



IELTS *express*

Upper Intermediate Workbook

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What's in this Workbook?

The *IELTS Express Upper Intermediate Workbook* is intended to be used together with the *IELTS Express Upper Intermediate Coursebook*.

The units of this *Workbook* follow the units in the *Coursebook* – there are eight units, with the same topics as the *Coursebook*.

In the middle of each unit, between the Reading and Speaking sections and between the Listening and Writing sections, there is a one-page Vocabulary section. This section introduces and practises vocabulary relevant to the theme of the unit. Following every two units, there is a two-page Vocabulary Review section, which reviews and extends the vocabulary of the two previous units.

The Speaking and Writing sections of each unit contain **Language bite** boxes. These boxes contain grammar or expressions useful for that section.

The *Workbook Audio CD/Tape* contains recordings for the Listening and Speaking sections.

At the back of this *Workbook* (pages 78–89) is an answer key, including model answers for all the Writing sections, and a listening script for the recorded material.

How should this Workbook be used?

Although this book may be used in class with a teacher, it is mainly intended for students to use alone at home. The exception to this is the Speaking sections. In various places in the Speaking sections you will see a 'Study Buddy' icon, which looks like this . This icon indicates that if you have a Study Buddy, or friend that you study with, you should do this task together. If you are alone, you can still do the task, but if possible, you should record yourself using a tape recorder to listen to how well you performed.

How should you learn new vocabulary?

A large vocabulary is essential to success in the IELTS exam. To develop your vocabulary you need to record new words systematically.

The final section of each one-page Vocabulary section, Vocabulary revision, asks you to make a note of ten new vocabulary items from the unit that you want to remember. There are a number of ways you can do this:

- Get a small notebook which you can use as a vocabulary notebook. When you come across a new vocabulary item that you need to remember, write it in the notebook. Some people like to organise their vocabulary notebook alphabetically, that is, all items beginning with A in one section, all those beginning with B in the next, and so on. A benefit of this is that when you write an item in your book, it's easy to see whether you've come across this item before. Others prefer to organise their notebook by topic, for example, words related to crime and punishment all together on one page.
- Write new vocabulary items on small pieces of paper or index cards to create flashcards, and store them in a vocabulary box.

Whichever system you use, make sure that for each item you write additional information about the word, like a translation of it into your own language, an example phrase or sentence, whether the item is a noun, a verb, an idiom, etc., the pronunciation, and any important collocations.

You should carry your notebook or flashcards with you all the time and review vocabulary whenever you have any free time – on the bus, on the train, anywhere! You can do this alone or with a friend – pick out an item and test yourself or a partner on the meaning.

Finally, one of the best ways to enlarge your English vocabulary is to read a lot outside class. Reading material is easily found on the Internet, or you could use Graded Readers. Ask your teacher for some suggestions.

Unit and topic	Exam focus	Exam tasks	Skills
 Leisure Activities Page 6	READING SPEAKING Part 1: Introduction and interview Part 2: Individual long turn	▶ Matching headings ▶ Short-answer questions ▶ Summary completion ▶ Individual long turn	▶ Recognising main and supporting ideas ▶ Skimming ▶ Expressing preferences ▶ Providing additional information ▶ Talking about the past
 Education Page 14	LISTENING Section 1: Non-academic dialogue WRITING Task 1 (Academic)	▶ Form completion ▶ Table completion ▶ Multiple-choice questions with single answers ▶ Describing graphs, bar charts, pie charts and tables	▶ Anticipating what you will hear ▶ Writing an overview ▶ Describing specific data and trends ▶ Comparing and contrasting data
Vocabulary Review 1 Page 22			
 Technology Page 24	READING SPEAKING Part 3: Two-way discussion	▶ Labelling a diagram ▶ Classification ▶ Two-way discussion	▶ Locating information in the text ▶ Expressing and justifying opinions ▶ Comparing and contrasting ▶ Comparing different time periods
 The Workplace Page 32	LISTENING Section 2: Non-academic monologue WRITING Task 2 (Academic)	▶ Labelling a diagram ▶ Thesis-led essay	▶ Comparing the questions to the recording ▶ Matching signpost words to stages ▶ Identifying a thesis statement and deciding your opinion ▶ Writing introductions in the thesis-led approach ▶ Justifying a point of view ▶ Showing concession
Vocabulary Review 2 Page 40			
 Climate and the Environment Page 42	READING SPEAKING Part 3: Two-way discussion	▶ Matching statements to options ▶ Yes/No/Not given ▶ Two-way discussion	▶ Global multiple-choice questions ▶ Showing how strongly you agree or disagree ▶ Emphasising your opinion

Unit and topic	Exam focus	Exam tasks	Skills
 Globalisation Page 50	LISTENING	▶ Notes completion ▶ Classification	▶ Listening and reading at the same time ▶ Anticipating what you will hear
	WRITING Task 1 (Academic)	▶ Describing a process	▶ Using the passive voice
Vocabulary Review 3 Page 58			
 Communication Page 60	READING	▶ Matching information to sections of text ▶ Multiple-choice questions with single answers ▶ True/False/Not given	▶ Identifying functions in a text
	SPEAKING Part 2: Individual long turn Part 3: Two-way discussion	▶ Individual long turn ▶ Two-way discussion	▶ Dealing with vocabulary problems ▶ Making suggestions
 Growth and Development Page 68	LISTENING Section 4: Academic monologue	▶ Multiple-choice questions with single answers ▶ Summary completion	▶ Dealing with distractors
	WRITING Task 2 (Academic)	▶ 'For and against' essay	▶ Including relevant information ▶ Avoiding repetition and organising your ideas
Vocabulary Review 4 Page 76			
Answer Key Page 78			
Model Writing Answers Page 90		Listening Scripts Page 91	

Leisure Activities

READING

1 Introduction

In your opinion, what factors influence whether people take part in sports as an adult? Tick the appropriate box to show how far you agree with each statement.

Doing sports regularly as an adult depends on ...

- 1 ... your gender.
- 2 ... how rich you are.
- 3 ... how healthy you are.
- 4 ... how active your family/friends are.
- 5 ... your exposure to sports as a child.
- 6 ... how busy you are.
- 7 ... your educational background.
- 8 ... (your idea)

No, not at all

Maybe

Yes, definitely

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2 Recognising main and supporting ideas

A Main ideas are often found in the first sentence of a paragraph, but sometimes you need to read further. Read the following paragraph from an article and identify the main idea.

PHIL JONES is a happy man. Last night, playing in front of family and friends from his local community centre, he won the regional chess competition. 'I only started to learn chess two years ago and I'm really grateful for the help and guidance I've received from the Jonson Street Community Centre.' Community centres such as Jonson Street provide an opportunity

for people from a variety of backgrounds to try a range of activities, including martial arts, cooking and foreign languages, in addition to Phil's favourite activity – chess. The great thing about places like Jonson Street is that they are cheap to join, generally well-equipped and conveniently located.

The main idea of the article is

- a Phil Jones won the regional chess competition.
- b there are chess clubs in community centres.
- c community centres offer a range of activities for the community.

- B** In the following article, the paragraph can be divided into two parts. Decide where the first part ends and the second part begins and mark it with two lines (/ /).

Looking into the distance, you can make out a dark shape, gliding through the water towards you. Your breathing starts to increase rapidly and you become tense. Suddenly, out of the blue, a large fish swims past you. It isn't dangerous, and you can continue to enjoy your dive. As your breathing comes back under control, you relax and can begin

to look more closely at the wonderful underwater scenery around you. Scuba diving experiences like this are unforgettable and training is easy to come by in many resorts. Costs vary (expect to pay around \$500) but make sure you find a reputable dive company with qualified instructors to ensure quality and safety.

The first part of the text is **supporting information**. What is the reason for including it?

- a to make the reader interested enough to read more
- b to give the reader a feeling of scuba-diving through an example
- c both a and b

The second part is the **main idea** of the paragraph. First, underline the main words/ideas in this part and then use them to write a one-sentence summary of the paragraph.

.....

.....

- C** Supporting information can include examples, reasons and explanations. It is important to be able to separate the main ideas from the supporting information. Read the extract from a brochure below and identify the main idea and the supporting information. There may be more than one piece of supporting information.

Whatever kind of outdoor activity you're into, New Zealand has it all: whale-watching, fishing, walking, swimming. Or maybe you'd prefer something with a slightly higher thrill factor? So-called 'extreme sports' such as bungee jumping and tandem skydiving, have become a lucrative market, allowing the New Zealand travel industry to attract

a wider range of visitors than ever. Young people from many countries are spreading the word that New Zealand has much to offer, contributing to the changing perception of the country once known more for its population of sheep than excitement.

- | | |
|---|--|
| <p>1 The main idea of this paragraph is</p> <ul style="list-style-type: none"> a New Zealand has become a popular travel destination. b You can do extreme sports in new Zealand. c New Zealand attracts a diverse range of tourists. | <p>2 The supporting idea(s) is/are</p> <ul style="list-style-type: none"> a New Zealand has become a popular travel destination. b You can do extreme sports in new Zealand. c New Zealand attracts a diverse range of tourists. |
|---|--|

3 Skimming

- A** Skim the text on the next page very quickly (no more than 30 seconds). Where would this text most likely appear?
- a in a newspaper
 - b in a specialist magazine
 - c in a brochure

- B** Read Paragraphs A and B of the text on the next page. Choose the main idea of each paragraph.

Paragraph A

- 1 The importance of lifelong sport is becoming widely accepted. We now need to focus on the reasons for its occurrence in order to encourage increased participation in the future.
- 2 Sports need to be more organised in the future because people only participate when encouraged to do so.

Paragraph B

- 1 Academic researchers got their predictions wrong because their research was too limited to verify the claims.
- 2 It is difficult to make predictions about the levels of sport activity and predictions have often been wrong in the past. In fact many factors influence levels of participation in sport.

Sports Participation and Retention – How and Why?

There is a growing awareness that starting an active lifestyle when you are young and continuing into adulthood is beneficial. The government, therefore, needs to understand how and why people take part in sports in order to encourage more participation. Unfortunately, assessing levels of participation is extremely difficult due to a wide range of factors.

- A** Both governments and individuals have recognised for some time the need to establish an active lifestyle which does not end when people leave school or university. In order to develop a coherent approach to how sports are organised in the future, and to encourage participation from all levels of society, it is necessary to review some of the issues which affect people's attitudes towards sporting activities.
- B** It is very difficult to envisage exactly what directions sport will take in the future. In the late seventies, experts predicted that badminton and squash would become hugely popular. In reality, the number of participants has decreased for squash, and remained static in the case of badminton. The current interest in yoga and pilates was unpredicted. There are a variety of reasons for these erroneous predictions. Thirty years ago, academic research was limited in this area. Furthermore, and more fundamentally, participation in sports is affected by a wide range of factors. Disposable income and health awareness significantly affect different levels of sports participation while socio-economic class, gender, education and age also play a role.
- C** Traditionally, there is a significant decline in participation in sports and other physical activities as people get older. Whilst this remains common, there are indications that a new generation of more active older people is emerging. In a recent General Household Survey, participation in at least one sport (excluding walking) in the 60–69 age group increased from 23% in 1980 to 30% in 1996. This tendency can be traced to a number of factors. The generation approaching retirement has had access to a much wider range of sports. This group will carry their sporting experience into their later years. Furthermore, a larger number of the population are retiring at an earlier age, which means more active people are entering retirement.
- D** A survey conducted in 1994 indicated that those who continued in full-time education after the minimum school-leaving age had higher rates of sports participation than school leavers. Furthermore, this group was also more likely to participate as they grew older. Reasons for this include a diverse range of activities available at universities and the establishment of sporting habits and networks which continue into adulthood. It is worth noting that the increase in female sports participation (an increase of 268% between 1975 and 1995 compared to 81% for males) has paralleled a dramatic increase in the number of females in higher education.
- E** The major investment in school-aged sport at both primary and secondary levels has a dual purpose. First of all, it is designed to improve the physical activity levels of children and young people and assist in addressing the growing concern over child obesity. Secondly, and perhaps more importantly, it helps establish the platform of life-long involvement in sports. Such policies are based on the concept that early variety in sports participation is linked to continuing adult participation. What this means very simply is that the more sports young people take part in, the more likely they are to continue taking part into adulthood.
- F** Clearly, how sport develops is influenced by a wide range of factors: changing cultural attitudes and attitudes towards health and fitness, in addition to how education policies are formulated. Traditional sports are very likely to continue and, in certain areas, expand. In order to broaden the participation base and contribute to the government's health agenda, there is a need to address the issues of 'life-time sports'. There is a clear need, for instance, to improve our understanding of the processes of participation and retention in order to successfully address the needs of the population for access to a diverse range of sports activities.

4 Matching headings

Before the task

First read the list of headings i–ix. Re-read Paragraph A of the text and identify the main idea. Then consider each option in the list and choose the best one.

Task practice

Questions 1–5

The reading passage has six paragraphs A–F.

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

List of headings

- i The future direction of research into sport participation
- ii The development of more sporting venues
- iii A more active generation
- iv Increased diversification in sports
- v A re-examination of views on sport
- vi Advantages of participation from an early age
- vii The impact of further education
- viii Inaccurate predictions
- ix Awareness of health issues

Example	Answer
Paragraph A	v.

- | | | |
|---|-------------|-------|
| 1 | Paragraph B | |
| 2 | Paragraph C | |
| 3 | Paragraph D | |
| 4 | Paragraph E | |
| 5 | Paragraph F | |

Follow-up

Go back and check that each heading left over is not a better choice than one you have chosen.

5 Short-answer questions

Before the task

Read Question 6 below. Scan the passage to find the relevant section of the text. Remember to look for synonyms and paraphrasing of the question words in the text. When you have found the right section, check the word limit in the instructions, then answer the question.

Task practice

Questions 6–10

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

- 6 What two activities showed an unexpected rise in participation?
- 7 Why did it use to be difficult to foresee future interest in particular sports?
- 8 As well as retiring earlier, how is the new generation of retirees different?
- 9 What choice of sports and activities do people have at university?
- 10 Apart from participation in sports, where else have numbers increased for females in the last thirty years?

6 Summary completion

Before the task

Skim the text for paragraph(s) with similar ideas in order to find the correct section. Look for any words or phrases from the text that might fill any of the gaps. Pay attention to the word limit given in the instructions.

Task practice

Questions 11–15

Complete the summary below.

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

Encouraging sports in school fulfils a **11** in an area which is a **12** to many people. Firstly, if we want to overcome the problem of **13**, it is necessary to increase the amount of sport the children do. Secondly, taking part in sports at school can help encourage a child's **14** in sport, so that the child continues to participate as an adult. However, in order to increase the chances of adult participation, research suggests that participating in a(n) **15** in sports is a key factor.

Follow-up

Go back to the paragraph in the text and compare the way the summary is phrased with the original text. Take note of any synonyms or paraphrasing used.

VOCABULARY

1 Word building

A The following endings (or *suffixes*) are common for nouns: *-ment*; *-tion*; *-ance*. Complete the table below with the correct noun form.

verb	noun
predict	<i>prediction</i>
retain	
establish	
invest	
indicate	
participate	
contribute	
significant	
recognise	
develop	
important	
retire	
continue	
improve	
increase	

B Complete the following sentences with the correct form of the verbs in the table above.

- The bowls club was was in 1822 and is still the best in the area.
- No one could have the fantastic win by Range Rovers over a strong team like Manchester United.
- While many people still watch sporting events, in sports is decreasing these days.
- He gets little for all his hard work at the club, but they would miss him if he left.
- Despite the emergence of younger players, she her dominance of the game.
- Helen's face gave no that she was losing badly.
- She had to from the competition after pulling a leg muscle.
- There was a significant to her golf swing after several lessons.
- The coach felt that the goalkeeper's magnificent save had really to the team's win.
- John was disappointed that after the huge of time, money and energy to train his horse, it still didn't win the race.

2 Vocabulary in context

Complete the following passage with the correct form of the words in the table in Exercise 1A.

Xpro Boosts Its Funding

Electronics and gaming company Xpro has announced a huge **1** in funding for the **2** of a new gaming platform to compete with the market leaders. The American company plans to **3** an extra \$500,000. CEO Jeff Gold said, 'We have to **4** that, if we want to compete with the **5** companies, we will need to dig deep and put money into research. Gaming **6** most of the company profit'. Despite this news, analysts **7** that Xpro will not achieve a **8** rise in market share. Industry sources point out it is very difficult to break the control of the two leading game providers. Unless Xpro is able to come up with a substantially new concept or offer major **9** to the gaming platform, its competitors are expected to **10** the largest market share for the next few years.

3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Expressing preferences

A Read the list of hobbies and interests in the box. Put five interests under each heading in the table below. Add one extra item of your own to each category.

hip-hop	classical music	attending concerts	doing yoga/pilates
restaurants	doing aerobics	emailing	going to the theatre
sci-fi movies	action films	gardening	department stores
comedies	buying online	reading	international dishes
markets	local food	talking to friends/family	text messaging
small boutiques	food courts	playing team sports	dramas
shows	pop	watching team sports	downloading files
	art galleries		playing online games

me	my friends or family members	common in my country

Language *bite*

Stating Preferences

Prefer means you like one thing more than another.

prefer + (noun or gerund) to (noun or gerund)

I prefer rugby to football; I prefer cooking for myself to eating out.*

*although this looks incorrect, 'prefer ... to ...'

requires the gerund after it rather than an infinitive form of the verb.

I'd rather means the same as *I prefer*. The 'd means *would*. Notice the grammar pattern: *I'd rather* + infinitive *than* + bare infinitive.

I'd rather go to a live rugby match than watch it on TV.

B Complete each sentence by choosing one of the options in bold.

- 1 I'd rather **go/going/to go** out with my fiancé than my friends.
- 2 I prefer **listen/listening/to listen** to house music than pop.
- 3 I'd rather not **to do/do/doing** exercise but I know I need to!
- 4 I prefer **watch/watching/to watch** movies at the cinema to **watch/watching/to watch** TV at home.
- 5 I'd rather **eat/eating/to eat** Chinese food than Italian.

 **C** Say which you prefer from the options below, making sure you use the correct form of the verb. If you can, record yourself speaking.

Would you rather ...

- | | |
|--|---|
| ... study with a friend <i>or</i> study alone? | ... buy things on the Internet <i>or</i> buy things in a shop? |
| ... watch TV <i>or</i> listen to music? | ... send a text message <i>or</i> send an email? |
| ... visit friends <i>or</i> visit relatives? | ... eat traditional dishes from your country <i>or</i> eat fast food? |

2 Providing additional information



A 1.1 Listen to some students talking about their preferences. Complete each gap with **three** words.

- 1 To be honest, I'd much rather study alone than with a friend. is because I feel I get more done when I work alone. Maybe it's because I am an only child, so I didn't grow up with other children to share things with. I suppose I have always by myself.
- 2 On the whole, I prefer visiting relatives. One of the it is that my friends are people I have chosen to have in my life whereas you have no choice over your family. I know it sounds horrible, but family can be difficult sometimes!
- 3 Actually, I'd rather send a text message than an email because texting is really fun. I because it's instant – my fiancé, for example, gets the message immediately and can reply. And I love all the short-cuts – it's like another language.



B Answer the questions in 1C above again, this time extending your answer by adding some extra information. Use some of the phrases below to give reasons. Try to speak for 20–30 seconds on each. If you can, record yourself speaking.

The main reason I like it is because ...	I enjoy this because ...	Actually, ...
One of the reasons I prefer it is because ...	To be honest, ...	On the whole, ...

express tip

Always try to extend your answer by giving some more information on the topic, but make sure it is relevant to the question you were asked.



C 1.2 Listen to the eight questions on the recording. Pause the recording after each question and answer aloud. Try to speak for between thirty seconds and one minute. If you can, record yourself speaking.

3 Talking about the past

Language *bite*

Talking about the past with *used to* and *would*

Past simple can be used to describe single actions, repeated actions or states in the past. We can also use *used to* or *would* to talk about things that happened more than once in the past but that do not happen now.

States

We can use *used to* (+ infinitive) to describe past states.

I used to be a good swimmer. I used to enjoy chess. I used to live in Toronto.

Actions

You can use either *used to* (+ infinitive) or *would* (+ infinitive) to describe repeated actions in the past.

I used to go swimming every morning; I used to play chess with my cousin; When I was child, my grandmother would take me to the swimming pool on Saturday mornings. Afterwards we would go to her house and she'd make my favourite meal.

Would/used to are not used for actions where we say how many times something occurred.

Compare:

We went to Africa three times when I was a child. (limited to three times only holiday – not a habit)

We used to go to church three times a week when I was child. (three times each week as a habit)

A Complete each sentence by choosing one of the choices in bold.

- 1 I **used to/would** have a car, but I sold it so that I would walk more often.
- 2 I **would/used to** be really overweight, but I exercised and went on a diet and lost 20kg.
- 3 I **used to go/went** swimming three times last week.
- 4 I **used to go/went** swimming every week when I was at high school.
- 5 I **would/used to** think Liverpool was the best football team in the world.
- 6 I **used to read/read** *Pride and Prejudice* while I was on holiday – what a great book!

B Complete the sentences with either the simple past, *used to* or *would*. Note that for some, more than one answer may be correct.

- 1 I (be) thinner than I am now.
- 2 I (play) more sport when I was younger.
- 3 I (spend) time in my room listening to my favourite CDs.
- 4 I (go) to the book club every week as a student.
- 5 I (go) to the cinema to see *The Lord of the Rings* last week.

C Look at these two Part 2 speaking cards and the candidates' notes below. Cross out the two pieces of information in the notes that are not relevant.

- 1 Talk about a leisure activity you used to do as a child or teenager.

You should say:

- what it was
- where you did it
- how long you did it
- and why you stopped.

- 2 Talk about a book or movie you have seen recently.

You should say:

- what the book/movie was
- what happened in the story
- why you chose it
- and whether you would recommend it.

a canoeing

- ▶ my brother – best in school
- ▶ on the river – near our house
- ▶ river is clean – nice place for swimming or picnics
- ▶ from 13–18 yrs old (university)
- ▶ exams – too busy

b read *Cider with Roadies*

- ▶ about a boy growing up; his obsession with music; becoming a music journalist and radio DJ
- ▶ don't read much – no time
- ▶ author came from my town – I recognised the places
- ▶ my town is famous for famous authors
- ▶ good book if interested in music of '70s to '90s



D 1.3 Listen to the recording of the students talking about the cards above. Did the speakers include the relevant information?

E Read the listening script on page 91 and underline the examples of past tenses.

4 Exam practice: Speaking Part 2

Before the task

A Choose one of the cards from 3C. Look carefully at the main topic of your chosen card and pick out the main words. Look at the four points and write an idea in note form for each one.

B For each of the ideas you have written, write an additional note to extend your answers. Make sure that any additional information is relevant to the topic.



Task Practice

Answer the questions on the card yourself. Try to talk for at least a minute. If you can, record yourself speaking.



Follow up

Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Check that you covered all four points and extended your answers.

2

Education

LISTENING

1 Introduction

The following questions are about education. Circle the best answer according to the situation in your country.

- 1 Who usually pays for school tuition fees in your country?
 - a the government b parents c a combination
- 2 Who usually pays for university tuition fees in your country?
 - a the government b parents c the student d a combination
- 3 Who do you think should pay for education fees?
 - a the government b parents c the student d (your answer)
- 4 English lessons at school are
 - a compulsory. b optional.
- 5 Taking private English lessons before or after school is
 - a common. b unusual.
- 6 Taking English tests such as IELTS is
 - a common. b unusual.

2 Anticipating what you will hear

A Look at the form below.

- 1 Who do you think would fill in this form?

.....
- 2 Why would they fill in the form?

.....
- 3 Who might the speakers be on the recording?

.....

Melbourne University

Student Part-time Employment Application

Name: 1
Address: 2 Adelaide Street, Kilroy
Experience: looking after 3
Preferred job: something in 4
Days available: 5

B For each of the gaps 1–5 in the form, circle one option in the following questions that could **not** be the correct answer and write why.

1 **a** Joe Smith **b** ~~Professor Roberts~~ **c** Susie Walker **d** Sherrie Lee

Why? *The form is for students, not professors.*

2 **a** 395 **b** 21F **c** 3321 8976 **d** 11

Why?

3 **a** pets **b** children **c** elderly people **d** computer software

Why?

4 **a** homework **b** education **c** the service industry **d** IT

Why?

5 **a** every week day **b** weekends **c** 21st–28th **d** Saturdays

Why?

 **C 2.1** Now listen and circle the correct answer from the remaining options in 2B.

3 Form completion

Before the task

A Look at the form below. Imagine where you might see this form. Who might the speakers be on the recording? For each question, imagine how it could be asked. For example, for *family name*, the speaker might say: *What is your family name?* or *Can you tell me your full name, please?*

B Next, anticipate what you might hear for each answer and what you need to pay attention to, such as spelling.

 **2.2 Task practice**

Questions 1–8

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Sydney College of English Student Details Form

Family name	1
First name	2
Date of birth	13/08/84
Country	3
Email address	daichi@opusnet.com
Contact telephone number	4
Education	High school diploma
Currently studying	5
Total number of weeks	6
Class type	10 weeks of 7 then 10 weeks EAP
Test date	Friday 3rd
Course start date	8

express tip

In the exam you are not given options when filling in forms, so be prepared to anticipate what type of answers are possible before listening.

 **2.2 Follow-up**

Listen again and note down how keywords on the form were paraphrased on the recording.

4 Table completion

Before the task

Look at how the table below is organised. Read the row and column headings. This information will help you anticipate what information might be missing for each question. Go through each question and predict what the answer might be.



2.3 Task practice

Questions 9–15

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Name of exam	Stands for ...	Focus	Number of papers	Extra information	Certificate?
FCE	First Certificate in English	General English	9	Use of English paper tests knowledge of vocab and 10	11
BEC	12 Certificate	13 English	4	14 levels	Yes
IELTS	International English Language Testing System	Academic English	4	Beginner to 15 level	No

express tip

Use the exact word(s) you hear for your answers, but remember that the other words around the gap will probably be different from the actual words used on the recording.

5 Multiple-choice questions with single answers



2.4 Task practice

Questions 16–18

Question 16

Choose the correct letter, **A**, **B** or **C**.

16 The most expensive test is

- A BEC
- B IELTS
- C FCE

Questions 17–18

For each question, choose **TWO** letters **A–E**.

17 In which **TWO** months could you do any of the three tests?

- A April
- B May
- C June
- D November
- E December

18 Which **TWO** ways can a student pay for the course?

- A credit card
- B bank cheque
- C cash
- D traveller's cheque
- E bank transfer

express tip

Always take time to look ahead at the next part to maximise the time you have to predict and anticipate answers.

IELTS *express*

Upper Intermediate Workbook

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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Features of the **Workbook** include:

- Full coverage of all four IELTS modules
- *Language bite* sections featuring essential grammar for the Writing and Speaking modules
- *Vocabulary Review* sections highlighting useful words and expressions for the exam
- recorded *speaking models* to help learners prepare for the exam interview
- detailed *answer key*, with listening scripts and model essays

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