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IELTS *express*

Upper Intermediate

Coursebook

INCLUDES
COMPLETE
PRACTICE TEST

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Quickstart

A quick guide to *IELTS Express Upper Intermediate Coursebook*

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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 and 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)	3 sections (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)
Speaking: Academic and General Training	
3 sections (11–14 minutes)	
- 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 4 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 onto 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.

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 3 texts (about 2000–2500 words in total). You should write your answers directly onto 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 2 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 hometown, 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 1 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 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, 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.

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). *IELTS Express Intermediate* covers both Academic and General Training test formats; *IELTS Express Upper Intermediate* is designed for candidates aiming for higher scores in the Academic exam. Both levels of the *IELTS Express* series focus 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 notes are designed for both experienced teachers of IELTS and teachers who are unfamiliar with the exam.

Video/DVD

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

Audio Tapes/CDs

The Audio Tapes/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 videos/DVDs.

IELTS Express Upper 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 Upper Intermediate Coursebook also includes:

- three **Progress tests** that review and practise the exam tasks presented in previous units
- a complete **Practice test** for the Academic module
- a **Writing bank** with annotated model answers for the writing tasks
- an **Answer key** for all unit exercises
- **Listening scripts** for all the recorded material
- 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** 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.

After every two units is a **Progress test**. These tests contain realistic IELTS questions that reflect the task types and exam sections covered in the previous units, as well as providing students with additional practice of essential skills. Students can use these tests to check their progress and to identify any areas of difficulty that need reviewing. Following Unit 8 is a full-length IELTS **Practice test** that completes the course.

The Progress tests and Practice test can be set under exam conditions in class or attempted individually during private study. Detailed answers for all the tests, including explanations and annotated listening scripts, are included in the *IELTS Express Upper Intermediate Teacher's Guide*.

Unit and topic	Exam focus	Exam tasks	Skills
1 Leisure Activities Page 8	READING	▶ Matching headings to paragraphs ▶ Summary completion ▶ Short-answer questions	▶ Approaching the text ▶ Skimming for main ideas ▶ Scanning for keywords
	SPEAKING Part 1: Introduction and interview Part 2: Individual long turn	▶ Introduction and interview ▶ Individual long turn	▶ Giving personal information ▶ Providing additional information ▶ Organising your talk
2 Education Page 16	LISTENING Section 1: Non-academic dialogue	▶ Form completion ▶ Multiple-choice questions with single answers	▶ Anticipating what you will hear ▶ Following instructions carefully ▶ Identifying keywords and paraphrase
	WRITING Task 1 (Academic)	▶ Describing graphs, bar charts, pie charts and tables	▶ Understanding visual information ▶ Writing the introduction ▶ Organising the main body text ▶ Comparing graphs
Progress test 1 Page 24	Listening ▶ page 24	Reading ▶ page 26	Writing – Speaking ▶ page 29
3 Technology Page 30	READING	▶ Labelling a diagram ▶ Table completion ▶ Classification	▶ Locating information in the text ▶ Linking visual information to the text
	SPEAKING Part 2: Individual long turn Part 3: Two-way discussion	▶ Individual long turn ▶ Two-way discussion	▶ Introducing the topic ▶ Expressing opinion ▶ Comparing and contrasting information
4 The Workplace Page 38	LISTENING Section 2: Non-academic monologue	▶ Flowchart completion ▶ Label completion	▶ Identifying signpost words ▶ Following a description
	WRITING Task 2 (Academic)	▶ ‘Agree or disagree’ essay	▶ Recognising different approaches ▶ Writing the opening paragraph ▶ Presenting and justifying your opinion ▶ Expressing disagreement ▶ Writing the conclusion
Progress test 2 Page 46	Listening ▶ page 46	Reading ▶ page 48	Writing – Speaking ▶ page 51

Unit and topic	Exam focus	Exam tasks	Skills
5 Climate and the Environment Page 52	READING	▶ Yes/No/Not Given ▶ Sentence completion	▶ Analysing meaning ▶ Identifying paraphrase
	SPEAKING Part 2: Individual long turn Part 3: Two-way discussion	▶ Individual long turn ▶ Two-way discussion	▶ Describing and explaining ▶ Speculating ▶ Communicating your ideas clearly
6 Globalisation Page 60	LISTENING Section 3: Academic dialogue	▶ Classification ▶ Sentence completion ▶ Notes completion	▶ Listening and writing simultaneously ▶ Identifying distractors ▶ Understanding meaning
	WRITING Task 1 (Academic)	▶ Describing charts and graphs	▶ Describing trends ▶ Describing a process
Progress test 3 Page 68	Listening ▶ page 68	Reading ▶ page 70	Writing – Speaking ▶ page 73
7 Communication Page 74	READING	▶ Multiple-choice questions with multiple answers ▶ Multiple-choice questions with single answers ▶ True/False/Not given	▶ Identifying distracting information ▶ Identifying arguments
	SPEAKING Part 2: Individual long turn Part 3: Two-way discussion	▶ Individual long turn ▶ Two-way discussion	▶ Visualising the scene ▶ Hypothesising, speculating and evaluating
8 Growth and Development Page 82	LISTENING Section 4: Academic monologue	▶ Short-answer questions ▶ Multiple-choice questions with multiple answers ▶ Summary completion	▶ Identifying features of speech ▶ Using features of speech
	WRITING Task 2 (Academic)	▶ 'For and against' essay	▶ Deciding the approach ▶ Providing supporting evidence
Practice test Page 90	Listening ▶ page 90 Reading ▶ page 94	Writing ▶ page 103 Speaking ▶ page 105	
Writing bank Page 106	Unit 2 ▶ page 106 Unit 4 ▶ page 107	Unit 6 ▶ page 108 Unit 8 ▶ page 109	
Answer key Page 110	Listening scripts Page 117		

IELTS Exam overview: Inside front flap
Language bank: Inside back flap

Leisure Activities

- **Exam tasks** ► Matching headings to paragraphs; summary completion; short-answer questions
► **Skills** ► Approaching the text; skimming for main ideas; scanning for keywords

1 Introduction

- A** Discuss these questions with a partner.
- When was the last time you went on holiday?
 - Was your holiday stressful or relaxing? Why?
 - What did you do on holiday?
 - What would your perfect holiday be?
- B** Categorise the following into three groups. Label the words: calm (C), quite stressed (Q) or stressed (S).

a little frustrated	pretty anxious	somewhat nervous	slightly edgy
relaxed	really stressed out	incredibly uptight	utterly unstressed

- C** Think of situations or activities that make you feel some of the above emotions. Compare your ideas with a partner. Then ask questions to find out more about your partner.

2 Approaching the text

- A** Look at the title, subtitle, photo and first paragraph of the passage on the opposite page. Tell your partner what you think the text is about. Then skim the passage to decide the main theme. Were your predictions correct?
- B** Who do you think the article is aimed at? Where might you see this type of text? Discuss your ideas with a partner.

IN THE EXAM

Academic Reading module

The IELTS Reading module consists of three passages taken from books, magazines, journals or newspapers. The passages cover a variety of topics from scientific to historical interest, though the material will be targeted at a general, non-specialist audience.

The text will include titles and sometimes captions, photos and illustrations, which can help you to grasp the general meaning of the text. The total word length of all the texts can vary between 2,000 and 2,750 words.

There are forty questions in total, based on a variety of task types, such as matching headings to paragraphs, short-answer questions, multiple-choice and sentence completion.

The Reading module lasts one hour. No extra time is allocated at the end of the exam for transferring your answers onto the separate answer sheet, so it is recommended that you fill in your answers on the answer sheet as you complete each question. Pay careful attention to completing your answers in the correct order.



The getaway blues

Formula explains why it takes so long to relax on holiday

A With so much to do, going on holiday is certainly no vacation. First there's the flight to arrange, then the hotel or villa to book, and that's before you've sorted out the delicate matter of the beach outfit, evening wear and reading material.

B For much of the year we fantasise about a long break from the relentless drive of the everyday grind. But making our dream holiday a reality is what makes the stress really kick in, so it is little wonder it takes most holidaymakers a good few days to relax after their arrival. No matter how idyllic the surroundings, there's no immediate way to simply forget all about work, the children's schooling, the leaking roof and all those other domestic issues we long to escape.

C Susan Quilliam, psychologist, body language expert, and regular TV and radio commentator, states that stress creates actual changes in the body's hormonal balance and these take a while to dissipate. Ms Quilliam says that stress such as that caused by trying to arrange a holiday, creates hormonal changes in the body, including mood alteration. The result is that it takes the body a certain amount of time to regain its hormonal balance and become stress-free.

D We can suffer from anxiety, irritability and a range of more serious psychological problems including mild depression. The main point is that if we get stressed before the holiday, we may not be able to relax sufficiently to enjoy ourselves – often for several days after our arrival.

E Now we have a formula to calculate the amount of holiday time needed to recover from the stress of preparing for what should be our annual period of rest and recuperation. The formula, devised by Ms Quilliam,

is calculated thus: time spent preparing for the holiday, multiplied by the level of stress caused by the preparation (on a scale of 0 to 9), then divided by the stress level of the holiday (on a scale of 1 to 15). The result is the number of recovery hours needed before relaxation is possible.

F Ms Quilliam points out that taking a holiday is no longer a question of catching a bus to the nearest seaside resort with your bucket and spade. Today's pressurised lifestyles mean that going on holiday is a lot more stressful. We not only have to organise foreign travel and negotiate long, complex journeys, we also have to settle our home and work matters before we go.

G Add in potential tension with travel partners and the psychological pressures of high expectations, and by the time we arrive at our destination, we're stressed to the max! So according to Ms Quilliam, the secret to a

stress-free holiday is planning and having realistic expectations. This means concluding any unfinished work in the office and ensuring the children are sufficiently entertained during the trip.

H The results of a survey commissioned by Lloyds TSB bank and carried out by Ms Quilliam, have confirmed her theories; today's holidaymakers really are stressed out. More than 83 per cent of people surveyed admitted to getting 'severely stressed' in the run-up to their holiday. More than a quarter of people admitted to needing the first few days of their holiday to recover. Some became so anxious they left without making essential arrangements and forgot things such as feeding the cat (11 per cent), taking out travel insurance (20 per cent), and cancelling the milk (12 per cent). Amazingly, a tiny minority of travellers (a little over 1 per cent) actually forgot to tell their bosses they were going on holiday!

Source: London Evening Standard

Adding up the stress

$$\frac{P \times S}{H} = R$$

Key

P = Time spent preparing (hours)

S = Stress level of preparation (scale 0–9)

0: utterly unstressed

1: relaxed

2: reasonably calm

3: a little frustrated

4: slightly edgy

5: somewhat nervous

6: pretty anxious

7: really stressed out

8: incredibly uptight

9: stressed to the max

H = Stress level of the holiday

If your holiday is a high-pressure tour, divide by 5; if medium stress, by 10; if laid back, by 15.

R = Time needed before you can relax enough to enjoy the holiday (hours)

3 Skimming for main ideas

A Skim the passage a second time and focus on the highlighted sentences in paragraphs A–D. These are known as topic sentences as they contain the main idea or ‘topic’ for each paragraph. Underline the topic sentence in each of the remaining paragraphs E–H.

B A good topic sentence is a paragraph summary which gives the general meaning of the paragraph.

1 Select the sentences that best summarise the following four paragraphs.

Paragraph A

- a** There are a lot of things to arrange in order to go on holiday.
- b** Holidays can be fun.

Paragraph B

- a** With so many things to worry about, it’s impossible to relax immediately on holiday.
- b** People dream about the perfect holiday.

Paragraph C

- a** Hormonal changes in the body cause stress.
- b** The stress of arranging a holiday creates hormonal changes in the body that cause moodiness.

Paragraph D

- a** If we get stressed on holiday, we might not be able to relax for several days.
- b** There is a link between stress before and during a holiday.

2 Write sentence summaries for paragraphs E–H in the passage.

C The topic sentence is generally supported by an explanation, examples or facts which support the main idea of the paragraph. The IELTS exam tests your ability to distinguish between the main ideas and supporting ideas.

Here are the supporting examples for the main idea of Paragraph B. Find the supporting ideas for the other paragraphs. Write them in your own words.

Paragraph B

Main idea

With so many things to worry about, it’s impossible to relax immediately on holiday.

Supporting ideas

- The cause of stress comes from dreaming of having a perfect holiday.
- Examples of holiday-related stress: work problems, leaking roof, children’s schooling.

D Using the formula in the passage, calculate how much time you would need before you could enjoy a holiday.

4 Scanning for keywords

When looking for specific information to answer questions, you need to scan the passage to locate relevant keywords. Don’t expect to find an exact word match between the passage and the exam question – look for synonyms, too.

express tip

Skimming involves ‘running your eyes over the text’ quickly to get a general idea of the text. It isn’t always necessary to understand everything, so try to avoid reading every word.

A Read the following gapped sentences, then scan the passage for synonyms or paraphrases for the keywords underlined.

- 1 All year, we imagine how wonderful it would be to have a from our daily working lives.
- 2 Ms Quilliam is not only a leading psychologist, she is also an authority on
- 3 Ms Quilliam's survey found that over 25 per cent of people use the beginning of their holiday to

express tip

Don't read the passage word for word; skim the text and scan for keywords faster than your normal reading pace.

B Now complete the sentences above by filling in the gaps with words from the passage.

C Read the following questions and underline the keywords which you would scan for in the passage.

- 1 As well as selecting a swimming costume and more formal clothes for dinner, what else do holiday makers need to choose?
- 2 What three psychological symptoms are associated with stress?
- 3 Who asked Ms Quilliam to carry out her research?

Now scan the passage quickly for the relevant section and answer the questions using words from the passage.

5 Matching headings to paragraphs

for this task

- For this question type you are asked to find a suitable paragraph heading from a list to match to the appropriate paragraph in the text.
- Not all the headings will match the paragraphs in the text, so there are extra headings which you do not need to use.
- Skim the text to identify the topic sentence and the main idea of each paragraph. Take care not to confuse the main idea with the supporting ideas. Then write your own summary in the margin. This will help you locate information more quickly.
- There are two types of headings: headings that summarise the information of a paragraph and headings that pick out key information in the paragraph. Read through the list of headings and match any obvious headings to the paragraphs, making sure you cross off each heading as you do so.
- Delete any headings which are distractors. These might include supporting information such as a sentence which contains information from a paragraph that is not part of the main idea of the paragraph and therefore not the correct answer.



Questions 1–8

The reading passage has eight paragraphs **A–H**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct numbers **i–x** next to the paragraphs.

List of Headings

- i Holiday stress statistics
- ii Stressful 'perfect holidays'
- iii Complex holiday preparations
- iv Holiday complaints
- v Good advice for happy holidays
- vi A mathematical model
- vii Times have changed
- viii How to relax after a holiday
- ix Delayed relaxation
- x Physical and psychological effects of stress

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F
- 7 Paragraph G
- 8 Paragraph H

6 Summary completion

for this task

- There are two types of summary completion questions. In the first type you must complete the gaps with exact words from the passage; do not use synonyms. In the second type you must take words from a given list. These are often synonyms or paraphrases of keywords in the passage. Be careful of your spelling and check for a maximum word limit.
- Read the gapped summary carefully and decide if it is a summary of the whole passage or just one part. If the summary refers to one part only, quickly locate the part of the passage it refers to.
- Read the gapped sentence and select the best word(s) based on meaning and grammatical compatibility: which word class is required? Do you need a gerund or infinitive? etc.



Questions 9–13

Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

A leading psychologist has 9 a simple mathematical equation to work out the number of hours required at the beginning of a holiday to get over the stress of all the preparation before departure. The problem is that taking a holiday these days is much more of a stressful experience than it was in the past as a result of our 10 However, stress levels can be decreased by having 11 of the holiday and making sure you complete 12 before leaving. This was illustrated in the survey results, which showed that some holidaymakers didn't even remember to 13 before setting out on holiday.

7 Short-answer questions

for this task

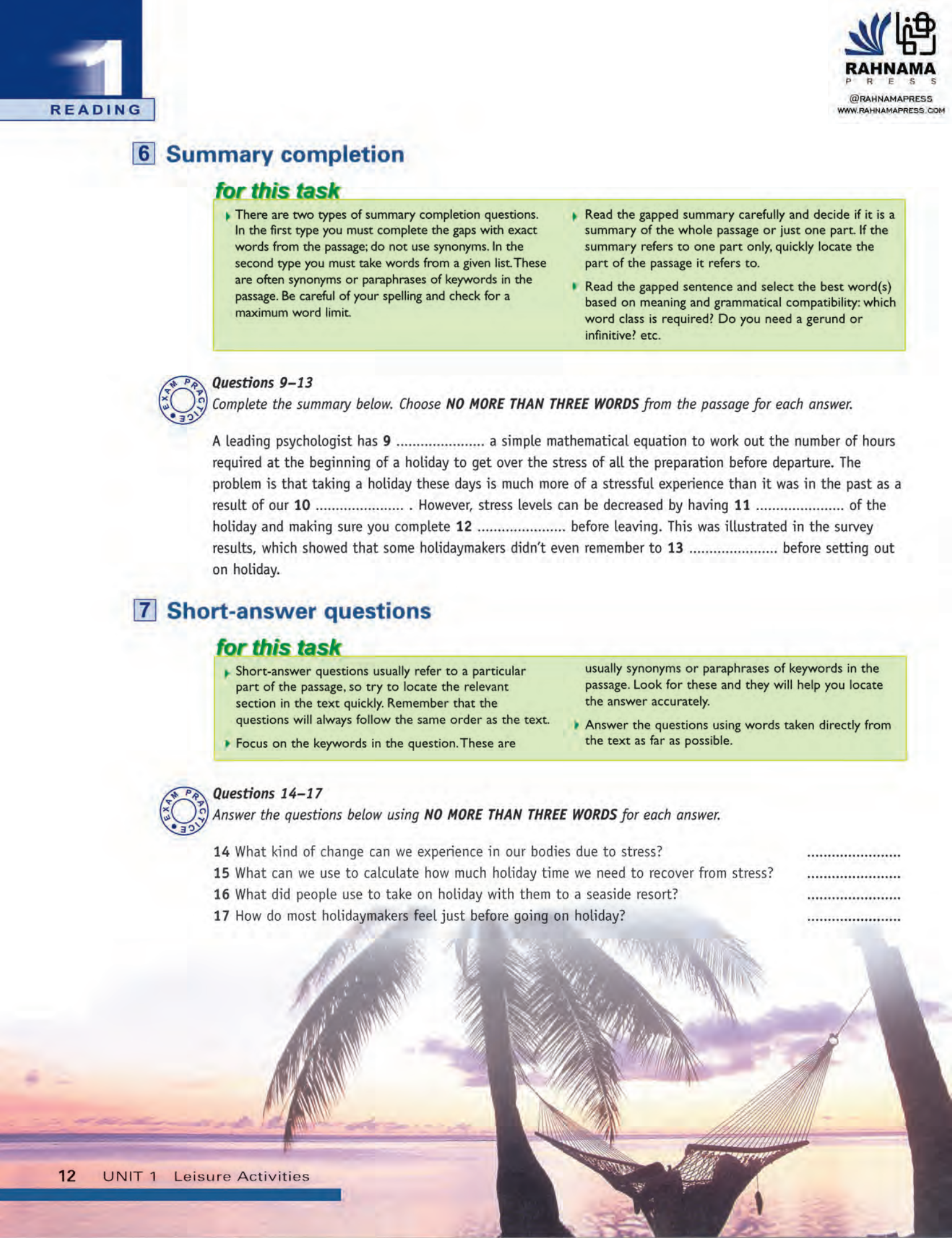
- Short-answer questions usually refer to a particular part of the passage, so try to locate the relevant section in the text quickly. Remember that the questions will always follow the same order as the text.
- Focus on the keywords in the question. These are usually synonyms or paraphrases of keywords in the passage. Look for these and they will help you locate the answer accurately.
- Answer the questions using words taken directly from the text as far as possible.



Questions 14–17

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

- What kind of change can we experience in our bodies due to stress?
- What can we use to calculate how much holiday time we need to recover from stress?
- What did people use to take on holiday with them to a seaside resort?
- How do most holidaymakers feel just before going on holiday?



- **Exam focus** ► Speaking Part 1: Introduction and interview; Part 2: Individual long turn
► **Skills** ► Giving personal information; providing additional information; organising your talk

1 Introduction

Interview your partner to find out some personal information about his/her life. Ask about home, family, work and study, future plans and free-time activities. Ask follow-up questions, for example, *Where are you from?* *How long have you been living there?*

2 Giving personal information



1.1 Listen to seven exam candidates answering some questions (1–7). You will hear the answers only. What question do you think the examiner asked each candidate? Write the questions down, then role-play the questions with a partner. Take it in turns to play the role of examiner and candidate.

3 Providing additional information



A 1.1 The candidates you heard in Exercise 2 extend their answer by giving additional information. What extra information do they give? Listen again and make notes.

- | | |
|--|-------|
| 1 One brother ... | |
| 2 I really enjoy speaking it ... | |
| 3 Not really ... | |
| 4 I work in McDonald's ... | |
| 5 I don't know exactly what I want to do ... | |
| 6 I'm from Sao Paolo in Brazil ... | |
| 7 I really enjoy science subjects ... | |

B Ask and answer the questions in Exercise 2 again with a different partner. This time include additional information to give fuller answers.

express tip

There is no right or wrong answer in this section. Extend your answer to make the listener interested in what you are saying.

IN THE EXAM

Speaking module: overview – Parts 1 and 2

The Speaking module consists of three parts. In all three parts, you will be evaluated on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. In Parts 1 and 2 you will use a variety of speech functions, including giving personal information, describing and explaining and expressing preferences.

This unit deals with Parts 1 and 2, which comprise personal questions relating to the candidate. You might be asked about your family, home, job, studies or other familiar topics. There are no right or wrong answers, but you will be expected to give full responses. This part of the module lasts about 4–5 minutes.

4 Introduction and interview

for this task

- ▶ Introduce yourself briefly.
- ▶ Listen to the examiner's questions carefully.
- ▶ Add extra information to extend your answers.
- ▶ Keep your answers relevant to the question.
- ▶ Use a variety of speech functions.
- ▶ Keep the marking criteria in mind.
- ▶ Speak fluently, connecting your ideas together logically.
- ▶ Make longer, more grammatically complex sentences.
- ▶ Use a wide range of vocabulary.
- ▶ Ensure you pronounce keywords correctly.



Work with a partner. In pairs, role-play Part 1 of the Speaking module.

Student A: You are the examiner. Choose some questions from Exercise 2. For each question, think of follow-up questions and interview Student B for four to five minutes. Listen to Student B's answers carefully. Do they extend their answers? What extra information is given?

Student B: You are the candidate. Imagine you are in the exam. Introduce yourself briefly, then listen to the questions and answer as fully as possible. Give extra information for each question.

When you have finished, change roles.

5 Organising your talk

▲ In Part 2 of the Speaking module, you are given a topic card asking you to describe an event or experience and then explain something connected with that event or experience.

Look at this topic card from Part 2 of the Speaking module.

Describe a sporting event that you have been to.

You should say:

- what it was
- why you went there
- what you saw exactly
- and explain why you enjoyed or didn't enjoy it.

In the exam you will be given one minute to prepare your talk. Here are a candidate's notes for the topic card above. With a partner, decide which points should be included in the answer. Put the relevant points in the correct order. Are any points irrelevant?

- he won the breaststroke - very exciting - I felt proud
- swimming - keep fit
- went to see my husband in swimming competition - charity event
- I used to play tennis at school
- lots of races - freestyle, breaststroke, backstroke, butterfly
- I wanted to support him - first big competition

IELTS *express*

Upper Intermediate

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A full list of course components is available on the back cover flap.