IELTS COMPLETE COURSE

Level 3: Intermediate

Target band: 5.0–5.5

Listening • Reading • Writing • Speaking • Unit practice • Answer guide

How to use this book

Each unit contains a listening script, listening questions, a reading task, a writing prompt and speaking practice. For listening, have a partner read the script twice without showing it. The course is original practice material, not an official IELTS publication.

UNITS

UNIT 1: DIGITAL COMMUNICATION

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Messaging apps connect people across time zones, but short messages can cause misunderstandings when tone is unclear.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Messaging apps connect people across time zones, but short messages can cause misunderstandings when tone is unclear.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

Discuss benefits and drawbacks of digital communication.

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: Discuss benefits and drawbacks of digital communication.

Part 2: Describe an experience, issue or example related to digital communication. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 2: PROJECT-BASED EDUCATION

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Students researched a local issue and presented recommendations. Teachers reported more participation but said planning took longer.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Students researched a local issue and presented recommendations. Teachers reported more participation but said planning took longer.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

Should projects count toward grades?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: Should projects count toward grades?

Part 2: Describe an experience, issue or example related to project-based education. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 3: CULTURAL EXCHANGE

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Visiting students stayed with local families, practised the language and discovered differences in everyday customs.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Visiting students stayed with local families, practised the language and discovered differences in everyday customs.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

How can cultural exchange benefit communities?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: How can cultural exchange benefit communities?

Part 2: Describe an experience, issue or example related to cultural exchange. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 4: WASTE REDUCTION

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

A reusable-cup deposit scheme reduced disposable cups at participating cafés, although some customers found returns inconvenient.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

A reusable-cup deposit scheme reduced disposable cups at participating cafés, although some customers found returns inconvenient.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

Evaluate a policy to reduce waste.

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: Evaluate a policy to reduce waste.

Part 2: Describe an experience, issue or example related to waste reduction. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 5: WORKPLACE WELLBEING

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Short movement breaks helped office workers reduce sitting time, though the study did not measure long-term medical outcomes.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Short movement breaks helped office workers reduce sitting time, though the study did not measure long-term medical outcomes.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

Should employers support staff health?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: Should employers support staff health?

Part 2: Describe an experience, issue or example related to workplace wellbeing. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 6: FOUR-DAY WEEK

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Some teams maintained output by shortening meetings, but managers cautioned that results may differ by industry.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Some teams maintained output by shortening meetings, but managers cautioned that results may differ by industry.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

Would a four-day week suit every workplace?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: Would a four-day week suit every workplace?

Part 2: Describe an experience, issue or example related to four-day week. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 7: TARGETED ADVERTISING

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Personalised adverts help consumers find products but raise questions about privacy and data collection.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Personalised adverts help consumers find products but raise questions about privacy and data collection.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

Should targeted advertising be regulated?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: Should targeted advertising be regulated?

Part 2: Describe an experience, issue or example related to targeted advertising. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 8: URBAN MOBILITY

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Protected cycle lanes increased cycling on two routes, while some businesses worried about reduced parking.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Protected cycle lanes increased cycling on two routes, while some businesses worried about reduced parking.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

How can cities balance transport needs?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: How can cities balance transport needs?

Part 2: Describe an experience, issue or example related to urban mobility. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 9: COMMUNITY PARTICIPATION

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

Volunteer projects can build trust, but irregular working hours prevent some residents from joining.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

Volunteer projects can build trust, but irregular working hours prevent some residents from joining.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

How can communities encourage participation?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: How can communities encourage participation?

Part 2: Describe an experience, issue or example related to community participation. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

UNIT 10: LOW-COST SENSORS

Key language

Choose four useful words or phrases from the passage. Explain them in your own words and write two original sentences.

LISTENING

Script — teacher or partner reads twice

A university built inexpensive air-quality sensors that identify possible pollution hotspots but are less precise than lab equipment.

1. What is the main topic? 2. Give one specific detail. 3. What benefit is mentioned? 4. What concern or limitation is mentioned? 5. Summarise the message in one sentence.

READING

A university built inexpensive air-quality sensors that identify possible pollution hotspots but are less precise than lab equipment.

1. Choose the main idea: A) The topic has no complications. B) The passage describes an issue and a trade-off. C) The passage is only a personal story.

2. Copy one detail that supports the main idea. 3. Identify a benefit. 4. Identify a limitation or qualification. 5. True/False/Not Given: The passage says there are no disadvantages. 6. Summarise in 15–25 words.

WRITING

How should people judge scientific claims?

Plan: answer the full question, state your position, develop two ideas, add examples and check grammar.

SPEAKING

Part 1: How should people judge scientific claims?

Part 2: Describe an experience, issue or example related to low-cost sensors. Explain why it matters and what you learned or think about it.

Part 3: What causes this issue? Who is affected? What are possible solutions? What might change in the future?

Self-check: fluency ■ organisation ■ vocabulary ■ grammar ■ clarity ■

END-OF-LEVEL PRACTICE

Listening

Choose a passage from any unit. Ask someone to read it twice, then answer the five listening questions without looking at the text.

Reading

Choose two different unit passages and answer the six reading questions for each. Underline evidence before answering.

Writing

How should people judge scientific claims?

Speaking

Part 1: answer three short questions from any unit. Part 2: speak for 1–2 minutes on a unit prompt. Part 3: give a balanced answer with reasons and examples.

ANSWER GUIDE & SCORING

Listening: 1. Main topic is the unit theme. 2. Any accurate detail stated in the passage. 3. Any benefit explicitly described. 4. Any limitation or concern explicitly described. 5. A concise summary must reflect the passage.

Reading: 1. Usually B when the passage presents both a benefit and limitation. 2–4. Answers must be supported by the text. 5. Mark False only if the passage states a disadvantage; mark Not Given if the claim is not addressed. 6. A faithful summary with no invented claims.

Writing rubric

Assess Task Achievement/Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy.

Speaking rubric

Assess Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. Do not assign an official band from this practice book alone.

Teacher focus

Practise paraphrase, paragraph structure and supported opinions.