reading long texts



I agree with Yoshiko – the essay style was a problem for me, too. You are expected to construct your arguments in a very linear way: you need to make a point and provide support for it, then you introduce a new point. This is quite different from the style I am familiar with, but once I understood what was required of me, I was able to adapt.

Another problem for me was reading. It was very hard at first to read long texts in English. Before I came here, the longest text I'd read was only a page, but we were asked to read articles up to fifteen pages long! I was lucky – I took a course which helped prepare me for studying at English-speaking universities. We were shown techniques to improve our reading and we moved from short texts to longer and longer ones. Now I feel a lot more confident about reading in English. If you want my advice, take a preparation course before you start your main degree. You'll feel a lot more confident and better prepared if you do.

Tariq

from Cairo, Egypt

Take part in discussions right from the start



I don't have problems with reading, as I had already done a lot of that before I arrived here. What I found very hard was taking part in discussions. I could usually follow the arguments, and I knew enough about the topics, but I couldn't think of what to say quickly enough or I was too worried about making mistakes or not being understood by the tutor. Here, you are really expected to challenge ideas and give your own point of view. I have even seen students disagree with the tutor! This was all very strange and uncomfortable for me. My advice to students is make sure your English level is high enough before you go overseas, otherwise you waste a lot of time and feel frustrated because you either can't follow what's going on, or you can't take part. The other piece of advice I'd give is: don't be afraid to speak up!

Chen Fei

from Guangdong, China

3 Matching statements to options

Before the task

- 1 Look at the list of options in the task below – in this case, it is a list of students. Find the sections of the passage in which each option is mentioned.
- 2 Read the first statement and scan the sections of the passage you identified to find an idea that has the same meaning. Once you have found the idea, note the option that corresponds to that statement. Then go on to complete the rest of the task.

Task practice

Questions 1–8

Look at the statements (Questions 1–8) and the list of students below.

Match each statement with the student it applies to.

Write the correct letter A–C next to each statement.

- 1 found it difficult to ask questions at the beginning
- 2 found reading difficult at first
- 3 was afraid of making errors in speech
- 4 believes you need to change your style of learning
- 5 recommends additional study prior to your main study programme
- 6 thinks you can learn skills to develop your reading ability
- 7 was worried about joining in discussions even when the topics weren't unknown
- 8 thinks that you should ensure your English ability is sufficient before travelling abroad

List of Students

- A Yoshiko
- B Tariq
- C Chen Fei

4 Skimming and scanning

A Look at the title of the article below. What do you think a *handy hint* is?

- a a small dictionary that fits in your hand
- b a useful tip or piece of advice
- c a custom specific to a particular culture

B Read the article quickly and see if you are right.

Handy hints for overseas students and travellers

A Studying abroad, or simply planning a nice trip to an exotic location? Unfortunately, while people might be understanding if you have problems with their language, they are less likely to be forgiving if you break the unwritten social rules. Did you know, for example, that in Japan it is considered rude to blow your nose in public (and heaven forbid you put your cotton handkerchief back in your pocket!)? You might also be studying (and socialising) with people from all over the world. A few helpful tips will ensure you avoid upsetting your hosts, or even your fellow students!

B The best advice we can give you is to learn some of the local customs of the people you will be spending time with. Let's say you have arrived in Asia and you're sharing a meal with new-found friends. You might feel very satisfied with yourself if you can use chopsticks when you're eating, but make sure you don't point with them. Many Asians consider it rude. And don't forget to check who should start the meal first: you or your hosts. Different countries have different 'rules' about this. Speaking of food, when eating in certain provinces of China, it is considered bad luck to turn over a cooked fish. And Italians like it when you show your appreciation of their cooking, so never refuse a second plateful!

C Behaviour connected with the body can be confusing because of social differences. In Muslim cultures, for example, people avoid using the left hand to give and receive. Many people in these cultures eat only with the right hand and they might consider you impolite if you use your left. But if you are given a business card in a country like Singapore, and you don't accept it with both hands, you'll be showing disrespect and a lack of interest in the person giving the card. In Britain, shaking hands is common between business people but is becoming less common in social situations these days (and then often only the first time you are introduced). The Italians kiss and shake hands (but be careful, it's twice – once on each cheek), the Belgians may kiss three times, alternating from cheek to cheek, and the French? Well, whole books have been devoted to the subject!



C Scan the article to find the answers to the following questions.

- 1 In which country is it bad luck to turn over a cooked fish?
- 2 Which cultures avoid using the left hand to give and receive?
- 3 How many times do Belgians kiss each other on the cheek?

5 True/False/Not Given

Before the task

Look at the task practice questions on page 9. For each question, skim the passage. In which paragraph (A–C) will you find the answer to each question?

- | | | |
|-----------|---------|---------|
| 1 A | 4 | 7 |
| 2 | 5 | 8 |
| 3 | 6 | |

Task practice

Questions 1–8

Do the following statements agree with the information given in the passage?
Next to questions 1–8 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

- 1 People may sympathise with you about how difficult it is to study English.
- 2 People will be angrier if you don't understand their language than if you don't understand their customs.
- 3 Japanese people think it is impolite to blow your nose around other people.
- 4 It's a good idea to find out about the habits of the people where you are going to live.
- 5 It's impolite to use chopsticks with your left hand.
- 6 Italian meals usually consist of several courses.
- 7 Muslims will think you don't know how to behave appropriately if you use your left hand for eating.
- 8 In Britain, shaking hands is equally common in business and social situations.

6 Short-answer questions

Before the task

Look at questions 9–13 in the task practice below.

A Decide what kind of answer each question requires. Is it a *when*, *where*, *what*, *which*, *how many* or *who* question?

- | | |
|---------------------------|----------|
| 9 <i>What</i> | 12 |
| 10 | 13 |
| 11 | |

B For each question, skim the passage. In which paragraph (A–C) will you find the answer to each question?

- | | |
|------------------------|----------|
| 9 <i>A</i> | 12 |
| 10 | 13 |
| 11 | |

Task practice

Questions 9–13

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

- 9 In Japan, what should not be returned to your pocket after use?
- 10 What should you always accept when eating in Italy?
- 11 What should be taken with both hands in Singapore?
- 12 Who shakes hands most often in Britain?
- 13 How many times do Italians kiss when meeting?

1 Word building

A Complete the table below.

noun	verb	adjective	adverb
expectation	expect	expected	expectedly
			completely
	analyse		
		constructive	
introduction			
	appreciate		
sympathy			
	satisfy		
society			
	comfort		

B Circle the correct word in **bold** in each sentence.

- I got a bad mark for my essay, but the professor made some very **constructive/constructively** criticisms so my next one will be better.
- My tutor told me that it was good for a student to try and have an **analysis/analytical** approach to their studies.
- I know that I should be more **appreciative/appreciatively** of my parents' support.
- I tried to **sympathise/sympathetic** when my friend failed her exams, but she hadn't studied at all!
- She left university without **completion/completing** her degree, which was a great pity.

2 Vocabulary in context

A Match the words in the box to the definitions below.

approach	argument	assignment	challenge
degree	style	support	text
topic	tutorial		

- a class at university/college for a small group of students with a tutor
- a piece of writing done by a student for a lecturer/tutor
- a subject that you write or talk about
- evidence to show that your point is a good one
- a way of thinking or writing about a problem
- reason given to support something
- something you read

- the qualification you receive after completing university level studies
- to question a point of view
- way of doing something

B Complete the sentences with the words in the box.

abstract	appendix	criteria	draft	format
prioritise	project	theme	reduce	text

- Academic essays usually follow a strict of introduction, body and conclusion.
- Extra information in a book is usually found at the back in the
- If you have a heavy workload, you need to your tasks.
- You look very tired, you should the numbers of hours you spend studying.
- One hard disk can store millions of pages of
- The main of the book was how difficult it is to forgive.
- The primary school children were assigned a science about electricity.
- What are the you are using to select candidates for the job?
- You should always write a rough after you have planned your essay.
- Academic papers usually contain a short summary at the beginning, in the


C Some of the words in the box above can only be used as nouns, some can only be used as verbs, and some can be used as either a noun or a verb. Write the words in the correct column. The first one has been done for you.

noun only	verb only	noun or verb
<i>abstract</i>		
.....
.....
.....
.....

3 Vocabulary revision

Choose up to ten new words to learn from this unit and write them in your vocabulary note book. See page 3 for vocabulary learning tips.

2 Talking about travelling abroad

-  **A 1** Listen to two people talking about travelling abroad. Does each speaker like or dislike travelling abroad?


Speaker 1 likes/dislikes travelling abroad.

Speaker 2 likes/dislikes travelling abroad.

-  **B 1** Listen again. What does each speaker say he or she likes or dislikes?

Speaker 1 likes/dislikes

Speaker 2 likes/dislikes

-  **C** Now give your opinion about travelling abroad. Try to talk for at least a minute. If you can, record yourself speaking.

3 Talking about where you come from

- A** Complete each sentence about your home town by choosing one of the choices in bold or by adding your own answer.

1 My home town is **very small/quite big/very large/** and has a population of **300,000/5 million people/**

2 It's a **rural/industrial/** area so many people work **as farmers/for big companies/**


3 Most people live in **flats/big houses/** **far from/near to the town/city/village.**

4 I **like it/don't like it** there because I **grew up there/it's a nice place/**


5 I've lived there **all my life/for ten years/**

Express Tip

Don't learn any speeches off by heart because the examiners will ignore anything that has obviously been memorised.

-  **B 2** Listen to someone talking about where they come from and make notes about what they say.

.....
.....
.....

-  **C** Talk about your home town. Time yourself and try to talk for about a minute. If you can, record yourself speaking.



4 Talking about plans for the future

Language bite

Talking about future plans

In Part 1 of the Speaking exam, you may need to talk about your plans for the future. Look at the phrases below.

I'm going to ...

I'm definitely/probably going to ...

I'm planning to ...

I'm hoping to ...

I'm thinking about ...

I might ...


I (really) want to ...

I'd (really) love to ...

 **A 3** Listen to five people talking about their plans for the future.

What does each person plan to do?

- 1
- 2
- 3
- 4
- 5

 **B 3** Listen again and write down the phrase from the **Language bite** that each person uses to talk about their future plans.

- 1
- 2
- 3
- 4
- 5

Express Tip


The examiner will be assessing you on your range of vocabulary, so it's important to use a variety of phrases in your answers.

5 Exam practice: Speaking Part 1

Before the task

Reread the information in the **Language bite** boxes in the unit to refresh your memory. Practise saying the expressions to yourself.

Task practice

 **4** Listen to five questions. Pause the recording after each question and answer aloud, using one of the phrases from the **Language bite** to talk about your personal plans.

IELTS *Express*

Intermediate Workbook, 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.

IELTS Express Intermediate Workbook is the ideal companion to the *IELTS Express Intermediate Coursebook*. It provides further practice of the skills and task types covered in the Coursebook as well as key vocabulary and grammar needed for exam success. The Workbook is specially designed for candidates at IELTS Band 4–5.5. It can also be used on its own as self-study material for an IELTS preparation course.

The **Second Edition** has been revised with new and updated reading and listening texts and new photographs, charts and graphs. Additional features of the Workbook include:

- full coverage of both the *General* and *Academic Training Modules*
- an Audio CD with all the Workbook listening material as well as recorded speaking models to help learners prepare for the exam interview
- the *Language Bite* feature which focuses on essential grammar for the Writing and Speaking Modules
- a vocabulary page in every unit covering *Word building*, *Vocabulary in context* and *Vocabulary revision*
- full answer keys, listening scripts and model essays.



National Geographic Learning, a part of Cengage Learning, publishes materials for EFL/ESL, reading and writing, science, social studies, and assessment, spanning early childhood through adult. Visit ngl.cengage.com

ISBN 978-1-133-31301-4



9 781133 313014 >