

Mark Allen

Debra Powell

Dickie Dolby

IELTS Graduation

Student's Book



Contents

Unit and topic	Reading skills	Listening skills	Speaking skills	Writing skills	Language focus and Vocabulary	Study skills
1 Learn to succeed	Skim and scan reading Matching: headings to sections, opinions and people Sentence completion (from a list)	Section 1 Form completion Map completion Table and diagram completion	Overview of the 3 parts of the Speaking Test	Task 1 Changes over time Introductory sentences, describing trends, paragraph plan	Unreal sentence subjects (There is/ was) Synonyms and parallel expressions Word formation: prefixes	Basic study skills and learning styles
2 Living together	Summary completion (from a list) True, False, Not Given	Section 2 Note completion; Section 3 Multiple choice Table completion	Part 2 Making notes	Task 2 Understanding the question Argument/ opinion questions: The balanced argument approach Linking general review	Sentence subjects Social issues vocabulary Word formation: nouns and verbs	Using a dictionary
3 Costing the earth	Multiple-choice, Matching Dealing with unknown vocabulary	Section 3 Multiple choice, Summary completion	Pronunciation Final consonants Part 3 Introducing and organizing your opinions	Task 1 Selecting significant information Writing introductions Fixed time diagrams Making comparisons	Compound adjectives used in place of relative clauses Collocations	Recording vocabulary for Writing Task 1
4 Healthy body, healthy mind	Using headings to identify purpose and organization Completing tables, diagrams, notes Short answer questions Following an argument in a passage Multiple-choice questions: multiple answers Yes, No, Not Given	Section 4 Multiple choice Summary completion	Part 2 Part 3 Food related topics	Essay sections Paragraph structure: The body of the essay Task 2 planning: finding ideas Argument/ opinion questions: The opinion essay Describing opinions	Defining and non-defining relative clauses Participle clauses: -ing and -ed Medical terms vocabulary	Planning: Finding ideas
5 The world we live in	Matching headings (to paragraphs) Summary completion (no list) Labelling a diagram	Section 2 Flow charts Short answers Section 4 Short answer type questions Matching	Parts 1, 2 and 3 Animal topics Expanding Pronunciation The schwa sound	Task 1 Process diagrams Ordering, purpose and result	The passive Adjectives and nouns	Academic vocabulary
6 Going places	Recognizing opinions in a passage Multiple-choice questions Completing a map Sentence completion (no list) Matching: People and opinions Understanding reference and substitution	Select the diagram Section 1 Section 4 Table completion	Making predictions Part 2 Making questions Part 3 Building speed	Task 2 Understanding introductions Paraphrasing the question Writing introductions Introductory phrases Problem and solution questions Avoiding absolute statements	Lexical cohesion Conditional sentences	Editing your writing

Unit and topic	Reading skills	Listening skills	Speaking skills	Writing skills	Language focus and Vocabulary	Study skills
7 The world of work	Prediction True, False, Not Given Flow chart completion Matching information and sections Short answer questions Note completion Yes, No, Not Given Matching details to paragraphs	Section 2 Prediction Short answer questions Sentence completion Table completion	Predicting the future Expressing certainty Pronunciation Connected speech	Task 1 Multiple diagrams Ways of describing data Determiners	<i>that</i> -clauses Synonyms for people	Editing your writing
8 Art and the city	Distinguishing fact and opinion Matching: People and descriptions Summary completion (No list) Sentence completion (From a list)	Section 3 Analysing multiple-choice options Short answer questions Note completion Section 4 Discourse markers Multiple choice Sentence completion Short answer questions	Structuring what you say	Task 2 Review: Balanced argument and opinion essays Refuting opposing arguments Giving and refuting opinions Writing conclusions	Linking expressions Types of buildings, furniture vocabulary	Improving your spelling
9 Tomorrow's world	Identifying the writer's purpose Yes, No, Not Given Matching: identification of arguments	Section 2 Listening for dates and numbers Sentence completion Note completion Section 4 Prediction Summary completion Diagram completion	Expressing likes and dislikes Pronunciation Sentence stress: Weak forms	Task 1 Describing illustrations Maps	Academic vocabulary Expressing the future: probability Prefixes	Understanding question task words
10 From me to you	Identification of main idea and supporting information Multiple-choice questions Summary completion (from a list) Sentence completion Yes, No, Not Given	Section 1 Multiple-choice: Diagrams Sentence completion Multiple choice Section 3 Multiple options Table completion Summary completion	Parts 1, 2 and 3	Task 2 Keeping your focus Different question tasks Expecting the unexpected Stating your view	Articles Media vocabulary	Idiomatic expressions

Introduction

Overview of the book

Welcome to IELTS Graduation, a course book which is designed to help you prepare for the IELTS academic test.

This book contains a wide range of activities to help you develop the academic language and exam skills necessary to achieve an IELTS band score of between 5.5 and 7.5. If your IELTS level is lower than this, you might prefer to study IELTS Foundation first.

Each unit contains practice in Reading, Writing, Speaking and Listening with each part of the test broken down and explained, and exam skills practised. The units also contain Language Focus sections, which analyse the main grammatical areas relevant to a higher IELTS level, together with Vocabulary sections focused on common IELTS topics. There are also regular Pronunciation sections as well as pages developing your Study Skills.

The back of the book contains further grammatical explanations and exercises along with extra vocabulary work. There are also complete model answers for all the Writing questions accompanied by useful comments. Complete scripts for all the Listening exercises are in the back of the book.

Overview of the IELTS test

IELTS consists of four modules. Further information on how IELTS is assessed can be found on the IELTS website: www.ielts.org

THE LISTENING MODULE (40 minutes)

There are four sections in the Listening test. The first two sections are general listening situations, whereas the last two sections are academic situations. Section 4 is usually a lecture. The listening test lasts for 30 minutes plus 10 minutes at the end of the test to write your answers on the answer sheet. There are about 40 questions in total. You only hear each section of the test **once** so you need to keep up with the tape.

Question types

Completion of sentences, notes, summaries, tables, diagrams or flow charts
Short answer questions
Multiple-choice questions
Labelling parts of a diagram

Advice

- Be prepared for varying speaker speeds and different accents (American, Australian, Canadian, American, New Zealand, British)
- Prepare yourself before you listen by reading the questions carefully and trying to imagine what the situation is about. Think about the type of vocabulary you may hear.
- Answer all the questions. If you miss a question, guess the answer.
- Spelling counts, so make a note of your common spelling mistakes and work on reducing them.
- Practise your listening by listening to the radio and watching English films and television. Don't try to understand every word. Just pick out the main points in what is being said.

THE READING MODULE (60 minutes)

There are 40 questions in the reading module. The module consists of three passages which total about 2000–2200 words and become progressively more difficult. The passages are on topics of general interest and are intended for non-specialist readers. At least one passage will contain detailed, logical argument. Passages come from magazines and journals, books and newspapers.

Question types

Completion of sentences, notes, summaries, tables, diagrams or flow charts
Short answer questions
Multiple-choice questions
Matching headings to paragraphs or sections of the passage
Locating information in a paragraph or section
Matching lists/phrases
True/False/Not Given: identifying information in the passage
Yes/No/Not Given: identifying the writer's view or opinion

Advice

- Skim read the passage (1–3 minutes) for general understanding.
- Read the questions (11–15 per passage) and underline key words.
- Scan the passage for key words or synonyms or parallel expressions for these.
- Identify the sentence or paragraph which contains the answer to the question and read it intensively.
- **Write answers directly onto the answer paper. You do not have extra time at the end of the examination to transfer your answers**

THE WRITING MODULE (60 minutes)

There are two compulsory writing tasks which should be answered using a formal, academic style of English. Task 2 is worth more so it is suggested that this is written first.

Task 1

20 minutes	150 words	Write a factual description of a diagram...
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Advice

- Summarize the main features of the diagram in 2/3 paragraphs.
- Don't attempt to describe every detail.
- Describe changes and/or make comparisons where relevant.
- Don't speculate about possible causes or reasons for trends.
- Support your points with figures from the diagram.
- Be prepared for a range of different diagrams (graphs, tables, bar charts, pie charts, processes, illustrations or maps).
- Organize your time: Think and Plan (2–3 mins) → Write (12–15mins) → Check (2–3 mins)

Task 2

40 minutes	250 words	Write an essay in response to a given opinion or problem
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Advice

- Take time to understand the question and keep every sentence focused on it.
- Introduce, develop and conclude your essay.
- Support your points with explanation, evidence or examples.
- Make your own opinion clear.
- Aim for 2 or 3 main points – with each in a separate paragraph.
- Be flexible – different questions will require different approaches so read the question carefully.
- Organize your time: Think and Plan (5–10 mins) → Write (25–30mins) → Check (5 mins)

The IELTS Writing paper is assessed using the following four criteria:

Task 1

- 1 **Task Achievement** – This assesses how well you have understood the diagram and if you have summarized and highlighted the main patterns and differences.
- 2 **Coherence and Cohesion** – This assesses how clear your summary is and whether or not you have used paragraphs. It also assesses your use of linking and reference words.
- 3 **Lexical Resource** – This assesses your vocabulary and spelling and also looks at your word formation.
- 4 **Grammatical Range and Accuracy** – This assesses whether or not you have used a wide range of sentence types, both simple and complex. It also tests your punctuation.

Task 2

- 1 **Task Response** – This assesses how well you have understood the question and whether or not you have answered all the different parts of the question. It tests your ability to make clear and logical arguments.

- 2 **Coherence and Cohesion** – This assesses how logically and clearly you have linked your ideas together and whether or not you have used paragraphs. It also assesses your use of linking and reference words.
- 3 **Lexical Resource** – This assesses your vocabulary and spelling and also looks at your word formation. You need to show a wide range of topic vocabulary linked to the question.
- 4 **Grammatical Range and Accuracy** – This assesses whether or not you have used a wide range of sentence types, both simple and complex. It also tests your punctuation.

THE SPEAKING MODULE (11–15 minutes)

There are three parts to the speaking test.

SPEAKING PART 1

4–5 minutes	You will be given three topics and asked questions about each one. You will be speaking about your personal life and hobbies.
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SPEAKING PART 2

3–4 minutes	You will speak about a given topic for about 1–2 minutes. You will be asked 1–2 follow-up questions related to the topic.
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SPEAKING PART 3

3–4 minutes	You will be asked some general more abstract questions linked to the Part 2 topic.
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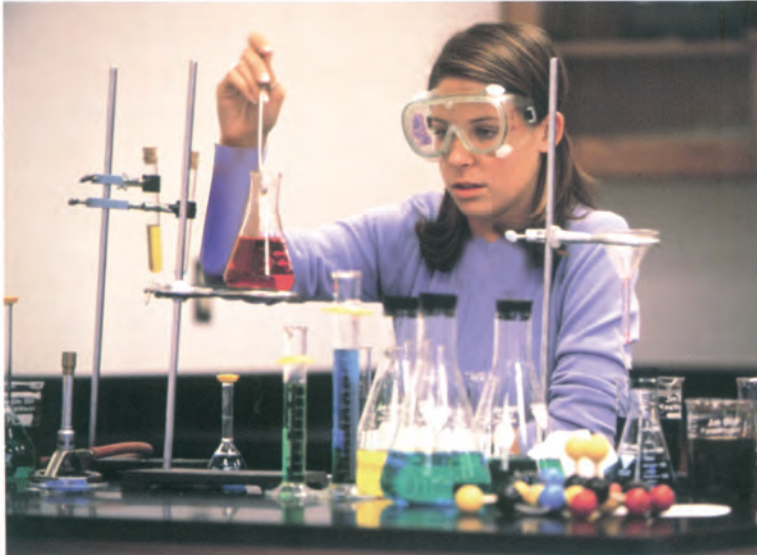
Advice

- Listen carefully to the questions.
- Be prepared for a range of different topics.
- Remember that it is your grammar mistakes and pronunciation that can seriously affect your level.
- Speak as clearly and naturally as possible. Don't use expressions unless you know how to use them correctly.

The IELTS Speaking module is assessed using the following four criteria:

- 1 **Fluency and Coherence** – This assesses how well you can carry on speaking without hesitating or correcting yourself. It also tests your use of discourse markers.
- 2 **Lexical Resource** – This assesses how wide your vocabulary range is. It also assesses your use of collocation and idiomatic language.
- 3 **Grammatical Range and Accuracy** – This assesses how regularly you can speak without making mistakes. It also looks at how often you use complex sentences in your speech.
- 4 **Pronunciation** – This assesses your ability to pronounce the sounds of English accurately and whether or not most of what you say can be clearly understood.

1 Learn to succeed



Which subjects did you study at school?

Which did you like the most/least? Why?

Would you like to study another subject in the future?

Are there any subjects in your country which are traditionally 'male' or 'female'? If so, why do you think this is?

Reading

Exam strategy

Timing

You won't have time in the examination to read all three passages intensively. Therefore, you need to develop strategies for reading each passage and for answering each question type.

- 1 Skim read the whole passage for a general idea of the meaning and purpose of the text.
- 2 Read the first set of questions.
- 3 Scan read the text to find the section of the text that will answer each question.
- 4 Read that part of the text intensively to find the answer.

Skim and scan reading

Reading strategy

Skim reading for a general idea

Read the introduction, the first sentence of each paragraph and the conclusion quickly to understand the gist or main idea of the text. Do NOT worry about vocabulary for this first reading. Spend about 2–3 minutes for this reading.

1 Look at the title and subtitle for the passage on page 10 and answer questions 1 and 2.

Circle the appropriate letter A–D.

1 The main idea in the passage is a discussion of

- A differences between male and female brains.
- B differing male and female ability in math.
- C why men are more successful in math and science careers.
- D the effect of cultural conditioning on mathematical ability.

2 The purpose of the passage is to present

- A a problem and a solution.
- B one side of an argument.
- C cause and effect.
- D both sides of an argument.

2 Skim read the passage quickly (2–3 minutes) to check your predictions.

Reading strategy

Scan reading

Scan reading involves reading a text quickly to **locate** a number, date, name, place, etc. You do not need to understand the text to scan read successfully.

3 Scan the passage (1–2 minutes) to find the following:

- 3 a year in which the OECD administered a test
- 4 the average difference in the size of male and female brains (%)
- 5 the name of a professor at Yale university
- 6 the university which employs Dr. Elizabeth Spelke

TIP

Use the title, subtitle and illustrations in a reading text to help you to predict what the text is about.

Battle of Genders Whirls Above the Science Gap

The debate continues over whether physiological differences between men and women or cultural attitudes help men dominate in scientific and mathematical careers.

- A** When Lawrence H. Summers, the president of Harvard, suggested recently that one factor in women's lagging progress in science and mathematics might be innate differences between the genders, his comment elicited so many fierce reactions that he quickly apologized. But many people were left to wonder: Did he have a point?
- 5
- 10 Researchers say there are many discrepancies between men and women – in their attitudes towards math and science, in the architecture of their brains, in the way they metabolize medications. Yet researchers warn that a difference in form does not necessarily mean a difference in function. 'We can't get anywhere denying that there are neurological and hormonal differences between males and females, because clearly there are,' said Virginia Valian, a psychology professor. 'The trouble we have as scientists is in assessing their significance to real-life performance.'
- 15
- 20
- 25 **B** For example, neuroscientists have shown that women's brains are about 10% smaller than men's, on average, even after accounting for women's comparatively smaller body size. But throughout history, people have cited such anatomical distinctions to support hypotheses that merely reflect the prejudices of the time. A century ago the French scientist Gustav Le Bon pointed to the smaller brains of women and said that explained the 'fickleness, inconstancy, absence of thought and logic, and incapacity to reason' in women.
- 30
- 35
- 40 Overall size aside, some evidence suggests that female brains are relatively more endowed with the prized neurons, the grey matter, thought to do the bulk of the brain's thinking while men's brains have more white matter, the tissue between neurons. And they use the grey and white matter in different proportions when solving problems. What such discrepancies may or may not mean is anyone's conjecture. 'It is cognition that counts, not the physical matter that does the cognition,'
- 45
- 50
- 55 argued Nancy Kanwisher, a professor of neuroscience at the Massachusetts Institute of Technology.
- 60 **C** When they do study cognitive prowess, many researchers have been impressed with how similarly young boys and girls, ranging from 5 months through 7 years, master new tasks. 'We adults may think very different things about boys and girls, and treat them accordingly, but when we measure their capacities, they're remarkably alike,' said Elizabeth Spelke, a professor of psychology at Harvard. In adolescence, though, some differences in aptitude begin to emerge, especially when it comes to performance on standardized tests. While average verbal scores are very similar, boys have outscored girls on math for the past three decades or so.
- 65
- 70
- 75 **D** Nor is the masculine edge in math unique to the United States. In an international standardized test administered in 2003 by the international research group Organization for Economic Cooperation and Development (OECD) to 250,000 15-year-olds in 41 countries, boys did moderately better on the math portion in just half the nations. For nearly all the other countries, there were no significant differences found between the genders.
- 80
- 85
- 90 But average scores varied wildly from place to place and from one subcategory of math to the next. Japanese girls, for example, were on par with Japanese boys on every math section save that of 'uncertainty' which measures probabilistic skills, and Japanese girls scored higher over all than did the boys of many other nations, including the United States. In Iceland, girls did better than Icelandic boys by a significant margin on all parts of the test, as they habitually do on their national maths exams. Interestingly, in Iceland and everywhere else, girls participating in the survey expressed more negative attitudes toward math.
- 95
- 100
- 105 **E** As a result of these findings, many researchers are convinced that neither gender has a monopoly on basic math ability and that culture rather than chromosomes explains any gap in math scores. According to Yu Xie, a sociologist at the University of Michigan, among Asians people rarely talk about having a gift for math or anything else. If a student comes home with a poor grade in math, he said, the parents push the child to work harder. He adds that there is good survey data showing that this disbelief in innate ability, along with the conviction that math ability can be improved through practice, is a tremendous cultural asset in Asian society and among Asian-Americans.
- 110
- 115
- 120
- 125 **F** Many people argue that it is unnecessary to invoke 'innate differences' to explain the gap that persists in fields like physics, engineering, mathematics and chemistry. C. Megan Urry, a professor of physics and astronomy at Yale, said there was clear evidence that societal and cultural factors still hindered women in science. Dr. Urry cited a 1983 study in which 360 people – half men, half women – rated mathematics papers. On average, the men rated them higher when the author had a masculine name than when the author had a feminine name. There was a similar, but smaller, disparity in the scores women gave. Dr. Elizabeth Spelke, said: 'It's hard for me to get excited about small differences in biology when the evidence shows that women in science are still discriminated against every step of the way.'
- 130
- 135
- 140
- 145
- 150 The debate is sure to go on. Sandra F. Witelson, a professor of psychiatry and behavioural neurosciences at McMaster University in Hamilton, Ontario, said biology might yet be found to play some part. 'People have to have an open mind,' Dr. Witelson said.

TIP

The words in the question will usually not be exactly the same as the words in the passage. Look for parallel expressions in the passage and the headings. Parallel expressions are words or phrases with similar meanings to those in the passage.

Matching: Headings to sections

Exam information

For this question type you must choose the heading that best summarizes the main idea of a section or paragraph of the passage. There will usually be more headings than paragraphs or sections.

4 The correct heading for Section A is **iii**. Find synonyms in the subtitle and Section A for *controversy* and *inborn*.

5 Read the passage and answer questions 1–5.

The reading passage has six sections, **A–F**. Choose the correct heading for sections **B–F** from the list of headings below.

List of headings

- i Discrimination based on gender
- ii Importance of physical differences between men and women
- iii Controversy surrounding inborn differences between the genders
- iv Comparison of performance of Japanese and Icelandic schoolchildren
- v Comparison of abilities of male and female children
- vi Proposed reasons for success of Asian children
- vii Effects of environment on performance
- viii Differences in how males and females rate math papers
- ix International comparison of math results
- x Differences in how men and women solve problems

- 0 Section A iii
- 1 Section B _____
- 2 Section C _____
- 3 Section D _____
- 4 Section E _____
- 5 Section F _____

TIP

There may be some letters (names) you do not need to use.

Matching: Opinions and people

6 Scan the passage to find the people in **A–G**. Then answer questions 6–11.

Match the opinions to the people that express them.

- 6 The ability to think is more important than brain anatomy. _____
- 7 Attitude is the most important factor in a successful performance. _____
- 8, 9 Men and women are not given the same respect. _____, _____
- 10, 11 There may be a link between ability and gender. _____, _____

- A Lawrence Summers
- B Gustav Le Bon
- C Nancy Kanwisher
- D Elizabeth Spelke
- E Yu Xie
- F Megan Urry
- G Sandra Witelson

Sentence completion (from a list)

Exam information

Use words from a list or from the passage to complete the sentences. The correct answer must complete the sentence grammatically and agree with what is said in the text. The answers to the questions will follow the order of information in the passage.

Question strategy

- 1 Read the questions and guess the missing information from what comes before and after the gap.
- 2 Use key words in the question to help you to locate the paragraph which answers the question. Look for parallel expressions in the questions and passage, ie words or phrases with similar meanings to those in the passage.

7 Answer questions 12–16. The words underlined in the questions are synonyms for words used in the passage.

Complete the sentences using words from the box.

- 12 There appears to be little difference in the learning capacity of _____.
- 13 Tests show little difference in the language abilities of _____.
- 14 Japanese girls got better results in math than _____.
- 15 The worst opinion of math was held by _____.
- 16 The importance of effort has been demonstrated by _____.

- A Icelandic boys
- B teenage girls
- C American teenagers
- D Asian children
- E American boys
- F young boys and girls
- G Japanese boys
- H adolescents
- I Icelandic girls

Vocabulary

TIP

Sometimes questions repeat the same words that are used in the passage. However, more often questions contain words or phrases with similar meanings to those used in the passage. Finding these parallel expressions in the text will help you to locate the answer to the question.

Synonyms and parallel expressions

1 Match the expressions taken from the passage in A with parallel expressions in B.

- | | |
|-------------------------------|---------------------------------------|
| A | B |
| 0 innate <u>e</u> (A) | a at the same level as |
| 1 discrepancy / disparity (A) | b treated unfairly |
| 2 anatomical distinctions (B) | c difference |
| 3 cognition (B) | d teenage years |
| 4 prowess / aptitude (C) | e inborn |
| 5 adolescence (C) | f (ability with) words |
| 6 verbal (ability) (C) | g physical differences |
| 7 on a par (with) (D) | h the ability to think and understand |
| 8 discriminated (against) (F) | i ability |

TIP

Prefixes usually give information about the meaning of a word. If you understand the meaning of the prefix, it can help you to guess the meaning of a new word.

Word formation: Prefixes

1 These examples come from the reading passage:

eg 'neuroscientists have shown that ...' (Section B)
 eg '... from one **sub**category of math to the next.' (Section D)
 'neuro-' is a prefix referring to anything to do with nerves or the nervous system.
 'sub-' can refer to a small part of a larger thing.

What do you think *neuroscientist* and *subcategory* refer to in the reading passage?

2 Match these common prefixes to their meanings.

- | | |
|-----------------------------------|--|
| 1 anti-war; pro-war | a again |
| 2 cyberspace | b former |
| 3 non-smoker | c not enough; below |
| 4 reorganization | d bad(ly); wrong(ly) |
| 5 ex-wife | e half; partly |
| 6 malpractice; misbehaviour | f distant; involving the phone or television |
| 7 underground | g against; in favour of |
| 8 semi-circle | h relating to computers / the Internet |
| 9 telecommunication | i false; not real |
| 10 pseudo-science | j ahead; before |
| 11 forecast | k relating to yourself or itself |
| 12 eco-friendly | l two or twice |
| 13 bilingual | m relating to the environment |
| 14 autobiography; self-discipline | n not |

3 Complete these sentences using the prefix in the sentence and one of the words in the box.

ability annual café esteem final graduate
 information president profit write

- 0 A cyber *café* is a popular place for tourists and travellers to send and receive e-mails.
- 1 A charity is a non-_____ organization which gives help or money to people who are ill or poor.
- 2 Tickets were sold out months before the semi_____ was due to be played.
- 3 It's much easier to re_____ work that has been done on a computer.
- 4 Most under_____ courses at British universities take three years to complete.
- 5 The ex-_____ of the United States was present at the ceremony.
- 6 The government was accused of deliberately deceiving the public by giving it mis_____ about the threat of war.
- 7 A bi_____ event takes place twice a year.
- 8 He was suffering from depression and low self-_____.
- 9 After the accident he was left with a severe physical dis_____.



Unreal sentence subjects There is/was ...

See Grammar reference, page 169.

We use **there** + the verb 'to be' to say that something 'is' or exists. In these sentences, **there** is the grammatical subject. The real subject, or the focus of the sentence, comes after the verb 'to be'.

Compare: There are many discrepancies between men and women.

The real subject of the sentence is 'many discrepancies', which comes after the verb 'are'.

1 Underline the correct verb in 1–3 and then complete the rules in a and b.

- 1 **There is/are** neurological and hormonal **differences** between men and women.
- 2 **There is/are** clear **evidence** that cultural factors still hindered women in science.
- 3 **There was/were** a smaller **disparity** in the scores women gave.

a If the noun after 'be' is singular or uncountable, the verb is _____.

b If the noun after 'be' is plural, the verb is _____.

2 We can use 'there' with all tenses of 'to be'. Complete each sentence with the best form of the verb 'be'.

- 1 Throughout history, there _____ scientists who have suggested that women are less intelligent because their brains are smaller.
- 2 Test results show that there _____ little difference in the abilities of boys and girls under 7 years of age.
- 3 There _____ 250,000 teenagers involved in the OECD test administered in 2003.
- 4 There _____ no significant difference in the results for boys and girls in half the countries tested.
- 5 There _____ undoubtedly _____ further studies into the learning abilities of males and females.

3 Note what happens to the word order of the sentence when 'to be' is followed by a past or present participle. Tick the correct form of the sentence, a or b. Then study the reading passage Sections **D** and **E** on page 10 to check your answers.

- 1 a There **were found** no significant differences between the genders.
b There **were** no significant differences **found** between the genders.
- 2 a There **is** good survey data **showing** that disbelief in innate ability ... is a(n) ... asset.
b There **is showing** good survey data that disbelief in innate ability ... is a(n) ... asset.

4 Improve these sentences. Use 'There + to be ...'

- 0 Did you know a bank on campus is?
Did you know there's a bank on campus?
- 1 Something unusual about the test results was.
- 2 A loud noise outside the classroom was.
- 3 No reason to believe that men are more capable than women is.

- 4 Someone is waiting to meet you.
- 5 Similar results were obtained by Japanese boys and girls.

Listening

Exam strategy


Learning to predict

To answer the questions as effectively as possible, it is important to:

- 1 Keep up with the CD.
- 2 Use the time you are given to read the questions before you listen to predict what the conversation will be about.

Section 1

Form completion

1  **1.1** You are going to hear a conversation between a tutor and a student. Before you listen:

- 1 Underline keywords in the instructions. Pay careful attention to any words in **BOLD** in **CAPITAL LETTERS**.
- 2 Underline keywords in questions 1–6. The first word has been done for you as an example.

Now listen to the first part of the recording and answer questions 1–6.

Write **NO MORE THAN ONE WORD** for each answer.

- 1 What year is the student in?
- 2 How is the student feeling?

2 Fill in the form below and answer questions 3–6.

Personal Information Form

Sex: Female
 Name: **3**
 Address: Bramble House
 Room No **4**
 Type of Accommodation: Shared
 Nationality: **5**
 Emergency Contact Number: **6**

Exam strategy

Maps and diagrams

Look at the map or diagram carefully and make sure you understand what direction you need to be following. Is it right or left? North or South? Circle or underline any keywords or areas. Find the starting point once the CD begins.

Map completion

3 Look at the map on page 16 and discuss the following questions. Use the Useful language box to help you.

- 0 Where is Chemistry Lab B?
It is in University Lane, next to Chemistry Lab A.
- 1 Where is Dalton House?
- 2 Which building is immediately opposite the cafeteria?
- 3 How do you get to Lecture Hall A from Dalton House?

Useful language: prepositions of place and location

at the top of ... at the bottom of ... next to ...
 immediately opposite ... in (a street, town) ... near ...
 on the corner of ...

IELTS Graduation

IELTS Graduation is a motivating and comprehensive course for students preparing to take the International English Language Testing System examination. Aimed at those in the IELTS band of 5.5 and above, this topic-based book will train students in the skills required to increase their IELTS score.

It provides clear and practical information on the IELTS examination, as well as teaching them the skills required to excel in each of the academic modules.

Features of the Student's book

- 10 topic-based units
- Strategy boxes and Tip boxes offer suggestions for how to tackle the various IELTS tasks
- Exam information boxes provide students with detailed advice on what to expect in each section of the exam
- Extensive writing practice provides thorough support for Writing Tasks 1 and 2, with model answers for each question
- Language focus sections deal with grammar and vocabulary needed by IELTS students at this level
- Pronunciation sections build students' confidence for the Speaking and Listening modules
- Study skills sections at the end of each unit give advice on independent study
- Regular Dictionary focus boxes encourage students to broaden their vocabulary whilst studying

Course components

Student's Book

Study Skills Book and Audio CD

Teacher's Book

Class Audio CDs


MACMILLAN
www.macmillanenglish.com



Use your
Macmillan English Dictionary
with this book.

