

# Cambridge English

# Complete IELTS

**Bands 6.5–7.5**

**Student's Book** *without Answers*

**Guy Brook-Hart and Vanessa Jakeman**

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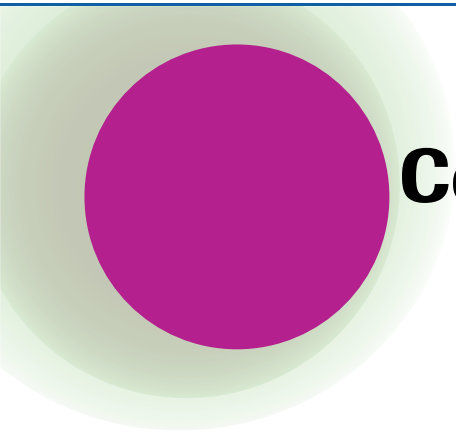
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Map of the units

Unit title	Reading	Listening	Speaking
<b>1 Getting higher qualifications</b>	Reading Section 1: <i>The MIT factor: celebrating 150 years of maverick genius</i> <ul style="list-style-type: none"><li>• True / False / Not Given</li><li>• Note completion</li><li>• Short-answer questions</li></ul>	Listening Section 1: A graduate recruitment fair <ul style="list-style-type: none"><li>• Form completion</li></ul>	Speaking Part 1 <ul style="list-style-type: none"><li>• Answering questions about yourself</li><li>• Using advanced vocabulary</li><li>• Using <i>used to</i> and <i>would</i> to talk about the past</li></ul>
<b>2 Colour my world</b>	Reading Section 2: <i>Learning color words</i> <ul style="list-style-type: none"><li>• Matching headings</li><li>• Summary completion</li><li>• Pick from a list</li></ul>	Listening Section 2: A colour exhibition <ul style="list-style-type: none"><li>• Table completion</li><li>• Pick from a list</li></ul>	Speaking Part 2 <ul style="list-style-type: none"><li>• Beginning and ending the talk</li><li>• Introducing points within the talk</li><li>• Maintaining fluency and coherence</li></ul>
Vocabulary and grammar review Units 1 and 2			
<b>3 A healthy life</b>	Reading Section 3: <i>Examining the placebo effect</i> <ul style="list-style-type: none"><li>• Yes / No / Not Given</li><li>• Summary completion with a box</li><li>• Multiple choice</li></ul>	Listening Section 3: Interview with a physiotherapist <ul style="list-style-type: none"><li>• Matching</li><li>• Flow-chart completion</li></ul>	Speaking Part 2 <ul style="list-style-type: none"><li>• Addressing the task and making useful notes</li><li>• Talking about ambitions and aspirations</li></ul>
<b>4 Art and the artist</b>	Reading Section 1: <i>The history of the poster</i> <ul style="list-style-type: none"><li>• Table completion</li><li>• Flow-chart completion</li><li>• True / False / Not Given</li></ul>	Listening Section 4: A lecture on Aboriginal art <ul style="list-style-type: none"><li>• Note completion</li></ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"><li>• Using advanced vocabulary</li><li>• Addressing abstract topics</li><li>• Generalising and distancing</li></ul>
Vocabulary and grammar review Units 3 and 4			
<b>5 Stepping back in time</b>	Reading Section 2: <i>Last man standing</i> <ul style="list-style-type: none"><li>• Matching information</li><li>• Sentence completion</li><li>• Matching features</li></ul>	Listening Section 3: A talk by a palaeontologist <ul style="list-style-type: none"><li>• Multiple choice</li><li>• Labelling a diagram</li></ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"><li>• Fluency strategies: speaking for the full two minutes</li><li>• Speculating and hypothesising</li><li>• Giving reasons and examples</li></ul>
<b>6 IT society</b>	Reading Section 3: <i>The new way to be a fifth-grader</i> <ul style="list-style-type: none"><li>• Multiple choice</li><li>• Yes / No / Not Given</li><li>• Matching sentence endings</li></ul>	Listening Section 4: A lecture about animation technology in the film industry <ul style="list-style-type: none"><li>• Note completion</li></ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"><li>• Paraphrasing unknown or forgotten vocabulary</li><li>• Discussing advantages and disadvantages</li></ul>
Vocabulary and grammar review Units 5 and 6			
<b>7 Our relationship with nature</b>	Reading Section 2: <i>Gold dusters</i> <ul style="list-style-type: none"><li>• Matching headings</li><li>• Sentence completion</li><li>• Pick from a list</li></ul>	Listening Section 3: Student discussion about a photography assignment <ul style="list-style-type: none"><li>• Labelling a plan</li><li>• Sentence completion</li><li>• Short-answer questions</li></ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"><li>• Structuring the talk</li><li>• Using advanced vocabulary</li><li>• Speculating and talking about the future</li></ul>
<b>8 Across the universe</b>	Reading Section 3: <i>The Earth and Space Foundation</i> <ul style="list-style-type: none"><li>• Yes / No / Not Given</li><li>• Multiple choice</li><li>• Summary completion with a box</li></ul>	Listening Section 4: A lecture on space observation <ul style="list-style-type: none"><li>• Note completion</li></ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"><li>• Understanding the question and giving an appropriate answer</li><li>• Using a range of language functions</li></ul>
Vocabulary and grammar review Units 7 and 8			

Writing	Vocabulary	Pronunciation	Key grammar
Writing Task 1 <ul style="list-style-type: none"><li>Writing an introduction to the task</li><li>Selecting and summarising main features</li><li>Grouping information in paragraphs</li><li>Advanced use of superlatives</li></ul>	Dependent prepositions	Sentence stress 1 <ul style="list-style-type: none"><li>Stressing important words, including pronouns and contractions</li></ul>	Past simple, present perfect simple and past perfect simple
Writing Task 2 <ul style="list-style-type: none"><li>Analysing the task and brainstorming ideas</li><li>Planning an answer</li><li>Using attitude adverbials</li></ul>	Phrasal verbs	Intonation 1 <ul style="list-style-type: none"><li>Using intonation to show how you feel</li></ul>	Nouns and articles
Writing Task 1 <ul style="list-style-type: none"><li>Summarising key features in more than one chart</li><li>Paragraphing and the overview</li><li>Using your own words</li><li>Expressing amount, extent or category</li></ul>	Verb + noun collocations	Linking and pausing	Expressing large and small differences
Writing Task 2 <ul style="list-style-type: none"><li>Brainstorming main ideas</li><li>Maintaining a clear position</li><li>Using reasons and examples for support</li><li>Introducing arguments</li></ul>	Collocations and phrases with <i>make, take, do</i> and <i>have</i>	Speech rate and chunking <ul style="list-style-type: none"><li>Pausing between word groups</li></ul>	Expressing purpose, cause and effect
Writing Task 1 <ul style="list-style-type: none"><li>Summarising a diagram</li><li>Analysing the task and organising the answer</li><li>Linking information, signalling and comparing stages</li><li>Using participle clauses to express consequences</li></ul>	Word formation – negative affixes	Sentence stress 2 <ul style="list-style-type: none"><li>Highlighting important aspects of an answer, e.g. a reference, contrast, etc.</li></ul>	Speaking hypothetically
Writing Task 2 <ul style="list-style-type: none"><li>Describing advantages and disadvantages</li><li>Structuring an answer and linking paragraphs</li><li>Presenting a balanced view: discourse markers</li></ul>	Adjective + noun collocations	Intonation 2 <ul style="list-style-type: none"><li>Showing you are engaged in discussion</li><li>Helping the conversation flow</li></ul>	Referencing
Writing Task 1 <ul style="list-style-type: none"><li>Categorising data</li><li>Organising information</li><li>Proofing your work: punctuation</li></ul>	Idiomatic expressions	Word stress	Speculating and talking about the future
Writing Task 2 <ul style="list-style-type: none"><li>Linking ideas and views across paragraphs</li><li>Writing a conclusion</li><li>Using advanced vocabulary</li></ul>	Verbs and dependent prepositions	Rhythm and chunking <ul style="list-style-type: none"><li>Achieving natural-sounding rhythm</li></ul>	Emphasising


# Introduction

## Who this book is for

*Complete IELTS Bands 6.5–7.5* is a short preparation course of 50–60 classroom hours for students who wish to take the Academic module of the International English Language Testing System (IELTS). It teaches you the reading, writing, listening and speaking skills that you need for the exam. It covers all the exam question types, as well as key grammar and vocabulary which, from research into the Cambridge Learner Corpus, are known to be useful to candidates needing to achieve a high band score in the test. If you are not planning to take the exam in the near future, the book teaches you the skills and language you need to reach an advanced level of English (Common European Framework (CEF) level C1).



## What the book contains

In the **Student's Book** there are:

- **eight units for classroom study**, each containing:
  - one section on each of the four papers in the IELTS test, with relevant language input and skills practice.
  - a range of enjoyable and stimulating speaking activities, designed to enhance your fluency and your ability to speak at length and express complex ideas.
  - a coherent approach to IELTS Writing tasks.
  - key grammar exercises relevant to the exam, including exercises based on the Cambridge Learner Corpus  that highlight common problem areas for advanced students.
  - vocabulary exercises that aim to raise your knowledge of advanced vocabulary items and help demonstrate your ability to use these in Writing and Speaking tasks.
  - a unit review which revises the vocabulary and grammar that you have studied in each unit.
- **Speaking and Writing reference sections** which explain the tasks you will have to do in the Speaking and Writing papers. They give you examples, together with additional exercises and advice on how best to approach these two IELTS papers.
- a **Language reference section** which clearly explains all the areas of grammar and vocabulary covered in the book and which will help you prepare for the IELTS test.

- a complete **IELTS practice test**
- eight photocopiable **word lists** (one for each unit) containing topic-based vocabulary found in the units, accompanied by a definition supplied by a corpus-informed Cambridge dictionary, e.g. the *CALD*.
- complete **recording scripts** for all the listening material
- a **CD-ROM** which provides you with many interactive exercises, including further listening practice exclusive to the CD-ROM. All these extra exercises are linked to the topics in the Student's Book.

Also available are:

- two **audio CDs** containing listening material for the eight units of the Student's Book plus the Listening Test in the IELTS practice test. The listening material is indicated by different coloured icons in the Student's Book as follows:  CD1,  CD2.
- a **Teacher's Book** containing:
  - **step-by-step guidance** for handling all the activities in the Student's Book.
  - a large number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**.
  - information and advice on the test and task types for teachers to pass on to students.
  - **extra photocopiable materials** for each unit of the Student's Book, to practise and extend language.
  - **complete answer keys**, including sample answers to writing tasks.
  - four **photocopiable progress tests**, one for every two units of the book.
  - eight **photocopiable word lists** (one for each unit) taken from the International Corpus which extend the vocabulary taught in the units. Each item in the word list is accompanied by a definition supplied by a corpus-informed Cambridge dictionary, e.g. the *CALD*.
- a **Workbook** containing:
  - **eight units for homework and self-study**. Each unit contains **full exam practice** in one part of the IELTS Reading and Listening papers.
  - **further practice** in analysing the tasks from the Writing paper and writing answers.
  - further practice in the **grammar and vocabulary** taught in the Student's Book.
  - an **audio CD** containing all the listening material for the Workbook.

# IELTS Academic Module: content and overview

part/timing	content	test focus
<b>LISTENING</b> approximately 30 minutes	<ul style="list-style-type: none"><li>• <b>four sections</b></li><li>• <b>40 questions</b></li><li>• <b>a range of question types</b></li></ul> <ul style="list-style-type: none"><li>• <b>Section 1:</b> a conversation on a social topic, e.g. someone making a booking</li><li>• <b>Section 2:</b> a monologue about a social topic, e.g. a radio report</li><li>• <b>Section 3:</b> a conversation on a study-based topic, e.g. a discussion between students</li><li>• <b>Section 4:</b> a monologue on a study-based topic, e.g. a lecture</li></ul> <p>Students have ten minutes at the end of the test to transfer their answers onto an answer sheet. The recording is heard ONCE.</p>	<ul style="list-style-type: none"><li>• Candidates are expected to listen for specific information, main ideas and opinions.</li><li>• There is a range of task types which include completion, matching, labelling and multiple choice.</li><li>• Each question scores 1 mark; candidates receive a band score from 1 to 9.</li></ul>
<b>READING</b> 1 hour	<ul style="list-style-type: none"><li>• <b>three sections</b></li><li>• <b>40 questions</b></li><li>• <b>a range of question types</b></li></ul> <ul style="list-style-type: none"><li>• <b>Section 1:</b> a passage with 13 questions</li><li>• <b>Section 2:</b> a passage usually divided into paragraphs with 13 questions</li><li>• <b>Section 3:</b> a passage with 14 questions</li></ul> <p>At least one passage contains arguments and/or views. This is usually Section 3. Candidates are advised to spend no more than 20 minutes on each section.</p>	<ul style="list-style-type: none"><li>• Candidates are expected to read for / understand specific information, main ideas, gist and opinions.</li><li>• Each section contains more than one task type. They include completion, matching, paragraph headings, True / False / Not Given and multiple choice.</li><li>• Each question scores 1 mark; candidates receive a band score from 1 to 9.</li></ul>
<b>WRITING</b> 1 hour	<ul style="list-style-type: none"><li>• <b>two compulsory tasks</b></li></ul> <ul style="list-style-type: none"><li>• <b>Task 1:</b> a 150-word summary of information presented in graphic or diagrammatic form</li><li>• <b>Task 2:</b> a 250-word essay presenting an argument on a given topic</li></ul> <p>Candidates are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2, which is worth twice as many marks as Task 1.</p>	<ul style="list-style-type: none"><li>• Candidates are expected to write a factual summary and a discursive essay.</li><li>• Candidates are assessed on a nine-band scale for content, coherence, vocabulary and grammar.</li></ul>
<b>SPEAKING</b> 11–14 minutes	<ul style="list-style-type: none"><li>• <b>three parts</b></li><li>• <b>one examiner + one candidate</b></li></ul> <ul style="list-style-type: none"><li>• <b>Part 1:</b> The examiner asks a number of questions about familiar topics such as the candidate’s studies/work, hobbies, interests, etc. <i>4–5 minutes</i></li><li>• <b>Part 2:</b> After a minute’s preparation, the candidate speaks for two minutes on a familiar topic provided by the examiner. <i>3–4 minutes</i></li><li>• <b>Part 3:</b> The examiner and the candidate discuss some general questions based on the theme of the Part 2 topic. <i>4–5 minutes</i></li></ul>	<ul style="list-style-type: none"><li>• Candidates are expected to be able to respond to questions on familiar and unfamiliar topics and to speak at length.</li><li>• Candidates are assessed on a nine-band scale for fluency, vocabulary, grammar and pronunciation.</li></ul>
All candidates who take the test receive an Overall Band Score between 1 and 9 that is an average of the four scores for each part of the test. For information on courses, required band scores and interpreting band scores, see <a href="http://www.ielts.org">www.ielts.org</a> .		