

# Cambridge English

# Complete IELTS

**Bands 4–5**

**Student's Book** *with Answers*

**Guy Brook-Hart and Vanessa Jakeman**



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Unit title	Reading	Listening	Speaking
<b>1 Great places to be</b>	Reading 1: <i>The world's friendliest city</i> • Table completion  Reading 2: <i>The happiest country in the world</i> • Note completion	Listening: Booking a holiday apartment • Form completion	Speaking Part 1 • Answering questions about yourself • Giving extra details • Expressing likes and dislikes
<b>2 People's lives</b>	Reading 1: <i>Freya Stark, explorer and writer</i> • Flow-chart completion • Short-answer questions  Reading 2: <i>Mau Piailug, ocean navigator</i> • True / False / Not Given	Listening: Finding a travelling companion • Predicting the answers • Listening for signals to the answers • Note completion	Speaking Part 1 • Correcting mistakes • Giving reasons, results or consequences with <i>because</i> and <i>so</i>
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3 Getting from A to B</b>	Reading 1: <i>The electric revolution</i> • Labelling a diagram  Reading 2: <i>Traffic jams – no end in sight</i> • Matching headings	Listening: A ship's information announcement • Labelling a diagram • Multiple choice • Listening for synonyms and paraphrased ideas in questions	Speaking Part 2 • Understanding the task • Structuring the talk • Introducing points • Ending the talk • Using discourse markers
<b>4 It was all new once</b>	Reading 1: <i>Air conditioning</i> • Multiple choice  Reading 2: <i>Rubik's Cube</i> • Summary completion	Listening: At an exhibition • Sentence completion • Pick from a list	Speaking Part 2 • Writing notes • Giving reasons, examples and consequences with <i>because</i> , <i>so</i> , <i>for example</i> , <i>for instance</i> • Talking for the full two minutes
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5 Animal world</b>	Reading 1: <i>The life of the European bee-eater</i> • Sentence completion  Reading 2: <i>Humpback whale breaks migration record</i> • Pick from a list	Listening: Information about a zoo • Table completion • Labelling a map or plan	Speaking Parts 1 and 2 • Paraphrasing • Expressing feelings • Coping strategies
<b>6 Being human</b>	Reading 1: <i>Making a change</i> • Yes / No / Not Given  Reading 2: <i>Reducing errors in memory</i> • Summary completion with a box	Listening: Successful people • Matching • Pick from a list	Speaking Part 3 • The difference between Part 1 and Part 3 • Generalising • Giving a full answer
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7 Literacy skills</b>	Reading: <i>Speed reading</i> • Matching information • Table completion	Listening: Applying for an online course • Form completion • Multiple choice	Speaking Parts 2 and 3 • Orientating yourself to the Part 2 topic • Introducing your opinions in Part 3 and giving reasons
<b>8 Tourist attractions</b>	Reading: <i>Here today, gone tomorrow</i> • Summary completion • Matching features	Listening: Welcoming visitors to a science museum • Sentence completion • Table completion	Speaking Parts 1 and 2 • Using fact and opinion adjectives • Keeping going / maintaining fluency
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9 Every drop counts</b>	Reading: <i>The burden of thirst</i> • Matching headings • Sentence completion • Pick from a list	Listening: Preparation for a talk on desalination • Matching • Flow-chart completion	Speaking Parts 2 and 3 • Choosing the best subject for Part 2 • Structuring the talk – useful phrases • Analysing the Part 3 questions • Giving a relevant, full answer
<b>10 Building design</b>	Reading: <i>The Pompidou Centre</i> • Multiple choice • Matching sentence endings • Yes / No / Not Given	Listening: A talk on a traditional Samoan house design • Note completion	Speaking Parts 2 and 3 • Part 2 practice • Answering a question on your talk • Discussing similarities and differences in Part 3 • Using linkers to make a contrast: <i>although</i> , <i>even though</i> , <i>while</i> , <i>whereas</i>
<i>Vocabulary and grammar review Units 9 and 10</i>			

Writing	Vocabulary and Spelling	Pronunciation	Key grammar
Writing Task 1 <ul style="list-style-type: none"> <li>Describing pie charts and bar charts</li> <li>Selecting key features</li> <li>Using accurate data</li> </ul>	<ul style="list-style-type: none"> <li>Collocations and prepositional phrases</li> <li><i>percent v. percentage</i></li> <li>Spelling: Making nouns plural</li> </ul>	Sentence stress 1 <ul style="list-style-type: none"> <li>Stressing the words which answer the question or give new information</li> </ul>	Present simple and present continuous
Writing Task 2 <ul style="list-style-type: none"> <li>Discussing advantages and disadvantages</li> <li>Analysing the task</li> <li>Planning an answer</li> <li>Writing an introduction</li> <li>Opening paragraphs</li> <li>Using linkers: <i>also, and, but</i> and <i>however</i></li> </ul>	<ul style="list-style-type: none"> <li>Working out the meanings of words</li> <li>Spelling: Changes when adding <i>-ed</i></li> </ul>	Verbs + <i>-ed</i>	Past simple
Writing Task 1 <ul style="list-style-type: none"> <li>Describing tables and charts</li> <li>Comparing data and selecting key points</li> <li>Writing in paragraphs</li> <li>Writing an overview</li> </ul>	<ul style="list-style-type: none"> <li>Topic vocabulary: <i>renewable energy, zero emissions, vehicle, etc.; commuter, congestion, smog, etc.</i></li> <li><i>make</i> and <i>cause</i></li> <li>Spelling: Changes when adding <i>-er</i> and <i>-est</i> to adjectives</li> </ul>	Word stress 1 <ul style="list-style-type: none"> <li>Using a dictionary</li> </ul>	Making comparisons
Writing Task 2 <ul style="list-style-type: none"> <li>To what extent do you agree or disagree?</li> <li>Brainstorming ideas</li> <li>Avoiding irrelevance</li> <li>Organising your ideas</li> </ul>	<ul style="list-style-type: none"> <li>Topic vocabulary: <i>design, device, output, etc.; attempt, assemble, experiment, etc.</i></li> <li>What type of word is it? 1</li> <li>Spelling: Using and misusing double letters</li> </ul>	Chunking 1 <ul style="list-style-type: none"> <li>Using natural pauses to help the listener</li> </ul>	Present perfect
Writing Task 1 <ul style="list-style-type: none"> <li>Summarising two charts</li> <li>Comparing bar charts</li> <li>Grouping information</li> <li>Analysing the task and planning an answer</li> </ul>	<ul style="list-style-type: none"> <li>Topic vocabulary: <i>diet, prey, breed, etc.</i></li> <li>What type of word is it? 2</li> <li>Prepositions in time phrases</li> <li>Words that give directions</li> <li>Spelling: Small words often misspelled</li> </ul>	Sentence stress 2 <ul style="list-style-type: none"> <li>Stressing words which carry meaning or express feeling</li> </ul>	Countable and uncountable nouns
Writing Task 2 <ul style="list-style-type: none"> <li>Answering a single question</li> <li>Analysing the task and brainstorming ideas</li> <li>Planning an answer</li> </ul>	<ul style="list-style-type: none"> <li>Topic vocabulary: <i>conventional, novelty, donate, etc.</i></li> <li>Word building</li> <li>Expressing opinions and feelings</li> <li>Word formation and spelling changes</li> <li>Spelling: Suffixes</li> </ul>	Intonation 1 <ul style="list-style-type: none"> <li>Indicating that you have or haven't finished your answer</li> </ul>	Zero and first conditionals ( <i>if/unless</i> )
Writing Task 1 <ul style="list-style-type: none"> <li>Describing trends</li> <li>Using verb and noun phrases</li> <li>Using the correct tense</li> <li>Writing an overview</li> </ul>	<ul style="list-style-type: none"> <li><i>raise</i> or <i>rise</i>?</li> <li>Spelling: Forming adverbs from adjectives</li> </ul>	Word stress 2 <ul style="list-style-type: none"> <li>Stressing the correct syllable</li> </ul>	Prepositions to describe graphs
Writing Task 2 <ul style="list-style-type: none"> <li>Answering two questions</li> <li>Analysing the task</li> <li>Planning and writing about both parts</li> <li>Writing a conclusion</li> </ul>	<ul style="list-style-type: none"> <li><i>tourism</i> or <i>tourist</i>?</li> <li>Spelling: Introductory and linking phrases</li> </ul>	Chunking 2 <ul style="list-style-type: none"> <li>Improving overall fluency</li> </ul>	Relative pronouns: <i>who, which, that, where</i>
Writing Task 1 <ul style="list-style-type: none"> <li>Summarising a diagram</li> <li>Planning an answer</li> <li>Ordering the information and using time markers: <i>when, after, next, then</i></li> <li>Comparing two diagrams</li> <li>Beginning and ending an answer and writing an overview</li> </ul>	<ul style="list-style-type: none"> <li>Topic vocabulary: <i>filter, pressure, marine, etc.</i></li> <li><i>effect, benefit, advantage</i> and <i>disadvantage</i></li> <li>Spelling: Some common mistakes</li> </ul>	Intonation 2 <ul style="list-style-type: none"> <li>Showing that information is new or interesting</li> <li>Ending a point</li> </ul>	The passive
Writing Task 2 <ul style="list-style-type: none"> <li>Discussing opposing views and giving your opinion</li> <li>Analysing the task and brainstorming ideas</li> <li>Deciding on your own view</li> <li>Structuring an answer</li> <li>Proofreading an answer for spelling and punctuation mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Topic vocabulary: <i>traditional, features, construct, etc.</i></li> <li>Word choice</li> <li>Guessing the meaning of words</li> <li>Improving vocabulary use</li> <li>Spelling: Proofreading your essay for common spelling mistakes</li> </ul>	Sentence stress 3 <ul style="list-style-type: none"> <li>Showing a contrast</li> </ul>	Modal verbs



# Introduction

## Who this book is for

*Complete IELTS Bands 4–5* is a short 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 intermediate level of English (Common European Framework (CEF) level B1).



## What the book contains

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

- **ten units for classroom study**, each containing:
  - sections 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 test and to increase your fluency and your ability to express yourself.
  - a step-by-step approach to doing IELTS Writing tasks.
  - key grammar 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 and spelling exercises. When you see this symbol  by an exercise, the exercise focuses on words which IELTS candidates often confuse or use wrongly in the exam.
  - a unit review. These contain exercises which revise the grammar and vocabulary 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 covered in the book and which will help you in the IELTS exam.
- a complete **IELTS practice test**
- ten **photocopiable word lists** (one for each unit) containing vocabulary found in the units. Each vocabulary item in the word list is accompanied by a definition from the *Cambridge Learner's Dictionary (CLD)*.
- 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 ten 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
  - complete **recording scripts** for all the listening material
  - five **photocopiable progress tests**, one for every two units of the book
  - a topic-based **word list** of words/phrases and their definitions taken from each unit.
- a **Workbook** containing:
  - ten **units for homework and self-study**. Each unit contains **full exam practice** in one part of the IELTS Reading and Listening papers.
  - further practice of 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 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.</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>
<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 <a href="http://www.ielts.org">www.ielts.org</a>.</p>		