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

Writing	Vocabulary	Pronunciation	Key grammar
Writing Task 1 <ul style="list-style-type: none"> • Writing an introduction to the task • Selecting and summarising main features • Grouping information in paragraphs • Advanced use of superlatives 	Dependent prepositions	Sentence stress 1 <ul style="list-style-type: none"> • Stressing important words, including pronouns and contractions 	Past simple, present perfect simple and past perfect simple
Writing Task 2 <ul style="list-style-type: none"> • Analysing the task and brainstorming ideas • Planning an answer • Using attitude adverbials 	Phrasal verbs	Intonation 1 <ul style="list-style-type: none"> • Using intonation to show how you feel 	Nouns and articles
Writing Task 1 <ul style="list-style-type: none"> • Summarising key features in more than one chart • Paragraphing and the overview • Using your own words • Expressing amount, extent or category 	Verb + noun collocations	Linking and pausing	Expressing large and small differences
Writing Task 2 <ul style="list-style-type: none"> • Brainstorming main ideas • Maintaining a clear position • Using reasons and examples for support • Introducing arguments 	Collocations and phrases with <i>make, take, do</i> and <i>have</i>	Speech rate and chunking <ul style="list-style-type: none"> • Pausing between word groups 	Expressing purpose, cause and effect
Writing Task 1 <ul style="list-style-type: none"> • Summarising a diagram • Analysing the task and organising the answer • Linking information, signalling and comparing stages • Using participle clauses to express consequences 	Word formation – negative affixes	Sentence stress 2 <ul style="list-style-type: none"> • Highlighting important aspects of an answer, e.g. a reference, contrast, etc. 	Speaking hypothetically
Writing Task 2 <ul style="list-style-type: none"> • Describing advantages and disadvantages • Structuring an answer and linking paragraphs • Presenting a balanced view: discourse markers 	Adjective + noun collocations	Intonation 2 <ul style="list-style-type: none"> • Showing you are engaged in discussion • Helping the conversation flow 	Referencing
Writing Task 1 <ul style="list-style-type: none"> • Categorising data • Organising information • Proofing your work: punctuation 	Idiomatic expressions	Word stress	Speculating and talking about the future
Writing Task 2 <ul style="list-style-type: none"> • Linking ideas and views across paragraphs • Writing a conclusion • Using advanced vocabulary 	Verbs and dependent prepositions	Rhythm and chunking <ul style="list-style-type: none"> • Achieving natural-sounding rhythm 	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
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 usually 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. Candidates are advised to spend no more than 20 minutes on each section.</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.
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 .		

Unit 1 Getting higher qualifications

Starting off

- 1** Work in small groups. Explain what it means to have each of these personal qualities, using your own words. When you have finished, look at page 96 to check your answers.

a *You do things like read documents very carefully and focus on all the small points, checking their accuracy.*

- a an eye for detail
- b creativity
- c an enquiring mind
- d the ability to work in a team
- e vision
- f an outgoing personality
- g good communication skills
- h management skills

- 2** Which of the qualities in Exercise 1 do you think each of the photos illustrates? Some could illustrate more than one quality.

- 3** Work in pairs.

- What type of work do you do or want to do? Why?
- Which of the qualities in Exercise 1 do you need? Why?
- What other qualities would be useful? Why?



Listening Section 1

Exam information

- You hear a conversation between two people on a social topic.
- This is the easiest part of the Listening test. The other three parts are in increasing order of difficulty.
- In this section only, you are given an example at the beginning.

- 1** Work in pairs. You are going to hear a conversation between a university student and a company representative at a graduate fair. Before you listen, look at this advertisement, then discuss the questions below.

Are you a high achiever?

Do you want a job as soon as you graduate? The world's biggest companies in IT, marketing, finance, and telecoms want graduates!



Visit the fair and register with them now!

- What do you think happens at a graduate fair? Why do you think they are useful?
- Why do many jobs require you to have a university degree? When is vocational training more useful than a university degree?
- What might improve a graduate's chances of getting the job they want?

- 2** Look at Questions 1–10 and quickly check what type of information you need to fill each gap.

Questions 1–10

Complete the form below.

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

Graduate Fair Registration TGS Global

Graduate details

Area of work: Example: Marketing
 Name: Dominika **1**
 Nationality: **2**
 Email address: **3**@gmail.com
 University: London
 Type of course: **4** BA
 Date available: **5**

Personal information

Other activities: organised a **6** for charity
 Interests: **7** and
 Previous job(s): **8**
 Career plans: wants to be a **9**
 Heard about fair through: **10**

- 3** Now listen and answer Questions 1–10.

Exam advice Form completion

- Before you listen, think what type of information you need for each gap.
- Read ahead as you listen, because you only hear the recording once.
- Check your spelling and any standard abbreviations (e.g. *cm* for *centimetres*) that you use.
- If you need to write numbers, write them as figures, not words, as you are less likely to make mistakes.

- 4** Work in pairs. Imagine you are talking to another student who you have met at the coffee bar at a graduate fair. Introduce yourselves and tell each other about your:

- studies and qualifications / current job
- career plans and reasons for them
- free-time interests and related qualifications.


Vocabulary

Dependent prepositions

- 1 Complete these extracts from the Listening section by writing a preposition in each gap. Sometimes more than one answer is possible.
- 1 Obviously our interest is related the class of degree that you get.
 - 2 I haven't actually had any experience business yet.
 - 3 I want to concentrate getting my qualifications first.
 - 4 So when would you be available an interview?
 - 5 I'm quite good cooking.
 - 6 Have you done any other work in the past that would be relevant a marketing career?

- 2 Choose the correct preposition in *italics* in each of these sentences.

- 1 The money spent *on* / *in* research was more than expected.
- 2 Some bosses are not very sensitive *for* / *to* their employees' needs.
- 3 The company has a reputation *of* / *for* producing top-quality toys.
- 4 It is important to have confidence *in* / *at* your own abilities.
- 5 A lot of students participated *on* / *in* the job fair.
- 6 Working parents have little time to take care *of* / *for* their children.

- 3  IELTS candidates often make mistakes with prepositions after adjectives and verbs. Find and correct the mistakes in these sentences by changing or adding a preposition.

- 1 To be a leader, you have to compete ^Λ your colleagues. *with/against*
- 2 Youngsters today are better prepared with working life.
- 3 It is sometimes hard to get involved into your studies.
- 4 Universities should provide students the facilities they need.
- 5 Managers have to be responsible to the staff below them.
- 6 The government should pay more attention on the education of women.
- 7 In my job, I have to deal many different types of people.

Reading Section 1

Exam information

- This is the easiest of the three Reading sections.
- The passage tends to be descriptive and factual, while the passages in the other sections contain more argument and discussion.
- You should spend 20 minutes at most on this section so that you have enough time to complete the other two sections.

- 1 Work in pairs. You are going to read a passage about a prestigious university. Before you read, discuss these questions.

- 1 What are the most prestigious universities in your country?
- 2 In general, what makes a university prestigious?
- 3 Why do many students want to go to a prestigious university?

- 2 Scanning and skimming are skills that will save you time when you do the IELTS Reading paper.

- 1 Complete these definitions by writing *scanning* or *skimming* in each gap.
 - a involves running your eyes down the passage quickly in order to find a particular word or phrase. Often these words or phrases will stand out because they are proper nouns, e.g. names.
 - b means reading something quickly in order to understand the main points, without studying it in detail.
- 2 How will each skill save you time?

- 3 Skim the passage on pages 11–12. Which of these best describes the writer's purpose?

- a to review the courses at MIT
- b to explain why MIT has been so successful
- c to describe the history of MIT

- 4 Writers use referencing techniques to link their ideas and avoid repetition. Understanding referencing can help you do IELTS questions. Scan the passage to find these phrases, then underline the idea(s) that they refer back to.

- 1 This unusual community *MIT (as a whole)*
- 2 that single unifying ambition
- 3 the list of innovations
- 4 This down-to-earth quality
- 5 That symbiosis of intellect and craftsmanship
- 6 As such
- 7 You can see that

The MIT factor: celebrating 150 years of maverick genius

by Ed Pilkington

The Massachusetts Institute of Technology has led the world into the future for 150 years with scientific innovations.

The musician Yo-Yo Ma's cello may not be the obvious starting point for a journey into one of the world's great universities. But, as you quickly realise when you step inside the Massachusetts Institute of Technology, there's precious little going on that you would normally see on a university campus. The cello, resting in a corner of MIT's celebrated media laboratory – a hub of creativity – looks like any other electric classical instrument. But it is much more. Machover, the composer, teacher and inventor responsible for its creation, calls it a 'hyperinstrument', a sort of thinking machine that allows Ma and his cello to interact with one another and make music together. 'The aim is to build an instrument worthy of a great musician like Yo-Yo Ma that can understand what he is trying to do and respond to it,' Machover says. The cello has numerous sensors across its body and by measuring the pressure, speed and angle of the virtuoso's performance it can interpret his mood and engage with it, producing extraordinary new sounds. The virtuoso cellist frequently performs on the instrument as he tours around the world.

Machover's passion for pushing at the boundaries of the existing world to extend and unleash human potential is not a bad description of MIT as a whole. This unusual community brings highly gifted, highly motivated individuals together from a vast range of disciplines, united by a common desire: to leap into the dark and reach for the unknown.



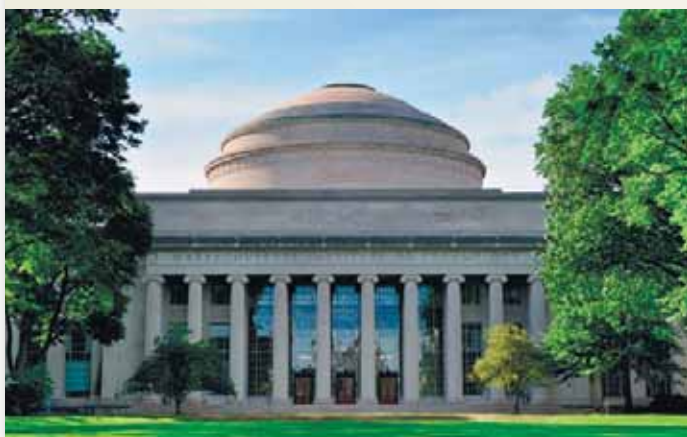
MIT students at a physics class take measurements in 1957

The result of that single unifying ambition is visible all around. For the past 150 years, MIT has been leading the world into the future. The discoveries of its teachers and students have become the common everyday objects that we now all take for granted. The telephone, electromagnets, radars, high-speed photography, office photocopiers, cancer treatments, pocket calculators, computers, the Internet, the decoding of the human genome, lasers, space travel ... the list of innovations that involved essential contributions from MIT and its faculty goes on and on.

From the moment MIT was founded by William Barton Rogers in 1861, it was clear what it was not. While Harvard stuck to the English model of a classical education, with its emphasis on Latin and Greek, MIT looked to the German system of learning based on research and hands-on experimentation. Knowledge was at a premium, but it had to be useful.

This down-to-earth quality is enshrined in the school motto, *Mens et manus* – Mind and hand – as well as its logo, which shows a gowned scholar standing beside an ironmonger bearing a hammer and anvil. That symbiosis of intellect and craftsmanship still suffuses the institute's classrooms, where students are not so much taught as engaged and inspired.

Take Christopher Merrill, 21, a third-year undergraduate in computer science. He is spending most of his time on a competition set in his robotics class. The contest is to see which student can most effectively program a robot to build a house out of blocks in under ten minutes. Merrill says he could have gone for the easiest route – designing a simple robot that would build the house quickly. But he wanted to



try to master an area of robotics that remains unconquered – adaptability, the ability of the robot to rethink its plans as the environment around it changes, as would a human. ‘I like to take on things that have never been done before rather than to work in an iterative way just making small steps forward,’ he explains.

Merrill is already planning the start-up he wants to set up when he graduates in a year’s time. He has an idea for an original version of a contact lens that would augment reality by allowing consumers to see additional visual information. He is fearful that he might be just too late in taking his concept to market, as he has heard that a Silicon Valley firm is already developing something similar. As such, he might become one of many MIT graduates who go on to form companies that fail. Alternatively, he might become one of those who go on to succeed in spectacular fashion. And there are many of them. A survey of living MIT alumni* found that they have formed 25,800 companies, employing more than three million people, including about a quarter of the workforce of Silicon Valley.

What MIT delights in is taking brilliant minds from around the world in vastly diverse disciplines and putting them together. You can see that in its sparkling new David Koch Institute for Integrative Cancer Research, which brings scientists, engineers and clinicians under one roof. Or in its Energy Initiative, which acts as a bridge for MIT’s combined work across all its five schools, channelling huge resources into the search for a solution to global warming. It works to improve the efficiency of existing energy sources, including nuclear power. It is also forging ahead with alternative energies from solar to wind and geothermal, and has recently developed the use of viruses to synthesise batteries that could prove crucial in the advancement of electric cars.

In the words of Tim Berners-Lee, the Briton who invented the World Wide Web, ‘It’s not just another university. Even though I spend my time with my head buried in the details of web technology, the nice thing is that when I do walk the corridors, I bump into people who are working in other fields with their students that are fascinating, and that keeps me intellectually alive.’

adapted from the Guardian

* people who have left a university or college after completing their studies there

5 Work in pairs.

- 1 Look at Question 1 in the task below and the underlined words. Scan the passage to find the same or similar words.
- 2 Underline words or phrases in Questions 2–5 that might also occur in the passage.
- 3 Scan the passage and underline the same or similar words to those in the question.

Questions 1–5

Do the following statements agree with the information in the reading passage?

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 The activities going on at the MIT campus are like those at any other university.
- 2 Harvard and MIT shared a similar approach to education when they were founded.
- 3 The school motto was suggested by a former MIT student.
- 4 MIT’s logo reflects the belief that intellect and craftsmanship go together.
- 5 Silicon Valley companies pay higher salaries to graduates from MIT.

6 Read Questions 1–5 carefully, then read around the words you have underlined in the passage and decide whether each question is True, False or Not Given.

Exam advice True / False / Not Given

- Underline words or phrases in the question that will help you quickly scan for the right place in the passage.
- Read each statement carefully and decide on the main idea. Compare this with what is stated in the passage.
- Write ‘TRUE’ if the ideas are the same. If the passage says the opposite of the information in the question, write ‘FALSE’; if the passage does not include the information expressed in the question, write ‘NOT GIVEN’.