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Cambridge English

# Complete IELTS

Bands 6.5–7.5



**Student's Book** *with Answers*  
Guy Brook-Hart and Vanessa Jakeman

**Student's Book Pack**  
(includes Student's Book  
with answers, CD-ROM and  
Class Audio CDs (2))



Official Cambridge preparation material for IELTS

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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> • True / False / Not Given • Note completion • Short-answer questions	Listening Section 1: A graduate recruitment fair • Form completion	Speaking Part 1 • Answering questions about yourself • Using advanced vocabulary • Using <i>used to</i> and <i>would</i> to talk about the past
<b>2 Colour my world</b>	Reading Section 2: <i>Learning color words</i> • Matching headings • Summary completion • Pick from a list	Listening Section 2: A colour exhibition • Table completion • Pick from a list	Speaking Part 2 • Beginning and ending the talk • Introducing points within the talk • Maintaining fluency and coherence
<b>Vocabulary and grammar review Units 1 and 2</b>			
<b>3 A healthy life</b>	Reading Section 3: <i>Examining the placebo effect</i> • Yes / No / Not Given • Summary completion with a box • Multiple choice	Listening Section 3: Interview with a physiotherapist • Matching • Flow-chart completion	Speaking Part 2 • Addressing the task and making useful notes • Talking about ambitions and aspirations
<b>4 Art and the artist</b>	Reading Section 1: <i>The history of the poster</i> • Table completion • Flow-chart completion • True / False / Not Given	Listening Section 4: A lecture on Aboriginal art • Note completion	Speaking Parts 2 and 3 • Using advanced vocabulary • Addressing abstract topics • Generalising and distancing
<b>Vocabulary and grammar review Units 3 and 4</b>			
<b>5 Stepping back in time</b>	Reading Section 2: <i>Last man standing</i> • Matching information • Sentence completion • Matching features	Listening Section 3: A talk by a palaeontologist • Multiple choice • Labelling a diagram	Speaking Parts 2 and 3 • Fluency strategies: speaking for the full two minutes • Speculating and hypothesising • Giving reasons and examples
<b>6 IT society</b>	Reading Section 3: <i>The new way to be a fifth-grader</i> • Multiple choice • Yes / No / Not Given • Matching sentence endings	Listening Section 4: A lecture about animation technology in the film industry • Note completion	Speaking Parts 2 and 3 • Paraphrasing unknown or forgotten vocabulary • Discussing advantages and disadvantages
<b>Vocabulary and grammar review Units 5 and 6</b>			
<b>7 Our relationship with nature</b>	Reading Section 2: <i>Gold dusters</i> • Matching headings • Sentence completion • Pick from a list	Listening Section 3: Student discussion about a photography assignment • Labelling a plan • Sentence completion • Short-answer questions	Speaking Parts 2 and 3 • Structuring the talk • Using advanced vocabulary • Speculating and talking about the future
<b>8 Across the universe</b>	Reading Section 3: <i>The Earth and Space Foundation</i> • Yes / No / Not Given • Multiple choice • Summary completion with a box	Listening Section 4: A lecture on space observation • Note completion	Speaking Parts 2 and 3 • Understanding the question and giving an appropriate answer • Using a range of language functions
<b>Vocabulary and grammar review Units 7 and 8</b>			



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 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
- **complete answer keys**, including sample answers to all Writing tasks.
- 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> .		



# Unit 1

## Getting higher qualifications

### Starting off

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

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

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** **1** 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 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'.



- 7 Read Questions 6–9 and quickly check what information you need for each gap. Then, using the title to find the right part of the passage, answer the questions.**

### Questions 6–9

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

**Christopher Merrill – student at MIT**

Degree subject: 6 .....  
Competition: to 7 ..... the automated construction of a house  
Special focus on: the 8 ..... of robots  
Future plans: to develop new type of 9 .....

### Exam advice Note completion

- Use the title to find the right place in the passage.
- Read the notes and decide what type of information you need for each gap.
- The information in the notes may be in a different order from the information in the passage.
- Be careful to copy words from the passage in exactly the same form.

### 8 Work in pairs.

- 1 Read Questions 10–13 and quickly check what information you need.
- 2 Underline words in the questions which will help you to find the right place in the passage.
- 3 Answer Questions 10–13.

### Questions 10–13

Answer the questions below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- 10 What proportion of workers at Silicon Valley are employed in companies set up by MIT graduates?
- 11 What problem does MIT's Energy Initiative aim to solve?
- 12 Which 'green' innovation might MIT's work with viruses help improve?
- 13 In which part of the university does Tim Berners-Lee enjoy stimulating conversations with other MIT staff?

### Exam advice Short-answer questions

- Underline words in each question which help to find the right place in the passage. The questions follow the order of information in the passage.
- Read that part carefully and underline the answer.
- Copy the answer exactly, without including any unnecessary words.

### 9 Check your answers. You can lose marks with:

- answers that are hard to spell.  
*Did you copy your answers for Questions 6, 8 and 9 correctly?*
- answers that consist of a phrase, rather than a word.  
*Did you write both words for Questions 6, 9, 11 and 12?*
- questions that can easily be misinterpreted.  
*Is your answer to Question 10 a proportion and not a number?*  
*Is your answer to Question 12 an innovation?*



### 10 Work in small groups.

- 1 What personal qualities do you think inventors require?
- 2 Which areas of technology do you think governments should spend money on at the moment? Why?
- 3 What sort of things do you think will be invented in the future?
- 4 If you could invent something, what would it be?







## Speaking Part 1

### Exam information

- In this part of the Speaking test, the examiner asks questions about your home town, work or studies and some other familiar topics.
- This part lasts between four and five minutes.

- 1 (2) – (5)** Listen to four students answering some Part 1 questions. As you listen, decide on the focus of each student's answer, then complete the examiner's question by writing one word in each gap. In some cases, more than one answer is possible.


Student	Examiner's question
	Why are you taking your current 1 <u>course</u> of study?
	Have you ever owned a 2 ..... ?
	When did you last make something by 3 ..... ?
	How much 4 ..... do you do now compared with the past?

- 2 (2) – (5)** In order to achieve a vocabulary score of Band 6 or more, you need to use some advanced vocabulary. Listen again and complete each of these extracts with a word/phrase.

- A couple of years ago, I decided that I wanted to work in the .....
- I'm looking forward to graduating and getting into .....
- We used to have a ..... black and white cat.
- She would make these ..... when we came home after school.
- He's two, he's a ..... now.
- My sister and her husband were .....
- Now I'm older, I'm ..... my health.
- I joined a gym last year and I've been making use of its .....

- 3** The speakers use *used to* and *would* to talk about past habits or states or to mean 'accustomed to'. Choose the correct verb form in *italics* in these extracts.

- I used to *have* / *having* a casual part-time job as a waiter when I was 16.
- She would *sit* / *sitting* on our laps at night ...
- We used to *think* / *thinking* she was a real person.
- They were used to *see* / *seeing* me as someone who couldn't play or make things ...
- I didn't use to *do* / *doing* very much exercise ...
- I just got used to *be* / *being* lazy!
- I think my fitness level's a bit better than it used to *be* / *being*!

 page 120 used to *and would*

- 4** Work alone. Complete these sentences so that they are true for you. Then compare your ideas with a partner.

- When I was a child, I used to ...
- When I started secondary school, I had to get used to ...
- After school, my classmates would ...
- I have never got used to ...
- Compared to the past, I am ..... than I used to be.
- By the time I went to secondary school, I was used to ...

 Pronunciation: *Sentence stress 1*

- 5** Work in pairs. Ask and answer these Part 1 questions using:

- some advanced vocabulary
- the different forms of *used to* and *would*
- sentence stress to express yourself clearly.

### Your school days

- At what time did you used to get up to go to school?
- How did you feel about getting up early as a child?
- Which teacher did you like best at school? Why?
- What did you particularly dislike about your school days?
- What did you look forward to most at school?
- What skills did you learn at school that might be useful in your work?



### Exam advice Speaking Part 1

- You can expect to be asked questions on a range of familiar topics. Prepare yourself for this by thinking of a range of higher-level vocabulary you can use with these topics (see Speaking reference, page 97).
- Aim to answer questions using two to three sentences, giving reasons and extra details.
- Use stress to emphasise important information.

## Pronunciation

### Sentence stress 1

Speakers often stress nouns, adjectives and verbs when they answer questions. However, other words (pronouns, contractions, etc.) can be stressed, if they are important to your message.

#### 1 6 Read and listen to these Part 1 extracts.

- Underline the words in the sentences that the speakers stress.
  - A couple of years ago, I decided that I wanted to work in the hotel industry.
  - So that's why I've been doing a hotel-management course for the past two years.
  - I know that cats don't talk, but this one did!
  - He's two – he's a toddler now.
  - I think my fitness level's a bit better than it used to be!
- In which of the above sentences is stress used to emphasise a pronoun because the speaker is:
  - using it to refer to something in a previous sentence?
  - making a contrast between two things?

#### 2 7 Work in pairs. Look at the sentences below.

- Underline the words in each sentence that you think should be stressed, and say why.
- Listen and check your answers.
  - I really don't like having animals in the home.
  - I go running in the afternoon because I feel more energetic at that time of day.
  - I think everyone's too busy these days to make anything by hand!
  - I tried sewing at school, but I just couldn't do it.
  - My brother did badly at school, yet he earns more than I do!

#### 3 Take turns to read the answers in Exercise 2 to your partner.

## Writing Task 1

### Exam information

- You write a summary of information from one or more graphs, tables, charts or diagrams.
- You must also compare some of the information and write an overview.
- You write at least 150 words in about 20 minutes.

#### 1 Work in pairs. Look at the Writing task below and complete this introductory sentence, using the words in the box to help you.

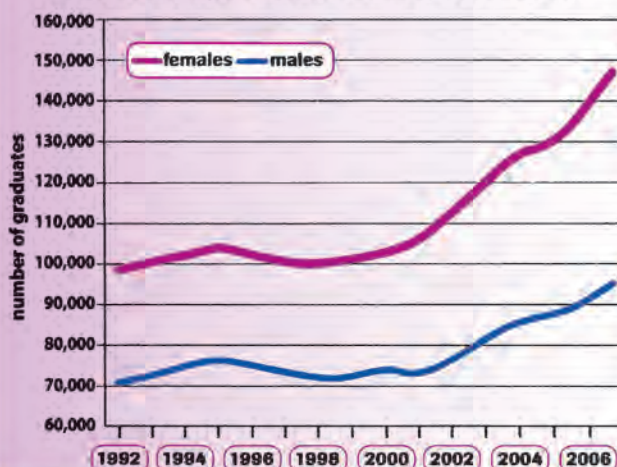
The graph gives information about how many ...

between Canadian graduated  
male and female students

The graph below shows the number of university graduates in Canada from 1992 to 2007.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

University graduates, Canada, 1992–2007



#### 2 Which FOUR of these statements (1–7) describe main features of the graph?

- The number of graduates fell between 1996 and 1998.
- The overall rise in numbers was not always steady.
- Just under 75,000 male students graduated in 1992.
- More women than men graduated between 1992 and 2007.



- 5 In 2007, there were nearly 150,000 female graduates.
- 6 The gap between the number of male and female graduates widened over the period.
- 7 The trends for male and female graduates were similar.

**3 Work in pairs. Read this continuation of the sample answer from Exercise 1 and underline the sentences that describe the main features.**

- 2 Graduate numbers rose during the 15 years and reached their highest levels in 2007, but there were always more female than male graduates. In 1992, the difference was less marked, with just over 70,000 males and about 100,000 females. However, by 2007 there had been more significant growth in female numbers. That year, they rose to 147,000, compared to just 95,000 males. Thus the gap between the number of male and female graduates had widened.
- 3 A more detailed look at the graph reveals that the overall growth in numbers was not always steady. Between 1992 and 1995, there was a slight increase. That was followed by a period of about five years, when numbers fell, then flattened out at just over 70,000 for men and 100,000 for women. After 2000, however, graduate numbers saw their strongest growth rate, and this was well above the increases that had been seen in the early 1990s.
- 4 Clearly, there were similar trends for male and female graduates over this period, but the number of women graduating increased at a higher rate than the number of men.

**4 Draw two vertical lines on the graph to show how the student has grouped the information in paragraph 3 of the sample answer.**

**5 Work in pairs. Answer these questions about the sample answer.**

- 1 What is the difference in focus between the second and third paragraphs?
- 2 What is the purpose of the last paragraph?
- 3 What phrases does the writer use in the second paragraph to mean ...
  - a *not as great*?
  - b *stronger*?
- 4 What verb is used to describe the changing size of the gap between men and women?
- 5 What phrase is used to introduce a close analysis of the graph?
- 6 What verb is used to mean *didn't change*?
- 7 What phrase is used with data to mean *a little more than*?
- 8 What adjective is used that means *small*?

**6 IELTS candidates often make mistakes using superlative forms (e.g. *longest, most interesting*). Underline the superlative forms in the sample answer in Exercise 3.**

▶ page 119 *Superlative forms*

**7 Choose the correct alternative in *italics* in these sentences, written by IELTS candidates.**

- 1 The *steadiest* / *most steady* development can be seen in the USA.
- 2 The second *popular* / *most popular* university course is business studies.
- 3 In 2000, the *lowest* / *least* number of unemployed graduates was recorded.
- 4 The *most* / *Most* important change of school subjects occurred in the 1990s.
- 5 Regional colleges are where the *most* / *greatest* number of students choose to go.
- 6 Education is considered the *most important* / *most important area* in life.
- 7 Tuition fees are *the one* / *one of the* most important considerations for students.
- 8 Watching television is the *favourite* / *most favourite* activity for many 17-year-olds.



### Exam advice Writing Task 1

- Decide on the key features and the important details in the graph.
- Decide how to group the information into paragraphs, remembering that there are different ways this can be done.
- Write a short introductory paragraph saying what the graph shows. (This may be one sentence.)
- Support the key features with figures.

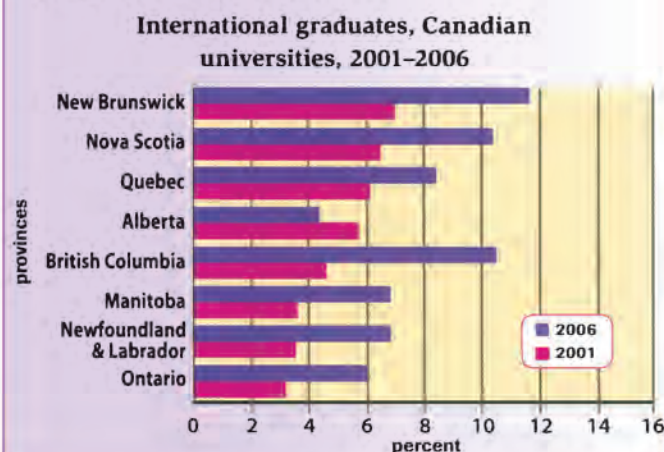
▶ Key grammar: *Past simple, present perfect simple and past perfect simple*



- 8 Work in pairs. Look at this Writing task, then answer the questions below.

The graph below shows the percentage change in the number of international students graduating from universities in different Canadian provinces between 2001 and 2006.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.



- How would you introduce the task?
- What are the key features in the information?
- How would you highlight the key features?
- How would you group the information?

- 9 Write your answer to the task in at least 150 words.

## Key grammar

Past simple, present perfect simple and past perfect simple

- 1 Complete this table.

infinitive	past simple	past participle (has/had + )
reach	1 <i>reached</i>	2 <i>reached</i>
fall back	3	4
rise	5	6
widen	7	8
take place	9	10
experience	11	12

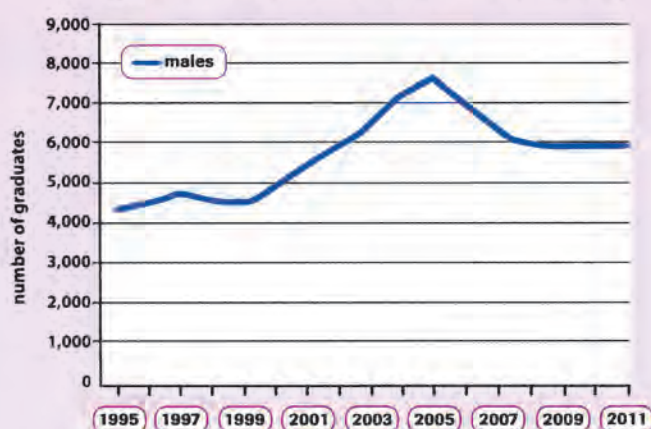
- ▶ page 115 Past simple, present perfect simple and past perfect simple

- 2 Choose the correct verb tense to complete these sentences written by IELTS candidates.

- There was a ten-year period, during which figures *have gradually fallen* / *gradually fell*.
- By 2008, the percentage of students choosing science subjects *decreased* / *had decreased* markedly.
- Between 2000 and the present day, the numbers *remained* / *have remained* steady.
- Over the past few decades, there *has been* / *was* a rapid development in educational technology.
- After 2005, a more significant increase *took place* / *had taken place*.
- Since the 1990s, graduates *have experienced* / *experienced* higher unemployment rates.
- The situation *remained* / *had remained* unchanged for the next two years until more universities were opened.
- In 2002, the university intake was stable, but prior to that, it *fluctuated* / *had fluctuated*.

- 3 Complete the summary of the graph by writing the correct form of the verbs in brackets.

Male graduates, science faculty, Callum University



The number of men obtaining degrees in science from Callum University 1 *has risen* (rise) since 1995, but the trend 2 ..... (not always be) steady. Between 1995 and 1997, the university 3 ..... (experience) a slight increase from just over 4,000 science graduates to just under 5,000. This was followed by a period during which numbers 4 ..... (drop) a little and then 5 ..... (remain) stable. However, between 2000 and 2005, the faculty 6 ..... (see) a dramatic increase in male graduates, and by 2005, their numbers 7 ..... (reach) a peak of about 7,800, after which they 8 ..... (fall back) to their current figure of 6,000.



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	IELTS bands 6
	IELTS bands 5.5
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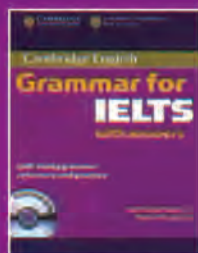
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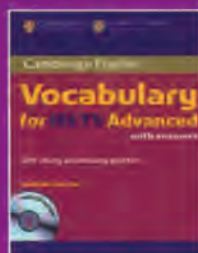
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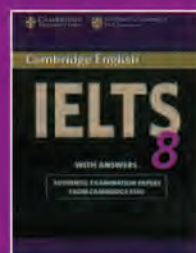
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