

THOMSON

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强 化 训 练

Pamela Humphreys (英) Richard Hallows (英) Martin Lisboa (英) Mark Unwin (英) 编著 咸珊珊 译

# 捷进雅思 中级教程

## IELTS Express Intermediate Workbook.

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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IELTS  
Express  
Intermediate  
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外语教学与研究出版社

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## 本书内容


本书旨在配合《捷进雅思中级教程》(学生用书和教师用书)的使用而编写。其单元设置与学生用书一样——共有8个单元且标题相同。另有3个普通培训类写作单元——两个Task 1的信函写作和一个Task 2的议论文写作。此外还有一个学术类写作单元——描述过程。

在每个单元的中间,即在阅读与口语训练部分之间和听力与写作训练部分之间,有一个一页篇幅的词汇训练部分。这部分是介绍并练习与当前单元主题相关的词汇的。每个单元的口语和写作部分设有Language bite栏目,提供该部分常用的语法或者表达法。

本书所附CD包含听力和口语部分的录音材料。

答案部分包括所有写作部分的模拟答案和听力部分的录音文本。

## 如何使用本书?

本书既可用于课堂教学,还适用于学生自学。在口语部分,有时会出现  的图标。这表示你可以和学习伙伴一起做这个练习。如果你是一个人自学,仍可以做这个练习,但是如果可能的话,应该用录音机把回答录下来,用以自我检测。

## 如何学习生词?

要想在雅思考试中取胜,词汇量是个关键。为了扩大词汇量,你需要系统地记忆生词。

在本书每个词汇训练部分的最后一个环节,即词汇复习环节,都会让你记下这个单元中你想要记住的10个生词。你可以按照以下几种方法操作:

- 找一个小笔记本记录词汇。每当你遇到一个需要记忆的生词时,就把它写到笔记本上。有些人喜欢按字母顺序排列笔记本中的词汇,即一个部分都是以A开头,下一部分都是以B开头的,依此类推。这样做的好处是,当你在笔记本上记录的时候,很容易知道你以前是否遇到过这个词。有些人也喜欢按照主题排列词汇,比如,将与犯罪和处罚相关的词记在一起。
- 把生词写在小卡片或者索引卡片上,并把它们都放到卡片盒中。

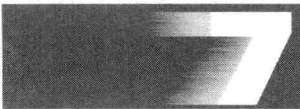




无论你采用哪种方式,一定要写下生词的附加信息,比如译文、词性、发音以及重要的搭配。

你应该随身携带笔记本或者词汇卡片,有时间的时候就复习一下——不论是在公共汽车上、火车上或是其他任何地方!你可以一个人或者和朋友一起复习——抽出一个词条,进行自测或考考你的伙伴。

最后,大量的课外阅读是扩大词汇量的最好方法。阅读材料很容易在互联网上找到,你也可以看一些分级读物,还可向老师征求一些阅读建议。



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

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

# Studying Overseas

## 1 Introduction

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

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

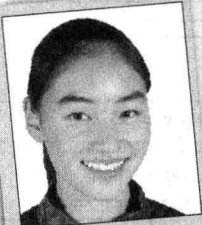
## 2 Predicting content

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

B Now read the rest of the article quickly (not more than four minutes). Check if 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.



**Yoshiko**  
from Nagano, Japan

### Expect some changes in approach

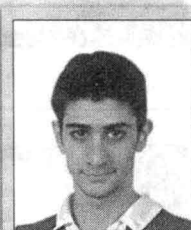
I found it difficult to settle into a new way of studying. I went to a university in Australia, and it was completely different from Japan. In tutorials, you are expected to be much more

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.

### 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.

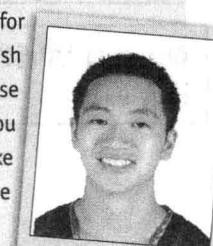
Another problem for me was reading. It was very hard at first to read long texts in English. Before I came here, the longest text I'd read was only a page, but we were asked to read articles up to fifteen pages long! I was lucky – I took a course which helped prepare me for studying at English-speaking 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 ... **B**
- 3 was afraid of making errors in speech ... **C**
- 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 on the next page. What do you think a *handy hint* is?
- a a small dictionary that fits in your hand
  - a useful tip or piece of advice
  - a custom specific to a particular culture



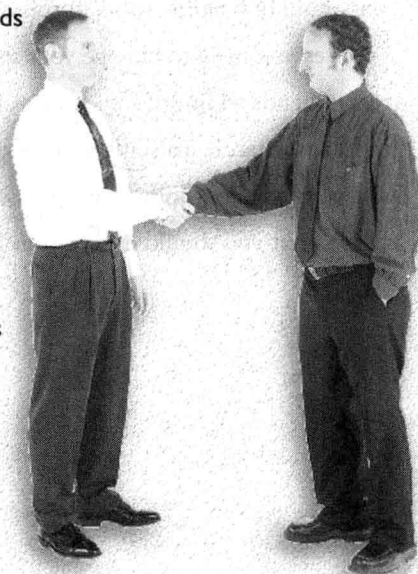
B Read the article quickly and see if you are right.

## 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 mainly done between men (and often only the first time you are introduced) but this is becoming less common these days. 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 below. For each question, skim the passage. In which paragraph (A–C) will you find the answer to each question?

- |                  |         |         |
|------------------|---------|---------|
| 1 <u>A</u> ..... | 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

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

T  
.....  
F  
.....  
T  
.....  
NG  
.....  
NG  
.....  
T  
.....  
F  
.....

## 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 <u>what</u> ..... | 12 ..... |
| 10 .....            | 13 ..... |
| 11 .....            |          |

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

- |                  |          |
|------------------|----------|
| 9 <u>A</u> ..... | 12 ..... |
| 10 .....         | 13 ..... |
| 11 .....         |          |

### Task practice

#### Questions 9–13

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

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

## 1 Word building

A Complete the table below.

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

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

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

## 2 Vocabulary in context

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

approach argument assignment bibliography challenge degree lecture style support text topic tutorial

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

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

B Complete the sentences with the words in the box.

abstract appendix criteria draft format prioritise project theme reduce text

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

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

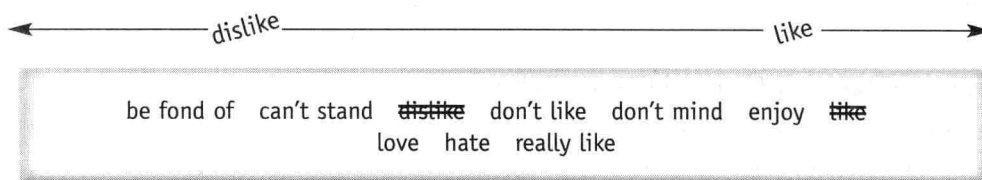
noun only	verb only	noun or verb
<i>abstract</i>	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

## 3 Vocabulary revision

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

## 1 Expressing 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.



## 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 CDs   meeting my girlfriend/boyfriend/friends   playing tennis/football/chess, etc.  
reading the newspaper   reading novels   studying   surfing the Net   travelling abroad

- |         |          |
|---------|----------|
| 1 ..... | 6 .....  |
| 2 ..... | 7 .....  |
| 3 ..... | 8 .....  |
| 4 ..... | 9 .....  |
| 5 ..... | 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 1.1** 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 1.1** 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/** .....

**B 1.2** 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.

### express tip

口试过程中不要让考官感觉你是在死记硬背，因为考官会忽略那些显然是硬被记住的东西。



## 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 1.3** Listen to five people talking about their plans for the future.

What does each person plan to do?

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

 **B 1.3** 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**


考官会对你的词汇水平作出评价，所以在回答中使用多种不同的说法很重要。

## 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


 **1.4** 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.

# 2

## LISTENING

# Shopping and the Internet


### 1 Introduction

 A 2.1 How do you say these units of currency? Listen and check.


1 \$    2 €    3 £    4 ¢    5 p

B Complete these rules.

- 1 We say 'twenty dollars' but we write .....
- 2 The currency sign is written **before/after** the number for dollars, euros and pounds.
- 3 However, we write the sign for cents or pence **before/after** the number. For example, 'fifty cents' is written ..... and 'seventy-five pence' is written .....

 C 2.2 How do we say these amounts? Listen and check your answers. Then listen again and repeat after the recording.

- 1 \$65
- 2 £850
- 3 €1,400
- 4 \$10,000
- 5 £1,000,000
- 6 \$6.50
- 7 £10.99
- 8 90¢
- 9 25p
- 10 €15

 D 2.3 Listen to people talking about money.  
Write down the final amount mentioned in each conversation.


- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....



## 2 Predicting what you will hear

**A** Look at this example of a notes completion task found in the IELTS exam. Try to predict the kind of information that could go in each answer. Which ones are probably numbers? For example, number 4 looks like it is a price in pounds.


gadget name: 1 ..... Scooter  
 purpose: to help you move faster in water  
 places used: underwater at the 2 ..... or  
 in the sea  
 top speed: 3 ..... kph  
 price: 4 £ .....  
 available from: specialist shops or 5 .....

 **B 2.4** Listen and complete the notes above with one or two words or a number for each answer.

**C** A man is interested in getting an Internet connection for his computer, and is considering two kinds of connection. Look at the table describing the two types of connection for one minute and make predictions about the kind of information you will put in each answer. For example, number 4 looks like a quantity in megabytes.

### QuickNet Internet Services

Service Plan Comparison					
	Price per month	Suitable for	Usage allowance	Installation cost	Modem type
heavy surfer	1 \$.....	downloading 2 ..... movies and online games	500MB	\$200	3 .....
light surfer	\$25	Using email and surfing the Web	4 ..... MB	free	5 .....

 **D 2.5** Now listen and complete the table above with one or two words or a number for each answer.



### 3 Notes completion

#### Before the task

Look at the notes below and predict what kind of answer is required for each question. Which of them are probably numbers? Which one might be a name?



#### 2.6 Task practice

##### Questions 1–5

Listen to two men reading a catalogue and complete the notes below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

gadget name: 1 ..... breather  
 used by: 2 .....  
 advantages: small and 3 .....  
 size: 20cm - similar to a 4 .....  
 air provided: two minutes or 5 ..... breaths

### 4 Form completion

#### Before the task

A man has decided to purchase an Internet connection. Look at the application form below. Predict the type of answers that will go in each question.



#### 2.7 Task practice

Listen to a man buying an Internet connection and complete the form below.

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

#### AUSTRANET INTERNET CONNECTION APPLICATION FORM

First name: John Surname: Mr 1 .....  
 Address: 2 ..... Winchester Road, Sherwood, QLD 3 .....  
 Phone number(s): 03 924 3116 During working hours: 4 .....  
 Date for connection: 5 .....  
 Package type/name: Weekend Special Free gift: 6 .....  
 Method of payment: by 7 .....  
 How did you hear about Austranet? From 8 .....