Higher IELTS

The Intermediate Course



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Following is a sample of the Coursebook

1 Studying Overseas

READING



▸ **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.

	skim	scan
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.	☐	☐

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

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.

EXAM Practice

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

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.

EXAM Practice

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.

EXAM Practice

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. .....





1 SPEAKING

▸ **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'm afraid	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.

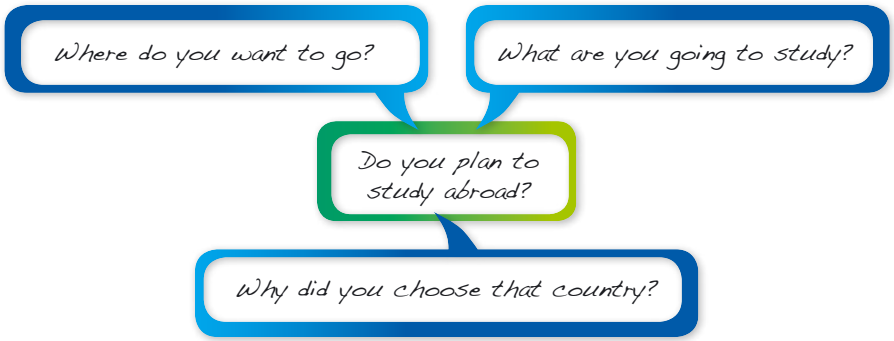
3 Extending your responses

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.'

B One way to extend your answers is to try asking yourself follow-up questions. This will help you think of additional information you can use in your response. Read the question below and with your partner, think of follow-up questions. Then take turns answering the question, using your follow-up questions to extend your answers.



Express Tip

Use words like *also*, *so* and *because* to join your ideas when you speak.

C Write a short answer for each of the questions below. Then extend your answer by adding two or three pieces of information. Your answers don't have to be full sentences. They can be notes.

1 Do you have any brothers or sisters? .....
2 Where do you live? .....
3 What do you do in your free time? .....
4 Do you enjoy studying English? .....
5 What's your job? .....
6 Do you plan to study abroad? .....

D 1.2 Listen to some students answering questions 1–6 above.

1 What extra information does each student provide? Write down the keywords as you listen.
2 What were the follow-up questions that they asked themselves?

4 Introduction and interview

for this task – exam strategy

In the beginning of Part 1, the examiner will greet you and ask for your name and some identification. Then you will be asked questions about yourself and your life.

- Listen to the examiner's questions carefully. Remember to extend your answers.
- Use expressions like *well*, *actually* and *I guess*, and linking words like *so* and *because* to connect your ideas and sound more fluent.
- Continue speaking even if you have made a mistake.

EXAM Practice

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

Student A: You are the examiner. Choose some questions from 3C above. For each question, think of follow-up questions (*why, when, where, who with,* etc.) and interview student B for four or five minutes. Listen to student B's answers carefully. Did he or she give short or extended responses?

Student B: You are the candidate. Imagine you are in the exam. Introduce yourself briefly and then listen to the examiner's questions. Answer as fully as possible, giving two or three additional pieces of information for each question. Follow the advice in *for this task – exam strategy*.

When you have finished, change roles with your partner.

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1 Studying Overseas

READING



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 What ..... **12** A .....
10 ..... **13** .....
11 .....

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

9 ..... **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 VOCABULARY

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.

1 I got a bad mark for my essay, but the professor made some very **constructive/constructively** criticisms so my next one will be better.
2 My tutor told me that it was good for a student to try and have an **analysis/analytical** approach to their studies.
3 I know that I should be more **appreciative/ appreciatively** of my parents' support.
4 I tried to **sympathise/sympathetic** when my friend failed her exams, but she hadn't studied at all!
5 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	bibliography
challenge	degree	lecture	style
support	text	topic	tutorial

1 a class at university/college for a small group of students with a tutor .....
2 a piece of writing done by a student for a lecturer/ tutor .....
3 a subject that you write or talk about .....
4 evidence to show that your point is a good one .....
5 a way of thinking or writing about a problem .....
6 reason given to support something .....
7 something you read .....
8 the qualification you receive after completing university level studies .....
9 to question a point of view .....
10 way of doing something .....

B Complete the sentences with the words in the box.

abstract	appendix	criteria	draft	format
prioritise	project	theme	reduce	text

1 Academic essays usually follow a strict ..... of introduction, body and conclusion.
2 Extra information in a book is usually found at the back in the .....
3 If you have a heavy workload, you need to ..... your tasks.
4 You look very tired, you should ..... the numbers of hours you spend studying.
5 One hard disk can store millions of pages of .....
6 The main ..... of the book was how difficult it is to forgive.
7 The primary school children were assigned a science ..... about electricity.
8 What are the ..... you are using to select candidates for the job?
9 You should always write a rough ..... after you have planned your essay.
10 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.

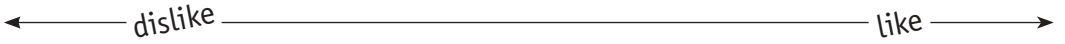
noun only	verb only	noun or verb
abstract		

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.

1 Talking about likes and dislikes

A Put the verbs in the box below in order on the line. Some words may have a very similar meaning so you can put them in the same place on the line.



be fond of	can't stand	~~dislike~~	don't like	don't mind	enjoy	~~like~~
love	hate	really like				

Language bite

Expressing likes and dislikes

Verbs expressing like and dislike e.g. *like, enjoy, hate, can't stand* are followed by either a noun –

I can't stand ***housework****.*
I really like ***skiing****.*

or by the *-ing* form of a verb + noun –

I can't stand ***doing housework****.*
I really like ***going skiing****.*

When *would* is put before the verbs that express like and dislike e.g. *would like* and *would hate*, we are talking hypothetically about something we want or don't want to do and probably haven't done. *Would like* and *would hate* are followed by *to* + infinitive –

I would like *to travel abroad.*
I would hate *to go skiing on my own.*
Would is not used with *can't stand.*

B Look at the three example sentences below. Then use the free time activities in the box, or your own ideas to make ten sentences that are true for you.

I can't stand studying.
I love eating out.
I really hate surfing the Internet.

eating out	going out with my friends	going shopping
going to the cinema	listening to music	meeting my girlfriend/boyfriend/friends
playing tennis/football/chess, etc.	reading the newspaper	
reading novels	studying	surfing the Net	travelling abroad

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

C Organise what you want to say.

- Choose one topic from the list above.
- Think about why you like or dislike the topic and spend a few minutes thinking about what you are going to say. Make notes if you want, but don't write full sentences.
- Speak about the topic for at least thirty seconds.

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.