

Cambridge English

Complete IELTS

Bands 5–6.5

Student's Book *with Answers*

Guy Brook-Hart and Vanessa Jakeman



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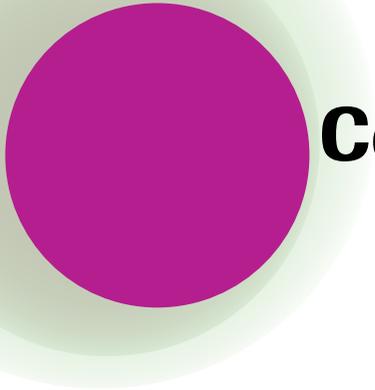
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Contents

| | |
|---|-----|
| Map of the units | 4 |
| Introduction | 6 |
| IELTS Academic Module: content and overview | 7 |
| 1 Starting somewhere new | 8 |
| 2 It's good for you! | 17 |
| Vocabulary and grammar review Units 1 and 2 | 26 |
| 3 Getting the message across | 28 |
| 4 New media | 37 |
| Vocabulary and grammar review Units 3 and 4 | 46 |
| 5 The world in our hands | 48 |
| 6 Making money, spending money | 57 |
| Vocabulary and grammar review Units 5 and 6 | 66 |
| 7 Relationships | 68 |
| 8 Fashion and design | 77 |
| Vocabulary and grammar review Units 7 and 8 | 86 |
| Speaking reference | 88 |
| Writing reference | 92 |
| Language reference | 100 |
| Word list | 108 |
| IELTS practice test | 116 |
| Recording script | 133 |
| Answer key | 149 |
| Acknowledgements | 167 |

| Unit title | Reading | Listening | Speaking |
|--|---|--|--|
| 1 Starting somewhere new | Reading Section 1: <i>Australian culture and culture shock</i> <ul style="list-style-type: none"> • True / False / Not Given • Table completion | Listening Section 1: Joining an international social club <ul style="list-style-type: none"> • Form completion • Multiple choice | Speaking Part 1 <ul style="list-style-type: none"> • Answering questions about yourself • Giving reasons and extra details |
| 2 It's good for you! | Reading Section 2: <i>Organic food: why?</i> <ul style="list-style-type: none"> • Matching headings • Pick from a list | Listening Section 2: A welcome talk <ul style="list-style-type: none"> • Multiple choice • Labelling a map or plan | Speaking Part 2 <ul style="list-style-type: none"> • Giving a talk • Introducing the points • Beginning and ending the talk |
| <i>Vocabulary and grammar review Units 1 and 2</i> | | | |
| 3 Getting the message across | Reading Section 3: <i>Why don't babies talk like adults?</i> <ul style="list-style-type: none"> • Yes / No / Not Given • Summary completion with a box • Multiple choice | Listening Section 3: A student tutorial <ul style="list-style-type: none"> • Pick from a list • Matching • Short-answer questions | Speaking Part 2 <ul style="list-style-type: none"> • Using discourse markers |
| 4 New media | Reading Section 1: <i>The World Wide Web from its origins</i> <ul style="list-style-type: none"> • True / False / Not Given • Note completion • Short-answer questions | Listening Section 4: A lecture on journalism <ul style="list-style-type: none"> • Sentence completion • Flow-chart completion | Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Using relevant vocabulary • Giving a full answer • Giving reasons and examples |
| <i>Vocabulary and grammar review Units 3 and 4</i> | | | |
| 5 The world in our hands | Reading Section 2: <i>Out of Africa: solar energy from the Sahara</i> <ul style="list-style-type: none"> • Matching information • Matching features • Summary completion | Listening Section 1: Booking an eco-holiday <ul style="list-style-type: none"> • Note completion • Table completion | Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Preparing notes • Using adjectives • Talking in general about a topic |
| 6 Making money, spending money | Reading Section 1: <i>The way the brain buys</i> <ul style="list-style-type: none"> • Labelling a diagram • True / False / Not Given • Flow-chart completion | Listening Section 2: A talk about banks and credit cards <ul style="list-style-type: none"> • Matching • Labelling a diagram | Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Using reasons and examples • Strategies for self-correction and expressing oneself more clearly |
| <i>Vocabulary and grammar review Units 5 and 6</i> | | | |
| 7 Relationships | Reading Section 2: <i>The truth about lying</i> <ul style="list-style-type: none"> • Matching headings • Matching features • Sentence completion | Listening Section 3: A student discussion about a project <ul style="list-style-type: none"> • Multiple choice • Flow-chart completion | Speaking Part 1 <ul style="list-style-type: none"> • Using openers • Paraphrasing |
| 8 Fashion and design | Reading Section 3: Passage about restoring a dress <ul style="list-style-type: none"> • Multiple choice • Yes / No / Not Given • Matching sentence endings | Listening Section 4: A lecture on Japanese stitching <ul style="list-style-type: none"> • Sentence completion | Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Making comparisons • Providing a list of points • Supporting a view with reasons • Structuring a Part 3 answer |
| <i>Vocabulary and grammar review Units 7 and 8</i> | | | |

| Writing | Vocabulary | Pronunciation | Key grammar |
|---|--|--|--|
| Writing Task 1 <ul style="list-style-type: none"> • Introduction to graphs and charts • Writing an introduction • Selecting important information • Planning an answer | <ul style="list-style-type: none"> • <i>Problem or trouble?</i> • <i>Affect or effect?</i> • <i>Percent or percentage?</i> | Sentence stress 1: stressing the words which answer the question | Making comparisons |
| Writing Task 2: A task with two questions <ul style="list-style-type: none"> • Analysing the task • Brainstorming ideas • Organising ideas into paragraphs | Word formation | Intonation 1: using intonation to indicate new information and to finish what you are saying | Countable and uncountable nouns |
| Writing Task 1 <ul style="list-style-type: none"> • Summarising trends in graphs and tables | <ul style="list-style-type: none"> • <i>Teach, learn or study?</i> • <i>Find out or know?</i> • Study-related vocabulary | Confused consonant sounds | <ul style="list-style-type: none"> • Tenses: past simple, present perfect simple and present perfect continuous • Prepositions in time phrases and phrases describing trends |
| Writing Task 2: To what extent do you agree or disagree? <ul style="list-style-type: none"> • Answering the question • Writing an introductory paragraph • Analysing paragraphs • Using linkers | <ul style="list-style-type: none"> • <i>Cause, factor and reason</i> • Internet-related vocabulary | Chunking: pausing between word groups | Articles |
| Writing Task 1 <ul style="list-style-type: none"> • Summarising a diagram • Analysing the task • Writing in paragraphs • Ordering information • Using sequencers | <ul style="list-style-type: none"> • <i>Nature, the environment or the countryside?</i> • <i>Tourist or tourism?</i> • Descriptive adjectives | Sentence stress 2: emphasis | The passive |
| Writing Task 2: Discussing advantages and disadvantages <ul style="list-style-type: none"> • Introducing and linking ideas in paragraphs • Constructing the middle paragraphs of an essay | <ul style="list-style-type: none"> • Verb + <i>to do</i> / verb + <i>doing</i> • Words connected with shops and shopping • Words connected with finance | Word stress | Relative pronouns and relative clauses |
| Writing Task 1 <ul style="list-style-type: none"> • Analysing similarities and differences in charts / graphs • Writing an introductory paragraph • Using reference devices | <ul style="list-style-type: none"> • <i>Age(s) / aged / age group</i> • Words related to feelings and attitudes | Sentence stress 3: emphasis and contrast | Zero, first and second conditionals |
| Writing Task 2: Discussing two opinions <ul style="list-style-type: none"> • Including your own opinion • Introducing other people's opinions • Concluding paragraphs | <i>Dress</i> (uncountable) / <i>dress(es)</i> (countable) / <i>clothes</i> / <i>cloth</i> | Linking and pausing | Time conjunctions: <i>until</i> / <i>before</i> / <i>when</i> / <i>after</i> |

Introduction

Who this book is for

Complete IELTS Bands 5–6.5 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 doing 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 upper-intermediate level of English (Common European Framework (CEF) level B2).

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 exam. The units provide language input and skills practice to help you to deal successfully with the tasks in each section.
 - a range of enjoyable and stimulating speaking activities designed to enable you to perform to the best of your ability in each part of the Speaking test and to increase your fluency and your ability to express yourself.
 - a step-by-step approach to doing IELTS Writing tasks.
 - key grammar activities and exercises relevant to the exam. When you are doing grammar exercises, you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which cause problems for students in the exam.
 - vocabulary related to IELTS topics. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which IELTS candidates confuse or use wrongly in the exam.
 - a unit review. These contain exercises which revise 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 in the IELTS exam.
- 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.
- complete **recording scripts** for all the listening material.
- complete **answer keys**.
- 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**.
 - 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.
- 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 |
|--|--|---|
| LISTENING approximately 30 minutes | <ul style="list-style-type: none"> • four sections • 40 questions • a range of question types <ul style="list-style-type: none"> • Section 1: a conversation on a social topic, e.g. someone making a booking • Section 2: a monologue about a social topic, e.g. a radio report • Section 3: a conversation on a study-based topic, e.g. a discussion between students • Section 4: a monologue on a study-based topic, e.g. a lecture <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"> • Candidates are expected to listen for specific information, main ideas and opinions. • There is a range of task types which include completion, matching, labelling and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9. |
| READING 1 hour | <ul style="list-style-type: none"> • three sections • 40 questions • a range of question types <ul style="list-style-type: none"> • Section 1: a passage with 13 questions • Section 2: a passage divided into paragraphs with 13 questions • Section 3: a passage with 14 questions <p>At least one passage contains arguments and/or views. This is usually Section 3.</p> | <ul style="list-style-type: none"> • Candidates are expected to read for / understand specific information, main ideas, gist and opinions. • Each section contains more than one task type. They include completion, matching, paragraph headings, True / False / Not Given and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9. |
| WRITING 1 hour | <ul style="list-style-type: none"> • two compulsory tasks <ul style="list-style-type: none"> • Task 1: a 150-word summary of information presented in graphic or diagrammatic form • Task 2: a 250-word essay presenting an argument on a given topic <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"> • Candidates are expected to write a factual summary and a discursive essay. • Candidates are assessed on a nine-band scale for content, coherence, vocabulary and grammar. |
| SPEAKING 11–14 minutes | <ul style="list-style-type: none"> • three parts • one examiner + one candidate <ul style="list-style-type: none"> • Part 1: 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> • Part 2: After a minute's preparation, the candidate speaks for two minutes on a familiar topic provided by the examiner. <i>3–4 minutes</i> • Part 3: The examiner and the candidate discuss some general questions based on the theme of the Part 2 topic. <i>4–5 minutes</i> | <ul style="list-style-type: none"> • Candidates are expected to be able to respond to questions on familiar and unfamiliar topics and to speak at length. • Candidates are assessed on a nine-band scale for fluency, vocabulary, grammar and pronunciation. |
| <p>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 www.ielts.org.</p> | | |