



# MASTERING THE IELTS TEST

A Comprehensive Guide  
to Test Success



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# INTRODUCTION

Welcome to "Mastering the IELTS test: A Comprehensive Guide to Test Success." This book is designed to help you succeed on the International English Language Testing System (IELTS). Whether you're a student planning to study abroad, a professional seeking international career opportunities, or simply someone aiming to enhance their language skills, mastering IELTS is crucial for reaching your goals.

**Chapter 1** serves as an introduction to the IELTS, providing an overview of the test types.

**Chapter 2** introduces the IELTS, covering its format, scoring system, and types of tests. Understanding these basics is vital for navigating the test confidently.

**Chapters 3–6** explore in detail the four IELTS modules: Listening, Reading, Writing, and Speaking. By grasping each module's requirements and practising key skills, you'll be better prepared to excel on the exam.

**Chapter 7** emphasises the importance of vocabulary and grammar, offering insights on essential grammar structures and key vocabulary and exercises to enhance your proficiency in these areas.

**Chapter 8** provides test-day tips and strategies, focusing on time management and staying calm.

**Chapter 9** lists additional resources like books, websites, practice tests, and preparatory courses to aid in comprehensive preparation.

**Chapter 10** reviews essential points and offers final tips.

"Mastering the IELTS: A Comprehensive Guide to Test Success" is your roadmap to success, whether you're new to the IELTS journey or aiming to improve your band. Let's embark on this journey together for academic and professional growth.



# CHAPTER 1 Introduction to the IELTS

This chapter highlights the importance of the IELTS exam and provides an overview of the test types and ways to take the exam.

## Why IELTS?

**IELTS**, the International English Language Testing System, is the world's most trusted test to measure proficiency in the English language for non-native English speakers. Let's explore its benefits.



### IELTS for studying:

**Admissions Requirement:** Many universities worldwide demand proof of English proficiency for enrollment.

**Language Improvement:** Preparing for IELTS can also improve your English skills, providing a tangible goal for personal growth.



### IELTS for employment:

**Job Opportunities:** Proficiency in English expands job prospects and makes you more appealing to employers.

**Employment Process:** Employers in several countries, like New Zealand and Canada, ask to demonstrate that you are a competent user of the language.



### IELTS for migration:

**Visa Requirements:** Governments in the UK, Australia, Canada, and New Zealand accept IELTS scores as part of the permanent residency application process.



## IELTS Types

Generally, there are four IELTS types:

- **Academic**
- **General Training**
- **Life Skills**
- **UKVI (Academic & General Training)**

### IELTS Academic

Take the IELTS Academic test if you want to:

- Study at either the undergraduate or graduate level.
- Work in a professional organisation in an English-speaking country.

### IELTS General Training

Take the IELTS General Training test if you want to:

- Study at a below degree level.
- Work in an English-speaking country or your own country.
- Emigrate to an English-speaking country.

### IELTS Life Skills, IELTS Academic for UKVI or IELTS General Training for UKVI

- If you need to support a UK visa application, you may need to take the IELTS for UKVI or the IELTS Life Skills test.

***NOTE!*** If you take the IELTS Academic or General Training tests for UK visa applications, make sure it's done at a **UKVI (UK Visas and Immigration) approved test centre.**





Exam Type	Academic	General Training	Life Skills
Cost	£180 - £210 depending on the location		£155
Purpose	For: <ul style="list-style-type: none"><li>• University</li><li>• Higher education</li><li>• Professional registration</li></ul>	For: <ul style="list-style-type: none"><li>• Immigration</li><li>• Work</li><li>• Training</li><li>• School/college</li></ul>	For a visa application
Format	In a test centre or online	In a test centre	In a test centre
Language assessed	Academic English	General English	General English Two levels: Life Skills A1 & Life Skills B2
Skills assessed	Reading, Listening, Writing, Speaking		Listening, Speaking
Timing	2 hours and 45 minutes		Level A1 — 16–18 mins Level B1 — 22 mins
Score	0 to 9 Band		Pass or Fail

## Ways to Take the IELTS

You can take your IELTS test either at test centres or online from your own space.



Exam Format	<u>At a test centre</u>	<u>Online</u>
Exam way	On paper or on a computer	On a computer
Exam type	<ul style="list-style-type: none"><li>• Academic</li><li>• General Training</li><li>• Life skills</li><li>• UKVI</li></ul>	Academic
Results	Computer-based in 3–5 days Paper-based results in 13 days. UKVI in 13 days	In 6–8 days
Requirements	Pen and paper at an IELTS test centre	Requires specific equipment to complete
Recognition	Wider	Not accepted by visa immigration authorities
Validity	Two years	Two years

***NOTE! You Can Retake One Skill***

*IELTS One Skill Retake is a new option designed to help you get your desired test score without retaking the full test. If you want to improve your band in one of the four skills – Listening, Reading, Writing, or Speaking – this feature can help you.*

*You'll receive a new Test Report Form, showing your updated score for the chosen skill as well as the original results for the other three skills.*

## SELF QUIZ



1 IELTS Academic and IELTS General Training have no differences.

- True
- False

2 IELTS Academic and IELTS General Training have different Listening and Speaking sections.

- True
- False

3 Which IELTS type should you take if you need to support a UK visa application?

- IELTS Academic
- IELTS General Training
- IELTS Life Skills or UKVI

4 Which IELTS type can you take online?

- IELTS Academic
- IELTS General Training
- IELTS Life Skills or UKVI

5 You can take IELTS on paper or computer.

- True
- False

## SELF QUIZ ANSWERS



1 IELTS Academic and IELTS General Training have no differences.

True

**False** 🎯



2 IELTS Academic and IELTS General Training have different Listening and Speaking sections.

True

**False** 🎯

3 Which IELTS type should you take if you need to support a UK visa application?

IELTS Academic

IELTS General Training

**IELTS Life Skills or UKVI** 🎯

4 Which IELTS type can you take online?

**IELTS Academic** 🎯

IELTS General Training

IELTS Life Skills or UKVI

5 You can take IELTS on paper or computer.

**True** 🎯

False

## CHAPTER 2

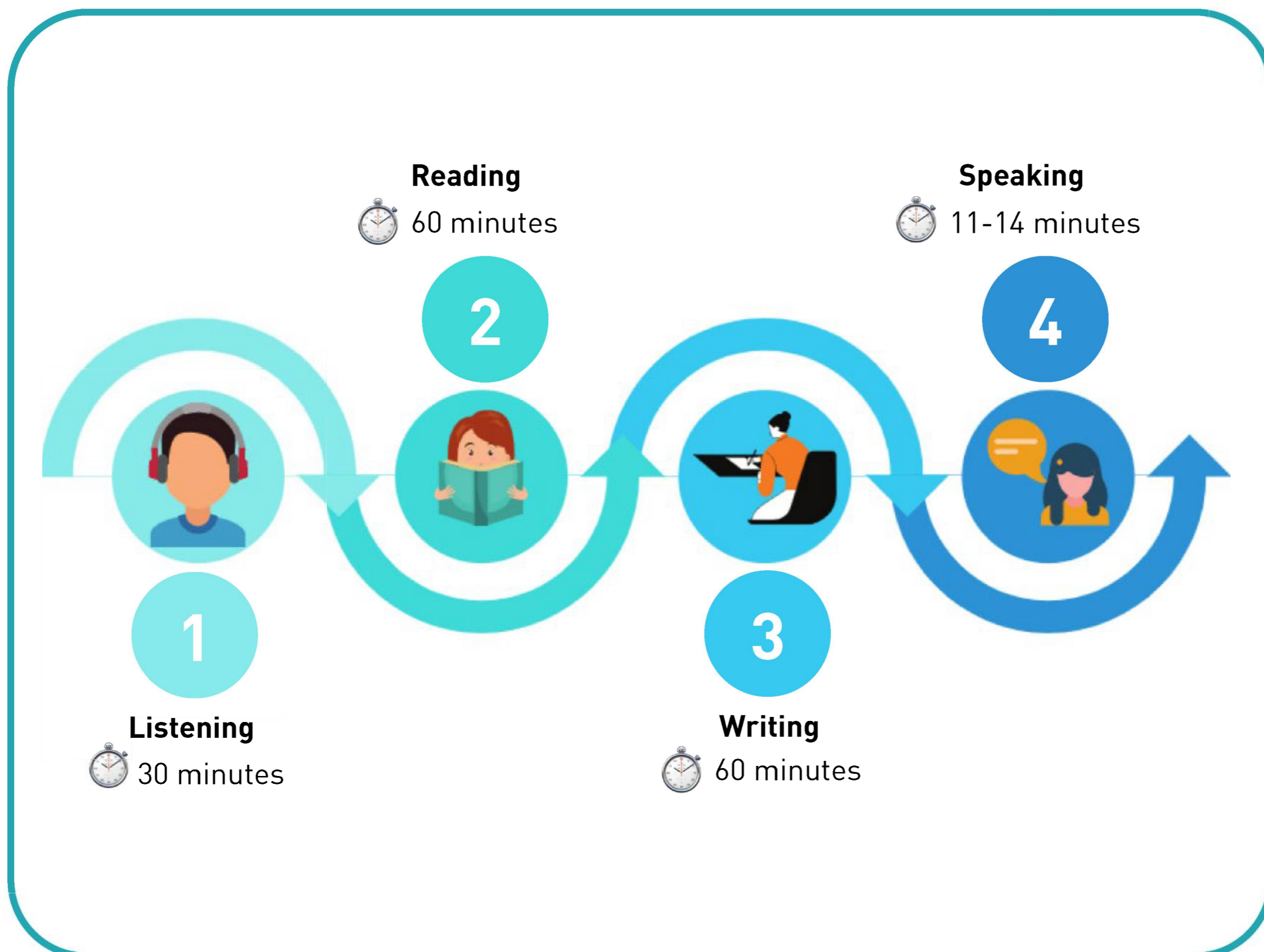
# Understanding the IELTS Exam



This chapter breaks down each section of the IELTS (Listening, Reading, Writing, and Speaking), focusing on key differences between Academic and General Training modules. It also provides an overview of its scoring system and bands.

Both IELTS Academic and IELTS General Training have four sections: **Listening, Reading, Writing, and Speaking.**

- ! The Listening and Speaking parts are the same while the Reading and Writing parts differ.
- ! Depending on the test centre, the Speaking test can be done on the same day, or up to 7 days either before or after the test date.
- ! You can retake any one section of the IELTS test.





**OUR ONLINE-INTENSIVE  
"GET 7.5 OR ABOVE ON IELTS"  
WILL HELP YOU PREPARE IN JUST TWO WEEKS,  
AND PASS IT WITH THE MAXIMUM SCORE**

Our tutor Anastasia Ivbule passed IELTS with 9 out of 9. She studied linguistics at Boston University. For over 10 years, she has been teaching English and preparing students for the exams.

After **14 lessons** of the course, you will:

- ✓ Know the structure of the exam;
- ✓ Know how to do each task efficiently;
- ✓ Understand which tasks you do first with at the exam;
- ✓ Learn secret techniques of quick exam preparation;
- ✓ Find out how you can the highest score, and where you risk losing points;
- ✓ Learn to correct your mistakes and practise with sample tests;



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**IELTSBOOK**

to get a **\$20** discount.



## Section 1: Listening

**Duration:** 30 minutes + 10-minute-transfer time for the paper test

**IELTS Academic/IELTS General Training:** ✗ No difference

**Number of recordings:** 4 (two dialogues and two monologues)

**Number of questions:** 40 questions. Final score is converted to the IELTS 9-band scale.

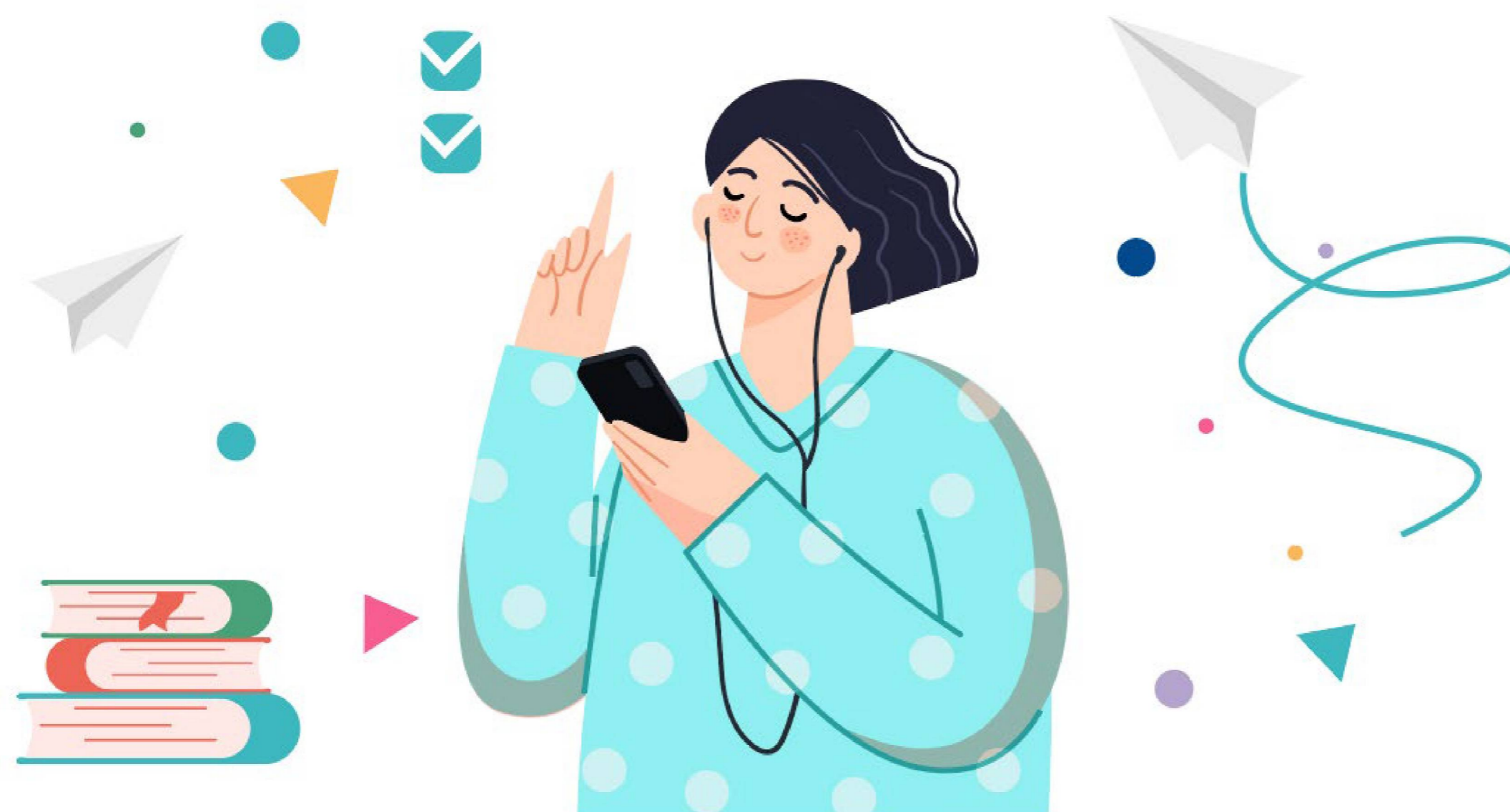
**Accents:** British, Australian, New Zealand, and North American

**Score:** Each correct answer = 1 mark. The final score is given as a band score from 1–9 in whole or half bands.



! You will have 20 seconds to go through the questions before the listening task.

! You lose points for incorrect spelling and grammar.

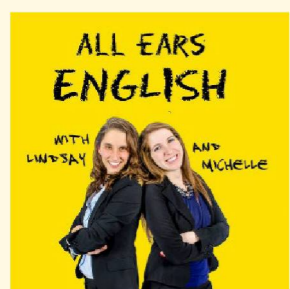


## TIPS



- **Improve your general listening skills.** Do various listening exercises to improve different types of listening skills (see Chapter 3)
- **Listen to news, podcasts, TV-shows, documentary programs every day.** Summarise the main idea of the program in one or two sentences immediately after listening.
- **Watch British, Canadian, and Australian films** to get used to different accents.
- **Practice active listening.** Learn to stay focused, interactively engage in conversations, and take notes effectively.
- **Practice listening to things only once.** Prepare for the exam under exam conditions, which means listening just once.

### Podcasts you can listen to:



**All Ears English Podcast:** It is one of the most well-known podcasts for intermediate English learners. There's an entire series dedicated to IELTS preparation.



**6 Minute English:** This weekly BBC program serves as a guide to English for everyday situations, covering topics such as comfort food, politics, cryptocurrency, and everything in between.



**The Daily:** This podcast by The New York Times is for more advanced students. It deep-dives into one news story from around the world every weekday. Episodes run for just 20 minutes.



**Luke's English Podcast:** It's an award-winning show by a British teacher and comedian, Luke Thompson. You'll find full episode transcripts on the Luke's English Podcast website.



## Section 2: Reading

**Duration:** 60 minutes (including transfer time)

**Number of sections:** 3

**Number of questions:** 40 questions

**Score:** Each correct answer = 1 mark. The final score is given as a band score from 1–9 in whole or half bands.

**IELTS Academic/IELTS General Training:** ! Different

**Academic Reading:** Texts come from books, journals, magazines, newspapers, and online resources.

**Number of texts in IELTS Academic:** 3 long texts; the total text length ranges from 2150 to 2750 words

**Number of texts in IELTS General Training:** 5-6 texts

**General Training Reading:** Texts come from notices, advertisements, timetables, job descriptions, contracts, staff development, training materials, newspapers, magazines, books, and online resources.

! Even if you don't know some words, it's OK, as you can guess their meaning and still get band 9.

### TIPS



- **Every day, read texts on a variety of topics** such as articles in scientific journals, posts on social networks, etc. Get into the habit of browsing news and reading a few pages from a book in English.
- **Master the Skimming and Scanning techniques** to learn how to quickly navigate the text. Skim during your first reading, then scan when answering questions.





- **Master active reading.** When reading actively, mark your test paper. Underline any important phrases that you see in the text that help you understand the passage or sums up the context of the reading, circle keywords, and add asterisks in the margin for valuable fragments.
- **Improve your speed reading skills.** This test has a strict time limit so you might find it challenging to complete the questions in time. Start reading in groups of 3-5 words or chunking, do not reread the words, set a timer for a short duration, such as one minute, and read a passage or article within that time frame.
- **Retell texts you read** to develop your memory and learn how to paraphrase.
- **Take notes and summarise.** When you take notes you are forcing yourself to interpret what you read.
- **Expand your vocabulary** to understand the passages of texts given to you. You can learn new words every day with [Quizlet cards](#).
- **Improve your grammar.** Grammar can help you spot the right answer in the test, especially in tasks such as summary completion and sentence completion.



## Section 3: Writing

**Duration:** 60 minutes

**Number of tasks:** 2

### Assessment criteria:

- **Task achievement (for task 1) and task response (for task 2):** 25% of your mark
- **Coherence and cohesion:** 25% of your mark
- **Lexical resource:** 25% of your mark
- **Grammatical range and accuracy:** 25% of your mark
- **Read more in the [Writing band descriptor](#).**

### Score:

Each of the four criteria receives a score from 0 to 9 points.

**IELTS Academic/IELTS General Training, Task 1:** ! Different

**IELTS Academic/IELTS General Training, Task 2:** X No difference

### Academic Writing:

- In Task 1, you have to analyse a graph, table, chart, or diagram. You need to write at least 150 words.
- In Task 2, you need to write an essay on a point of view, argument, or problem. You need to write at least 250 words.

### General Training Writing:

- In Task 1, you will need to write a letter based on a given situation. You need to write at least 150 words.
- In Task 2, you need to write an essay on a point of view, argument, or problem. You need to write at least 250 words.

! Each task is assessed independently.

! Writing task 2 weights two times more than Writing task 1.



## TIPS



- **Make it a habit to write in English.** Keep a diary, take notes and to-do lists, make a shopping list. This way you will remember the spelling of words. Check your essays for errors with Grammarly.com or ChatGPT.
- **Every day read news, magazines and articles, and make a summary of them.** Practice makes perfect. Keep doing this consistently while getting feedback on your writing, and you will see your writing skills improve within a couple of weeks.
- **Get feedback on your writing.** Reach out to someone who has achieved a high score in the exam, or ask for assistance from a teacher or proficient English speaker. The goal is to understand your strengths and weaknesses.
- **Perfect your punctuation.** Using the right punctuation can make your test responses flow smoothly, demonstrating your English proficiency. If you're not sure which punctuation symbol to use, keep things simple.
- **Learn transitional devices** (meanwhile, however, therefore, etc). Transitional devices will help you connect ideas.



## Section 4: Speaking

**Duration:** 11–14 minutes

**IELTS Academic/IELTS General Training:** ✗ No difference

**Number of parts:** 3 (introduction & interview, individual long turn, two-way discussion)

### Assessment criteria:

- **Fluency and coherence:** 25% of your mark
- **Lexical resource:** 25% of your mark
- **Grammatical range and accuracy:** 25% of your mark
- **Pronunciation:** 25% of your mark
- **Read more in the [Speaking band descriptor](#).**

**Score:** Each of the four criteria receives a score from 0 to 9 points.

! The Speaking test is a face-to-face interview between the test taker and an examiner.

! The Speaking test is recorded.



## TIPS

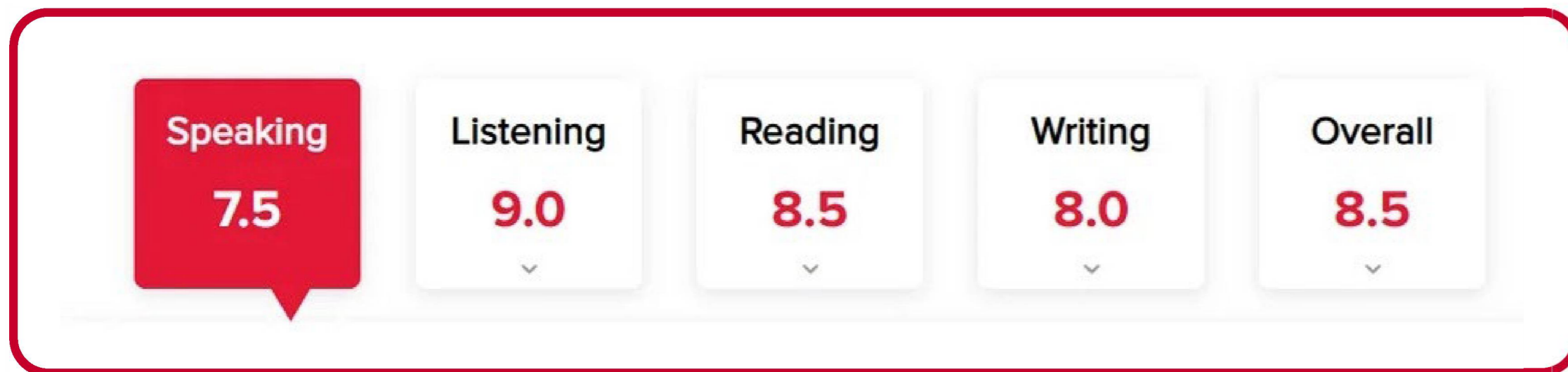


- **Don't memorise answers**, especially in Part 1. The examiner will be able to tell if you have memorised your answers and this may negatively influence your final band score.
- **Sing along to English songs.** This will help you become more fluent, improve pronunciation, and learn new vocabulary and grammar.
- **Speak to yourself.** Talk about anything e.g. your thoughts, your day. Simply speaking out loud will help you become more comfortable speaking English.
- **Speak at length.** Expand your answer by giving reasons or more details. Don't worry about mistakes. You can still do well by speaking clearly and fluently and using expression.
- **Learn discourse markers** e.g. Well, Actually, Right, I'll tell you about..., Yes, but..., Oh, let's see... These phrases show fluency and that you're speaking English naturally and confidently.
- **Record yourself answering** common speaking questions or practising everyday conversation. Then listen to it and assess your performance for fluency, range of grammar, and vocabulary.
- **Work on your pronunciation using the shadowing technique.** Listen to the audio from the Listening Section and repeat it out loud as close to the original as possible.



## Scoring system

When you receive a Test Report Form you will see your overall test score and scores for all four sections.



The overall band score is the average of the four section band scores rounded to the nearest half band.

BAND SCORE	SKILL LEVEL	CEFR LEVEL
9	Expert user	C2 — Proficiency
8.5		
8	Very good user	C1 — Advanced
7.5		
7	Good user	B2 — Upper Intermediate
6.5		
6	Competent user	B1 — Lower Intermediate
5.5		
5	Modest user	A2 — Elementary
4.5		
4	Limited user	A1 — Beginner
3.5		
3	Extremely limited user	A0 — Starter
2.5		
2	Intermittent user	
1	Non-user	
0	Did not attempt test	

## SELF QUIZ



1 In the IELTS test, there are four parts: Listening, Reading, Writing, Speaking.

- True
- False



2 How long is the Listening section?

- 10 minutes
- 20 minutes
- 30 minutes

3 If you're taking a paper test, is there extra time to transfer answers to the answer sheet?

- Yes, 10 minutes
- Yes, 5 minutes
- No

4 If you're taking a computer test, is there extra time to transfer answers to the answer sheet?

- Yes, 10 minutes
- Yes, 5 minutes
- No

5 There are 40 questions in the Listening section. Each correct answer gives you 1 mark.

- True
- False



- 6** How long is the Reading section?
- 60 minutes + 10 minutes transfer time
  - 60 minutes
  - 30 minutes
- 7** There are 40 questions in the Reading section. Each correct answer gives you 1 mark.
- True
  - False
- 8** The Reading sections in the IELTS Academic and IELTS General Training are different.
- True
  - False
- 9** The IELTS Academic and IELTS General Training have different numbers of texts and topics for the Reading section.
- True
  - False
- 10** How many tasks are there in the Writing section?
- 2
  - 3
  - 4



- 11** How long is the Writing section?
- 60 minutes + 10 minutes transfer time
  - 60 minutes
  - 30 minutes
- 12** How many parts are there in the Speaking section?
- 2
  - 3
  - 4
- 13** The Speaking sections in the IELTS Academic and IELTS General Training are different.
- True
  - False
- 14** What is the maximum band score for each section?
- 5
  - 9
  - 30
- 15** What is the maximum band score for the whole test?
- 5
  - 9
  - 30

## SELF QUIZ ANSWERS



1 In the IELTS test, there are four parts: Listening, Reading, Writing, Speaking.

**True** 🎯

False



2 How long is the Listening section?

~~10 minutes~~

~~20 minutes~~

**30 minutes** 🎯

3 If you're taking a paper test, is there extra time to transfer answers to the answer sheet?

**Yes, 10 minutes** 🎯

~~Yes, 5 minutes~~

~~No~~

4 If you're taking a computer test, is there extra time to transfer answers to the answer sheet?

~~Yes, 10 minutes~~

~~Yes, 5 minutes~~

**No** 🎯

5 There are 40 questions in the Listening section. Each correct answer gives you 1 mark.

**True** 🎯

False



6 How long is the Reading section?

~~60 minutes + 10 minutes transfer time~~

**60 minutes**

~~30 minutes~~

7 There are 40 questions in the Reading section. Each correct answer gives you 1 mark.

**True**

False

8 The Reading sections in the IELTS Academic and IELTS General Training are different.

**True**

False

9 The IELTS Academic and IELTS General Training have different numbers of texts and topics for the Reading section.

**True**

False

10 How many tasks are there in the Writing section?

**2**

3

4



11 How long is the Writing section?

~~60 minutes + 10 minutes transfer time~~

**60 minutes**

~~30 minutes~~

12 How many parts are there in the Speaking section?

2

**3**

4

13 The Speaking sections in the IELTS Academic and IELTS General Training are different.

True

**False**

14 What is the maximum band score for each section?

5

**9**

30

15 What is the maximum band score for the whole test?

5

**9**

30

## CHAPTER 3 Listening Module



This section tests your ability to understand the main ideas and detailed factual information, the opinions and attitudes of speakers, the purpose of utterances, and your ability to follow the development of ideas. In this chapter, we'll analyse question types, discover tips and tricks to crack the Listening section and do exercises to master the language.

### OVERVIEW

**Duration:** 30 minutes

**General Training Test/Academic Test:** ✗ No difference

**Number of parts/recordings:** 4

**Number of questions:** 40 questions

### FORMAT

<b>Recording 1:</b> conversation	<b>2 speakers</b>	everyday life / social context
<b>Recording 2:</b> monologue	<b>1 speaker</b>	everyday life / social context
<b>Recording 3:</b> conversation	<b>2-4 speakers</b>	educational / training context
<b>Recording 4:</b> monologue	<b>1 speaker</b>	educational / training context

**Example of recording 1:** a telephone conversation (a jobseeker - the HR department).

**Example of recording 2:** a tour guide talking about the museum.

**Example of recording 3:** a teacher and 2 students discussing origami as a learning tool.

**Example of recording 4:** a lecture on the French writer Victor Hugo.

### QUESTION TYPES:

- Multiple choice
- Matching
- Plan/map/diagram labelling
- Form/note/table/flowchart/summary/sentence completion
- Short-answer

## SCORING

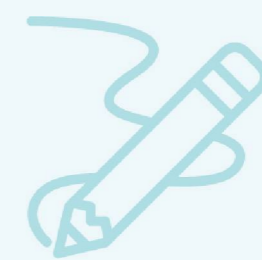
**Raw score (0-40):** 1 correct answer = 1 mark

Ex: 30 correct answers = 30 marks

Raw scores will be converted to band scores.

**Band score (0-9):**

RAW SCORE	BAND SCORE	SKILL LEVEL
39-40	9	Expert user
37-38	8.5	
35-36	8	Very good user
32-34	7.5	
30-31	7	Good user
26-29	6.5	
23-25	6	Competent user
18-22	5.5	
16-17	5	Modest user
13-15	4.5	
11-12	4	Limited user
≈ 7-10	3.5	
≈ 4-6	3	Extremely limited user
≈ 3	2.5	
≈ 2	2	Intermittent user
≈ 1	1	Non-user
0	0	Did not attempt test



## RULES TO REMEMBER

- You will hear each recording **ONLY ONCE**.
- Questions always come in order.
- For IELTS computer test: **NO** extra time to transfer your answers.
- For IELTS paper test: 10 minutes at the end of the Listening section to transfer your answers to the answer sheet.



## EXERCISES TO IMPROVE YOUR LISTENING SKILLS



### EXERCISE 1 - Dictation practice

- *Listen to real IELTS recordings and type what you hear.*
- *This exercise is very useful for improving your listening skills and your understanding of different accents.*
- *It is also good for developing your typing skills.*

*\*If the website is not available in your country, you can listen to recordings of IELTS Listening practice tests (one sentence at a time) and write down what you hear.*

<https://dailydictation.com/exercises/ielts-listening>

The screenshot shows the DailyDictation website interface. At the top, there is a navigation bar with 'DailyDictation' on the left and 'All exercises', 'Top users', 'Videos lessons', and 'Help Us' on the right. Below the navigation bar, there are links for 'Login' and 'Register'. The main content area is titled 'IELTS Listening' and features a search bar with an 'OK' button. Below the search bar, there is a grid of 18 exercise cards, each containing a test name and links for 'Listen & Type' and 'Listen & Read'. The exercises are organized into three columns and six rows. The first column contains exercises from CAM18 - Test 1, the second from CAM18 - Test 3, and the third from CAM17 - Test 2.



## EXERCISE 2 - 6 Minute English BBC

- Listen to a 6-minute programme on the BBC website.
- Answer the week's question.
- Learn new vocabulary.
- Listen again and look at the transcript.
- Read the transcript aloud.



<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>

The screenshot shows the BBC Learning English website. At the top, there is a navigation bar with the BBC logo, a sign-in button, and links to Home, News, Sport, Business, Innovation, Culture, and Travel. A search bar is also present. Below the navigation bar, the main heading reads "LEARNING ENGLISH" with the tagline "INSPIRING LANGUAGE LEARNING SINCE 1943". A secondary navigation bar includes links for Courses, Grammar, Pronunciation, Vocabulary, News, and More... A search bar is also located here.

The main content area features the "6 Minute English" section, labeled as "INTERMEDIATE LEVEL". It includes a description: "Our long-running series of topical discussion and new vocabulary, brought to you by your favourite BBC Learning English presenters." Below this, there is a link to "From the archives" with the text "All 6 Minute English programmes pre-September 2014 can be found here."

The featured episode is "Disability in music and theatre", Episode 240321, dated 21 MAR 2024. The description states: "Learn about the people who are making it easier for disabled musicians and music fans to perform and see live music". The image for this episode shows a young girl in a wheelchair wearing headphones.

Below the featured episode, there are three smaller episode thumbnails:

- "What makes a great" (with a person reading)
- "Sewing to fight period" (with a sewing machine)
- "Plastic waste: eaten by" (with a woman)



## EXERCISE 3 - BBC News Report

- *Listen to a BBC news report.*
- *Learn new vocabulary.*
- *Listen again and look at the transcript.*
- *Read the transcript aloud.*

<https://www.bbc.co.uk/learningenglish/english/features/news-report>

The screenshot shows the BBC Learning English website interface. At the top, there is a navigation bar with the BBC logo, a 'Sign in' button, and links for Home, News, Sport, Business, Innovation, Culture, and Travel. A search bar is also present. Below the navigation bar, the main heading reads 'LEARNING ENGLISH' with the tagline 'INSPIRING LANGUAGE LEARNING SINCE 1943'. A secondary navigation bar includes links for Courses, Grammar, Pronunciation, Vocabulary, News, and More... A search bar is also located here. The main content area features a 'News Report' section labeled 'INTERMEDIATE LEVEL'. The text describes the series as using authentic audio news stories from the BBC and mentions a 'LingoHack' page. The featured news report is titled 'Brexit: PM meets Euro leaders', dated 28 JUN 2016, with the subtitle 'Cameron asks for Brexit talks'. The main image for the report shows the Union Jack and the European Union flag. Below this, there are three smaller images: a man looking at a smartphone, a raised fist with rainbow colors, and a pair of boxing gloves.





## EXERCISE 4 - One-minute World News BBC

- Watch the news summaries from BBC World News EVERY DAY.
- News summaries are updated daily.



<https://www.bbc.com/news/av/10462520>

The screenshot shows the BBC News website interface. At the top, there is a navigation bar with the BBC logo, a 'Sign in' button, and links for Home, News, Sport, Business, Innovation, Culture, and Travel. A search bar is located on the right. Below the navigation bar is a red banner with the word 'NEWS' in white. Underneath the banner, there are links for Home, Israel-Gaza war, War in Ukraine, Climate, Video, World, UK, Business, Tech, and Science, followed by a 'More' button. The main content area features a large video player with a red and white globe graphic. The video player has a play button and a duration of 00:55. Below the video player, the title 'One-minute World News' is displayed, followed by a description: 'Watch the latest news summary from BBC World News. International news updated 24 hours a day.' and 'News · 4 hours ago'. Below the video player, there is a red arrow icon. The 'Editor's recommendations' section is located below the video player and contains five video thumbnails with their respective titles and durations: 'BBC Verify examines how the Moscow attack unfolded' (1:57), 'Moscow attack: 'The first thing you notice is the smell'' (1:05), 'Moscow concert hall attack videos examined' (1:31), 'Witness films escape from Moscow attack' (1:23), and 'Full message from Catherine, the Princess of Wales' (2:15).



## EXERCISE 5 - 5 Minutes On BBC

- Listen to a 5-minute podcast.
- Write down 5 new words.
- Write a short summary of the podcast.
- Make sure you use the 5 new words in your summary.



<https://www.bbc.co.uk/sounds/brand/p09qfysl>

**BBC** Sign in Home News Sport Business Innovation Culture Travel ...

**SOUNDS** Home Music Podcasts My Sounds

### 5 Minutes On

Real-life stories behind the headlines from BBC News. A topical news podcast that brings you compelling human interest stories that will inspire, amuse or give you perspective.

EPISODES (645 AVAILABLE)

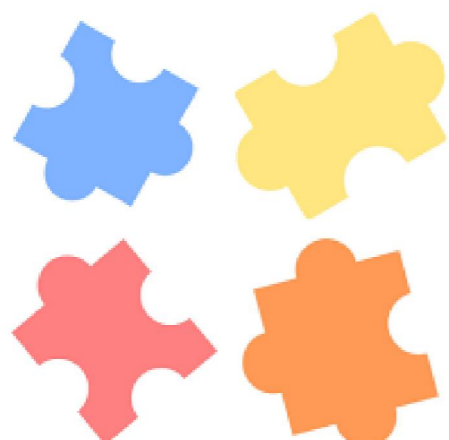
- Pontins: 'Run Down and Ruined'**  
Wendy Jones was crushed by a collapsed ceiling in 2019. Her family still want answers.  
5 mins | 20 Mar 2024
- Olympic champion - 'it's time to hang up that bike'**  
Dame Laura Kenny, Britain's most successful female Olympian, announces her retirement.  
6 mins | 18 Mar 2024
- Can you really personalise your diet?**  
Doctors raise concerns about the growing use of blood sugar-monitors.  
5 mins | 16 Mar 2024
- The young men driving themselves to death**  
The brother of a teenager who was killed in a drink-driving crash tells his story.  
6 mins | 15 Mar 2024

## IDENTIFYING TYPES OF LISTENING QUESTIONS



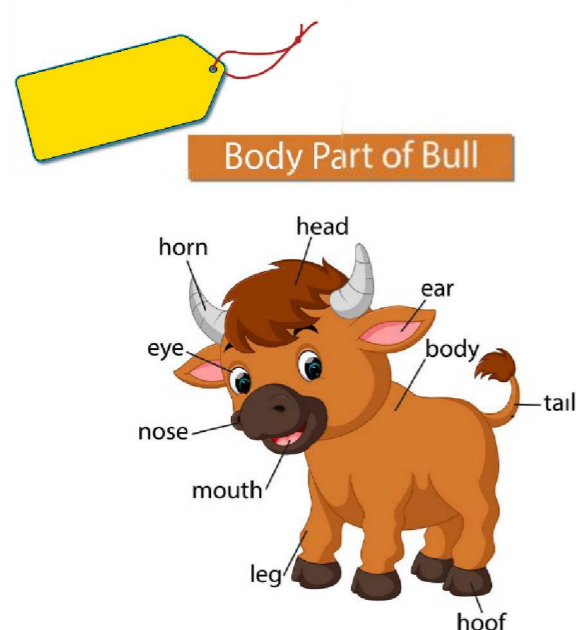
**MULTIPLE CHOICE:** Choose one or more correct answers from the list.

*It's like a little game of choosing the right answer from a list.*



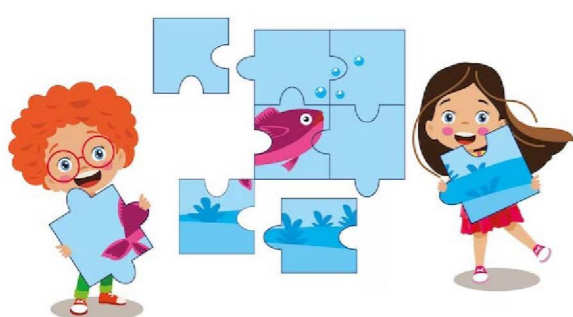
**MATCHING:** Match items on one list with items on the other list.

*It's like putting puzzle pieces together to form pairs.*



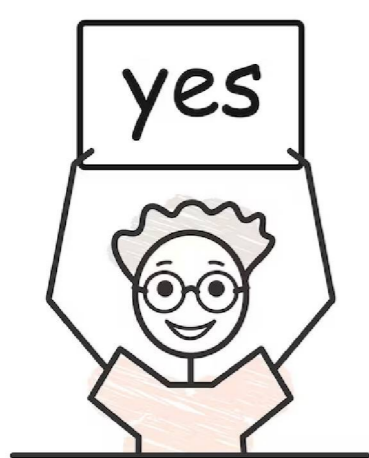
**LABELLING:** Match the right words to the parts of a picture that need names.

*It's like labelling a map or diagram to show what everything is.*



**COMPLETION:** Fill in the blanks with the correct answers.

*It's like completing a jigsaw puzzle by adding the missing pieces to make the picture complete.*



**SHORT-ANSWER:** Write short answers to questions.

*It's like giving a quick answer to a question without going into too much detail.*

## EXAMPLES WITH PICTURES



### MULTIPLE CHOICE QUESTION

The museum building was originally

- A a factory.
- B a private home.
- C a hall of residence.

### MATCHING QUESTION

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 15–20.

#### Information

- A Parents must supervise their children.
- B There are new things to see.
- C It is closed today.
- D This is only for school groups.
- E There is a quiz for visitors.
- F It features something created by students.
- G An expert is here today.
- H There is a one-way system.

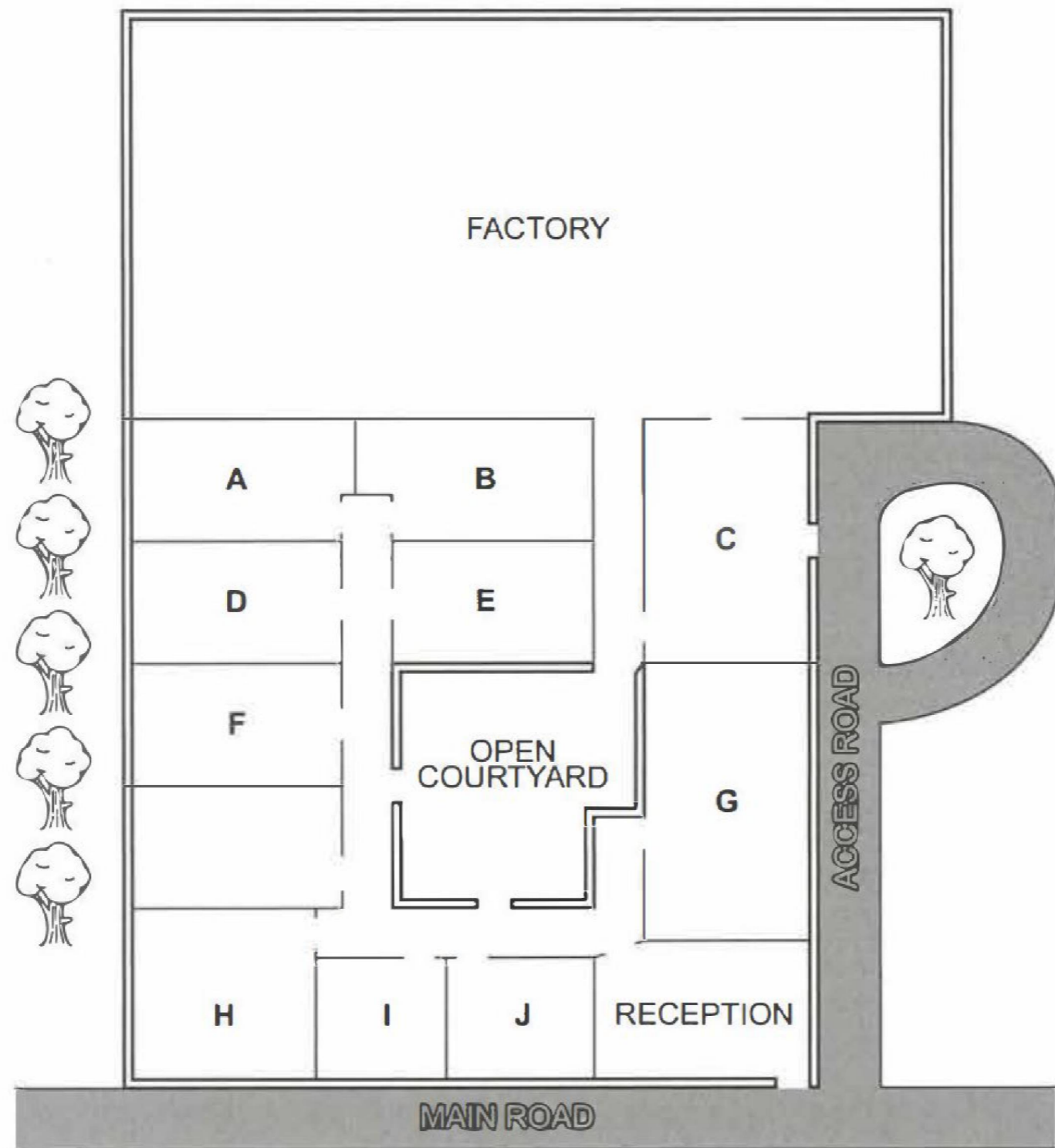
#### Areas of museum

- 15 Four Seasons .....
- 16 Farmhouse Kitchen .....
- 17 A Year on the Farm .....
- 18 Wagon Walk .....
- 19 Bees are Magic .....
- 20 The Pond .....

# PLAN LABELLING QUESTION

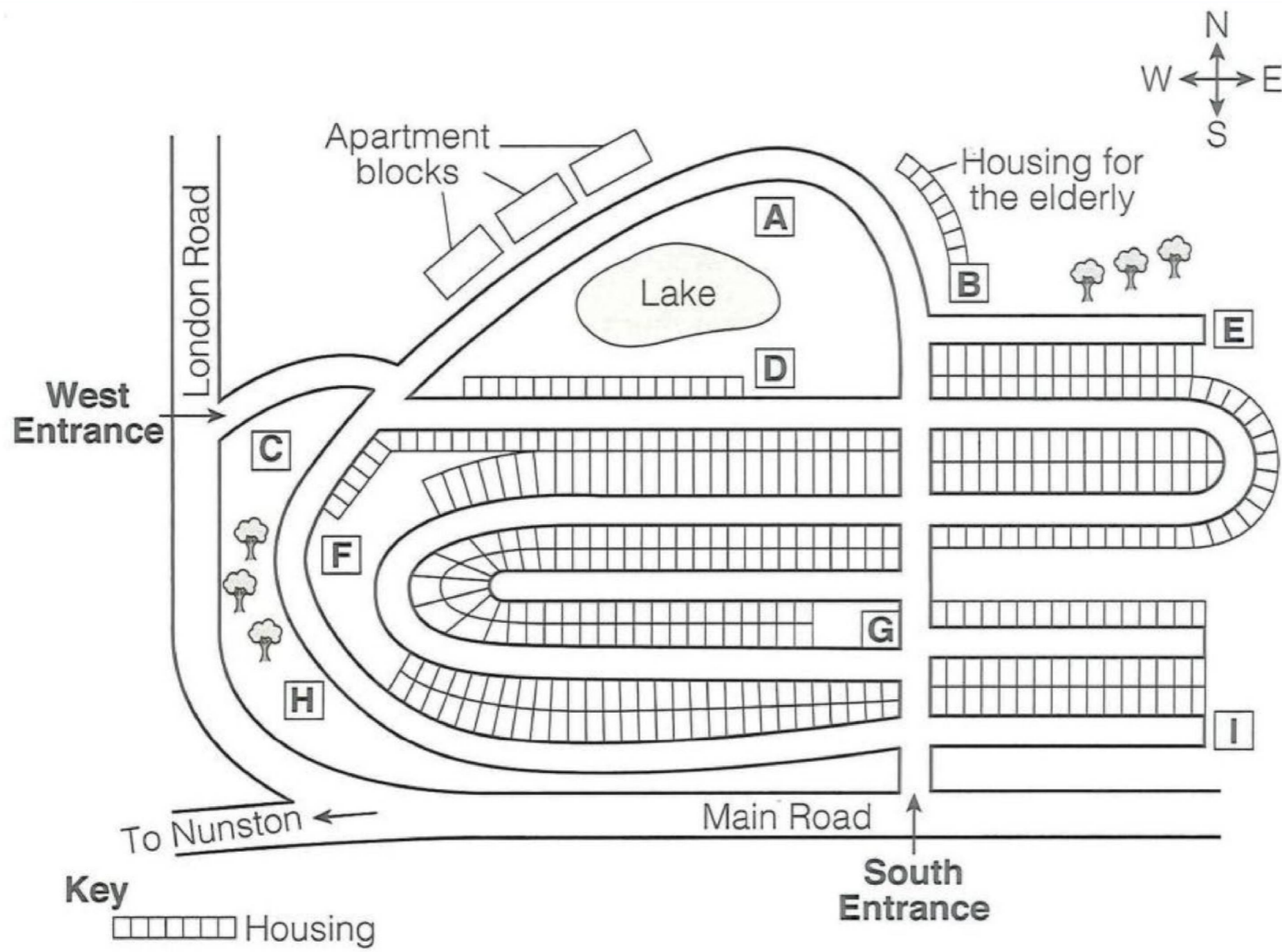


Plan of Stevenson's site



- 15 coffee room .....
- 16 warehouse .....
- 17 staff canteen .....
- 18 meeting room .....
- 19 human resources .....
- 20 boardroom .....

# MAP LABELLING QUESTION

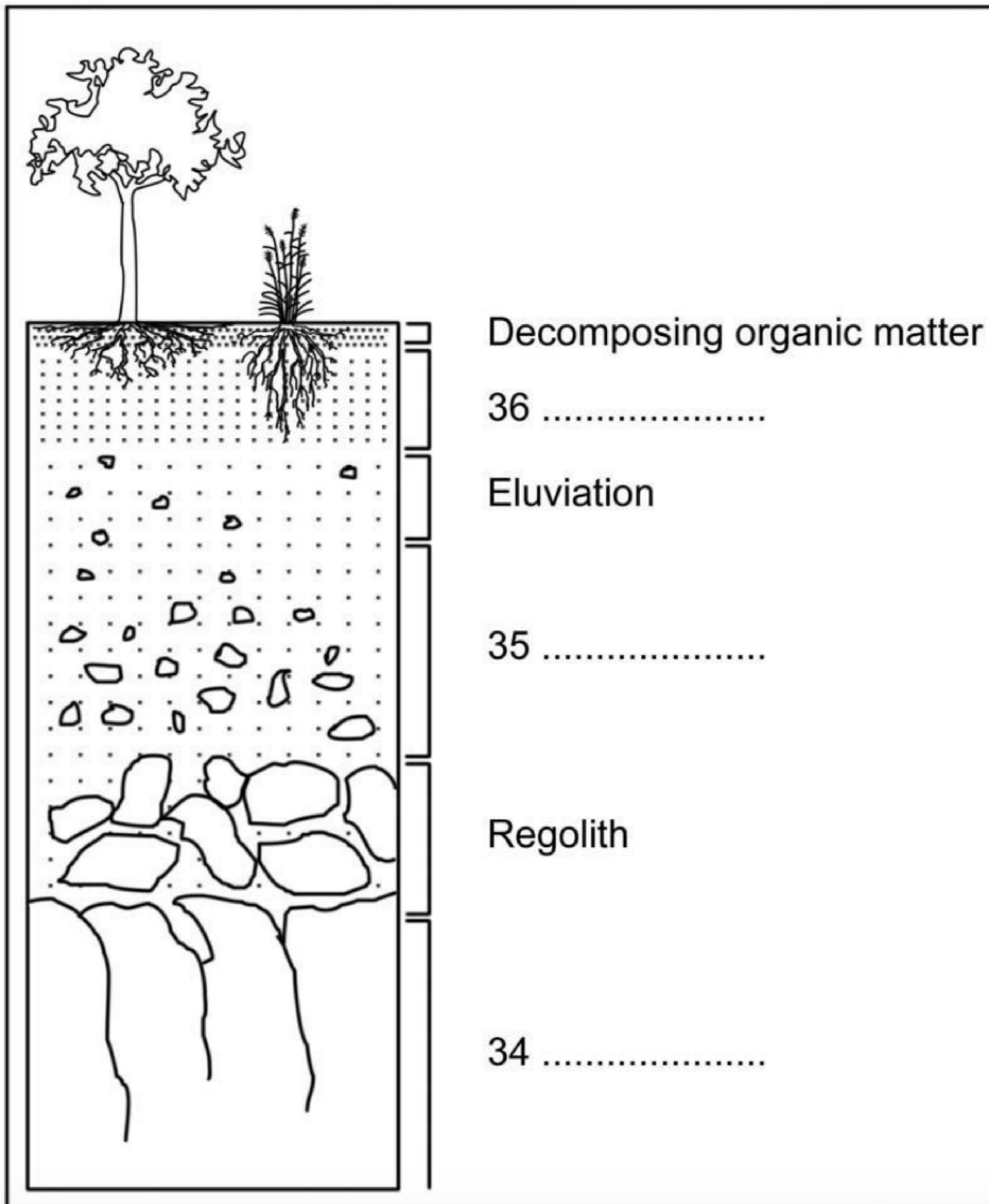


- 15 School .....
- 16 Sports centre .....
- 17 Clinic .....
- 18 Community centre .....
- 19 Supermarket .....
- 20 Playground .....

# DIAGRAM LABELLING QUESTION



## Layers of Soil



## FORM COMPLETION QUESTION



Wayside Camera Club membership form	
Name:	Dan Green
Email address:	dan1068@market.com
Home address:	52 1 ..... Street, Peacetown
Heard about us:	from a 2 .....
Reasons for joining:	to enter competitions to 3 .....
Type of membership:	4 ..... membership (£30)

## NOTE COMPLETION QUESTION

**Workshops**

- Making 5 ..... food
- (children only) Making 6 .....
- (adults only) Making toys from 7 ..... using various tools

**Outdoor activities**

- Swimming in the 8 .....
- Walking in the woods, led by an expert on 9 .....

See the festival organiser's 10 ..... for more information

**Victor Hugo**

**His novel, *Les Misérables***

- It has been adapted for theatre and cinema.
- We know more about its overall 31 ..... than about its author.

**His early career**

- In Paris, his career was successful and he led the Romantic movement.
- He spoke publicly about social issues, such as 32 ..... and education.
- Napoleon III disliked his views and exiled him.

**His exile from France**

- Victor Hugo had to live elsewhere in 33 .....
- He used his income from the sale of some 34 ..... he had written to buy a house on Guernsey.

**His house on Guernsey**

- Victor Hugo lived in this house until the end of the Empire in France.
- The ground floor contains portraits, 35 ..... and tapestries that he valued.
- He bought cheap 36 ..... made of wood and turned this into beautiful wall carvings.
- The first floor consists of furnished areas with wallpaper and 37 ..... that have a Chinese design.
- The library still contains many of his favourite books.
- He wrote in a room at the top of the house that had a view of the 38 .....
- He entertained other writers as well as poor 39 ..... in his house.
- Victor Hugo's 40 ..... gave ownership of the house to the city of Paris in 1927.

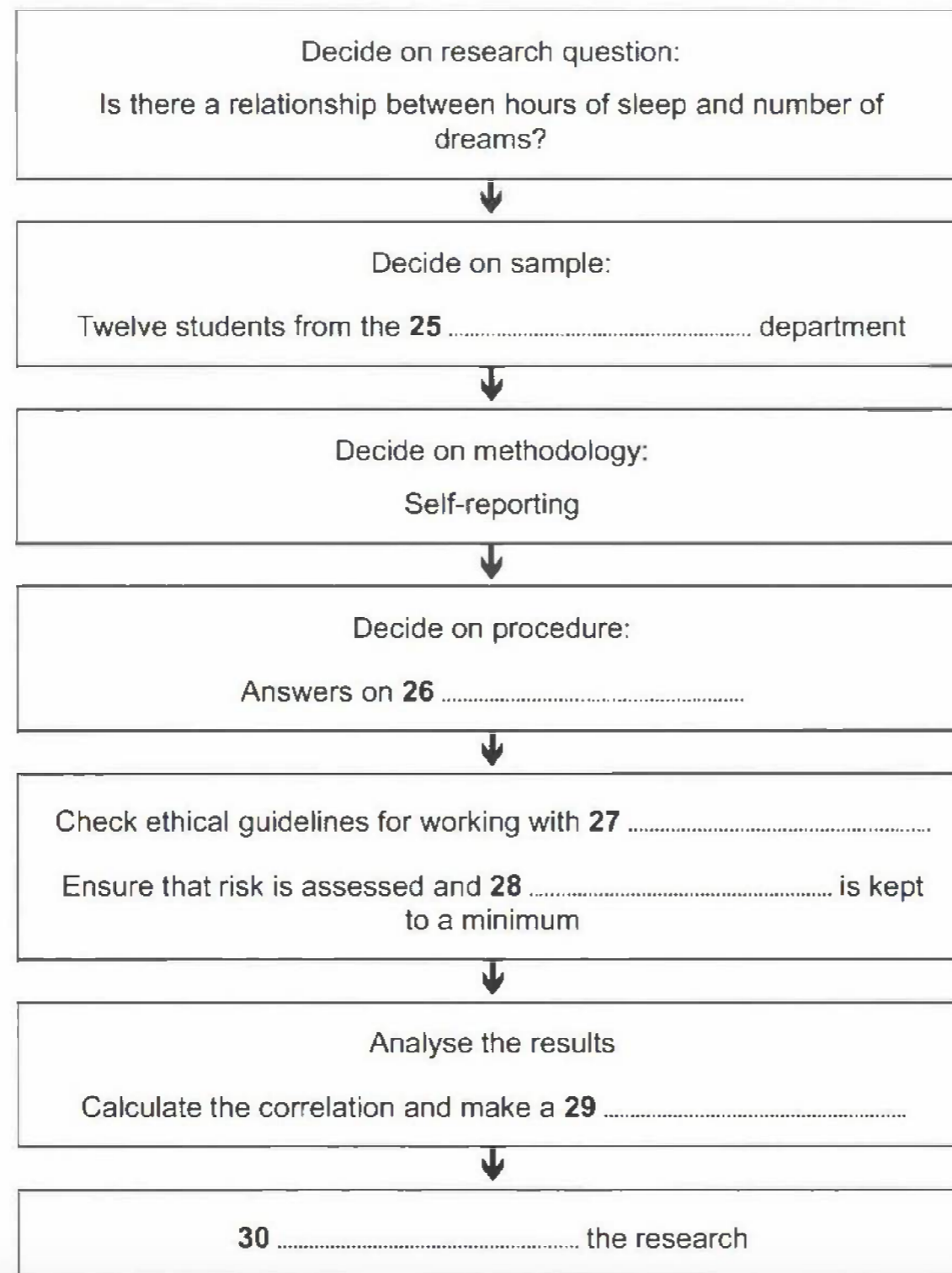
## TABLE COMPLETION QUESTION



Timetable for Isle of Man holiday		
	Activity	Notes
Day 1	Arrive	Introduction by manager Hotel dining room has view of the 15 .....
Day 2	Tynwald Exhibition and Peel	Tynwald may have been founded in 16 ..... not 979.
Day 3	Trip to Snaefell	Travel along promenade in a tram; train to Laxey; train to the 17 ..... of Snaefell
Day 4	Free day	Company provides a 18 ..... for local transport and heritage sites.
Day 5	Take the 19 ..... railway train from Douglas to Port Erin	Free time, then coach to Castletown – former 20 ..... has old castle.
Day 6	Leave	Leave the island by ferry or plane

## FLOWCHART COMPLETION QUESTION

### Assignment plan



## SUMMARY COMPLETION QUESTION

If soil is healthy, it is a **31** ..... teeming with life such as worms, fungi and bacteria. If plants are grown in poor soil, they will lack **32** ..... and human health will suffer. Plants are nourished by organic matter, **33** ..... and other essential elements which are broken down by insects and other organisms in a synergistic relationship.



## SENTENCE COMPLETION QUESTION

Studying with the Open University demanded a great deal of **27** .....  
Studying and working at the same time improved Rachel's **28** ..... skills.  
It was helpful that the course was structured in **29** .....  
She enjoyed meeting other students at **30** .....

## SHORT-ANSWER QUESTION

What **TWO** factors can make social contact in a foreign country difficult?

- **11** .....
- **12** .....

Which types of community group does the speaker give examples of?

- theatre
- **13** .....
- **14** .....

In which **TWO** places can information about community activities be found?

- **15** .....
- **16** .....

## MOST COMMON QUESTION TYPES

- Note completion (often found in Part 4)
- Multiple choice (often found in Parts 2 and 3)
- Matching (often found in Parts 2 and 3)



## TIPS AND TRICKS



### PART 1:

- Read the questions BEFORE the recording begins.
- **Predict the answers.** It's always easier to find the right answer if you know WHAT to listen for.

### PART 2:

- Read the questions BEFORE the recording begins.
- **Look for keywords, think of their synonyms and listen for them.**

### PART 3:

- Read the questions BEFORE the recording begins.
- **Organise your notes into columns.** Make 2-4 columns (depending on the number of speakers). Write down what each speaker says in the appropriate column.

### PART 4:

- Read the questions BEFORE the recording begins.
- **Predict the answers.** Think of their synonyms and listen for them.
- **Listen for signpost words in the recording (to begin with, moreover, for example, however, finally).** They will help you to identify the different stages of the lecture.

## ! COMMON MISTAKES !



WRONG ANSWER	CORRECT ANSWER	TYPE OF MISTAKE
Profesion	professi <b>o</b> n	Spelling
Appointment	appointments <b>s</b>	In the task, the answer must be plural, not singular:  <i>"making ... an organising <u>them</u>"</i>
The 24th of April	24(th) April	The task says:  <i>"write ONE WORD AND/OR A NUMBER".</i>
1,000	1,000 <b>kg</b>	The task asks for a unit of weight:  <i>"There will eventually be a daily harvest of as much as ... in <u>weight</u> of fruit and vegetables."</i>
B	<b>BC</b>	The task asks you to choose TWO letters.
technology experts	F	The task is to write the correct letter (not the phrase that follows).

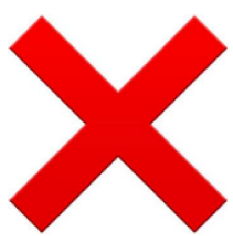
## SPELLING



You can use either British or American spelling.



However, stick to one or the other.



Don't use both.

Use the promo code

**IELTSBOOK**

to get a **\$20** discount.





## EXERCISE 1

Change the forms of the words:

- absent (adjective) -> .....(noun)
- excess (noun) -> ..... (verb)
- success (noun) -> .....(verb)
- begin (verb) -> ..... (noun)
- different (adjective) -> ..... (noun)
- maintain (verb) -> .....(noun)
- benefit (verb) -> .....(adjective)
- run (verb) -> ..... (noun)
- influence (noun) -> ..... (adjective)
- pronounce (verb) -> ..... (noun)



## EXERCISE 2

See if you know the meaning of these words. Note down their definitions in your native language:

- access (verb) = .....
- assess (verb) = .....
- lose = .....
- loose = .....
- affect = .....
- effect = .....
- though = .....
- thought = .....
- through = .....
- principal (noun) = .....
- principle (noun) = .....
- passed = .....
- past (adjective) = .....
- complement (verb) = .....
- compliment (verb) = .....
- costume (noun) = .....
- custom (noun) = .....
- its = .....
- it's = .....
- their = .....
- there = .....
- they're = .....
- than = .....
- then = .....





### EXERCISE 3

Each pair of sentences is missing ONE word. For each pair, it's the same word. Guess the word and write it down.

▲ She regained **c**.....**s** after fainting.

▼ Meditation helps to increase awareness and **c**.....**s**.

▲ The restaurant serves **f**.....**n** cuisine from different countries.

▼ I find it difficult to understand a **f**.....**n** language.

▲ My **c**.....**r** helped me with the project.

▼ She is my **c**.....**r** at work.

▲ I will **d**.....**y** come to your birthday party on Saturday.

▼ She **d**.....**y** wants to go on holiday next month.

▲ The group has reached a **c**.....**s** on the best course of action.

▼ There was a **c**.....**s** among the students about the class schedule.

▲ The **g**.....**t** provides public services such as roads and schools.

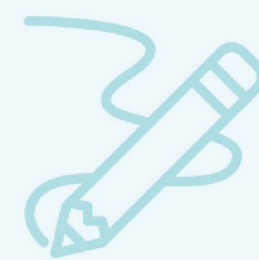
▼ The **g**.....**t** has passed new laws to protect the environment.

▲ My uncle is an **e**.....**r** who started his own bakery.

▼ She dreams of becoming an **e**.....**r** and opening her own fashion boutique.

▲ It is **n**.....**y** to study for the exam in order to do well.

▼ Water is **n**.....**y** for survival.





▲ I am **g**.....**l** for the love and support of my family.

▼ She was **g**.....**l** to receive such a thoughtful gift from her friend.

▲ We dress up for special **o**.....**ns** like weddings.

▼ They celebrated the **o**.....**n** with a big party.

▲ In a classroom, the teacher is at the top of the **h**.....**y**, followed by the students.

▼ In the company, the **h**.....**y** includes the CEO, managers and employees.

▲ She will **r**.....**e** a parcel in the post tomorrow.

▼ He **r**.....**ed** a certificate for his achievements.

▲ With **p**.....**e** and hard work, you can achieve your goals.

▼ He showed great **p**.....**e** in learning how to play the guitar.

▲ We keep our socks in **s**.....**e** drawers.

▼ Let's **s**.....**e** the different coloured sweets into piles.

▲ The drummer sets the **r**.....**m** for the band.

▼ It is important to have a good sense of **r**.....**m** when dancing.



## EXERCISE 4

Guess the missing word and write it down.

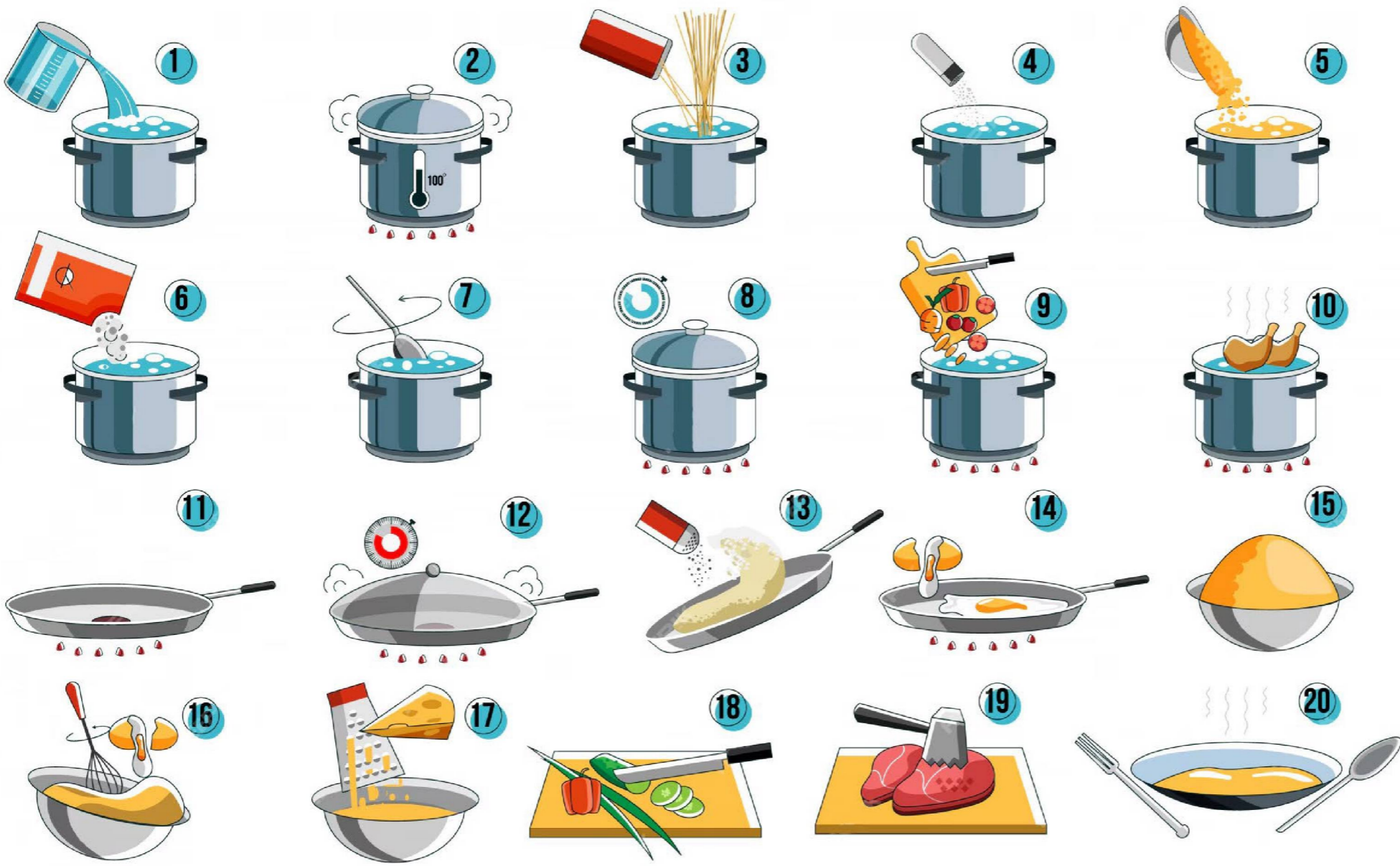


- ◆ He **d**.....**ed** the ball.

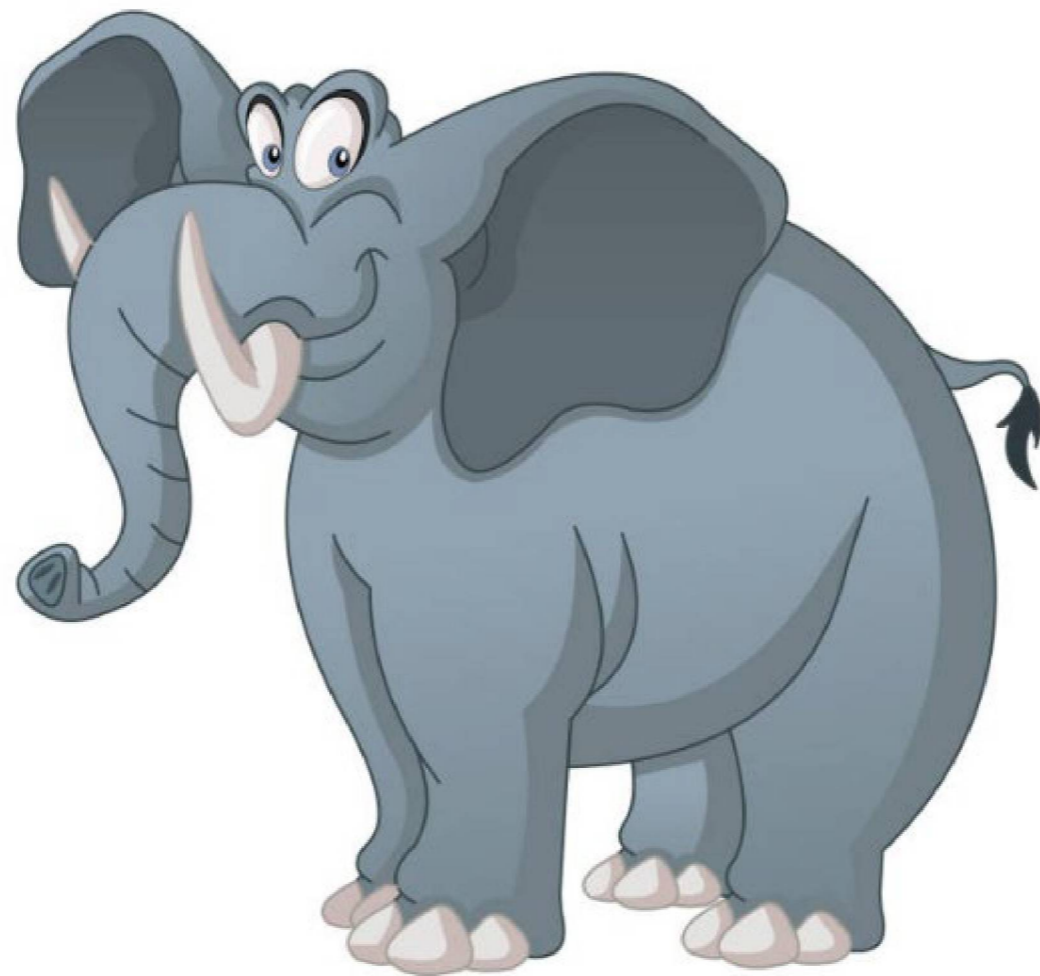


- ◆ The hotel offers various **a**.....**n** options, including suites and standard rooms.





◆ Cooking dinner is a multi-step **p**.....**s**.



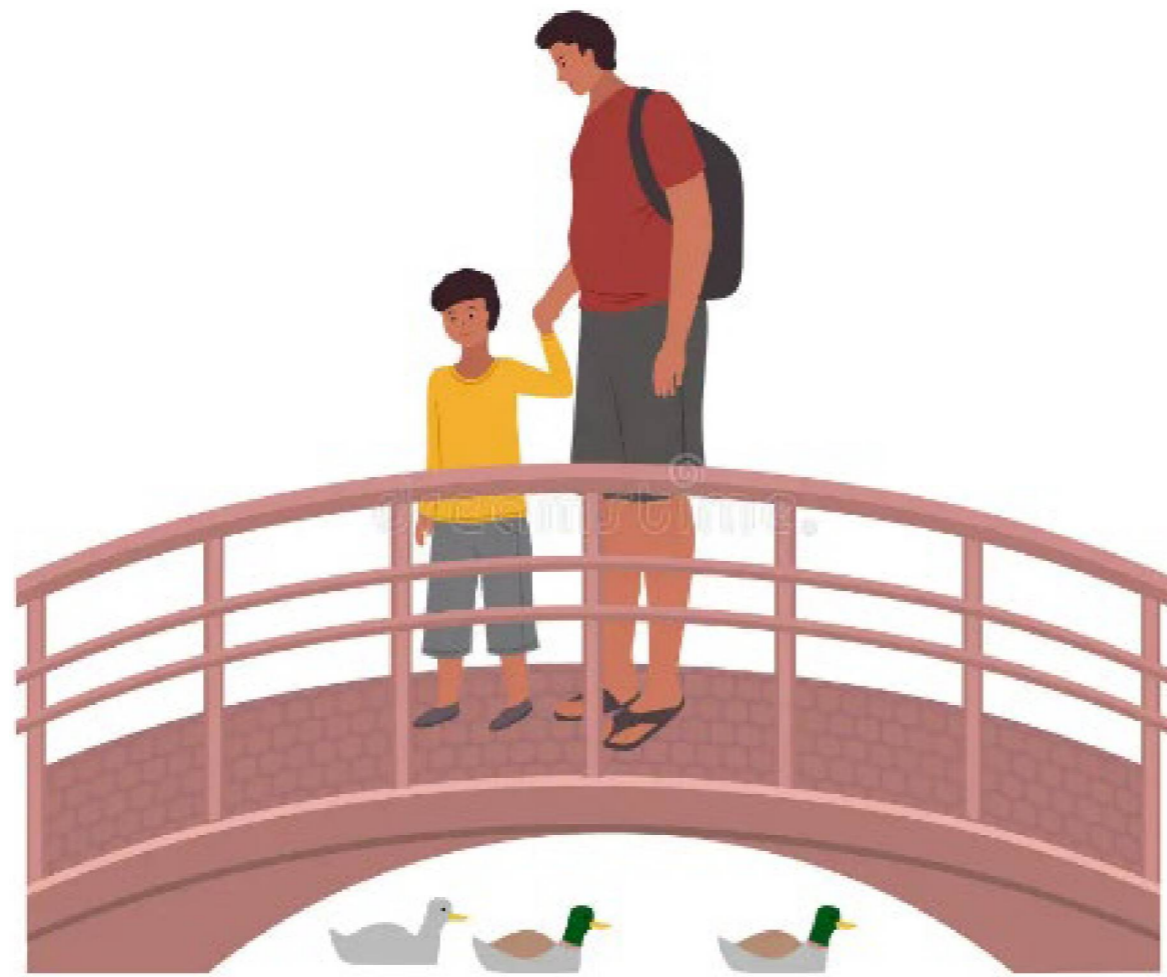
◆ The elephant is the **b**.....**t** animal in the zoo.



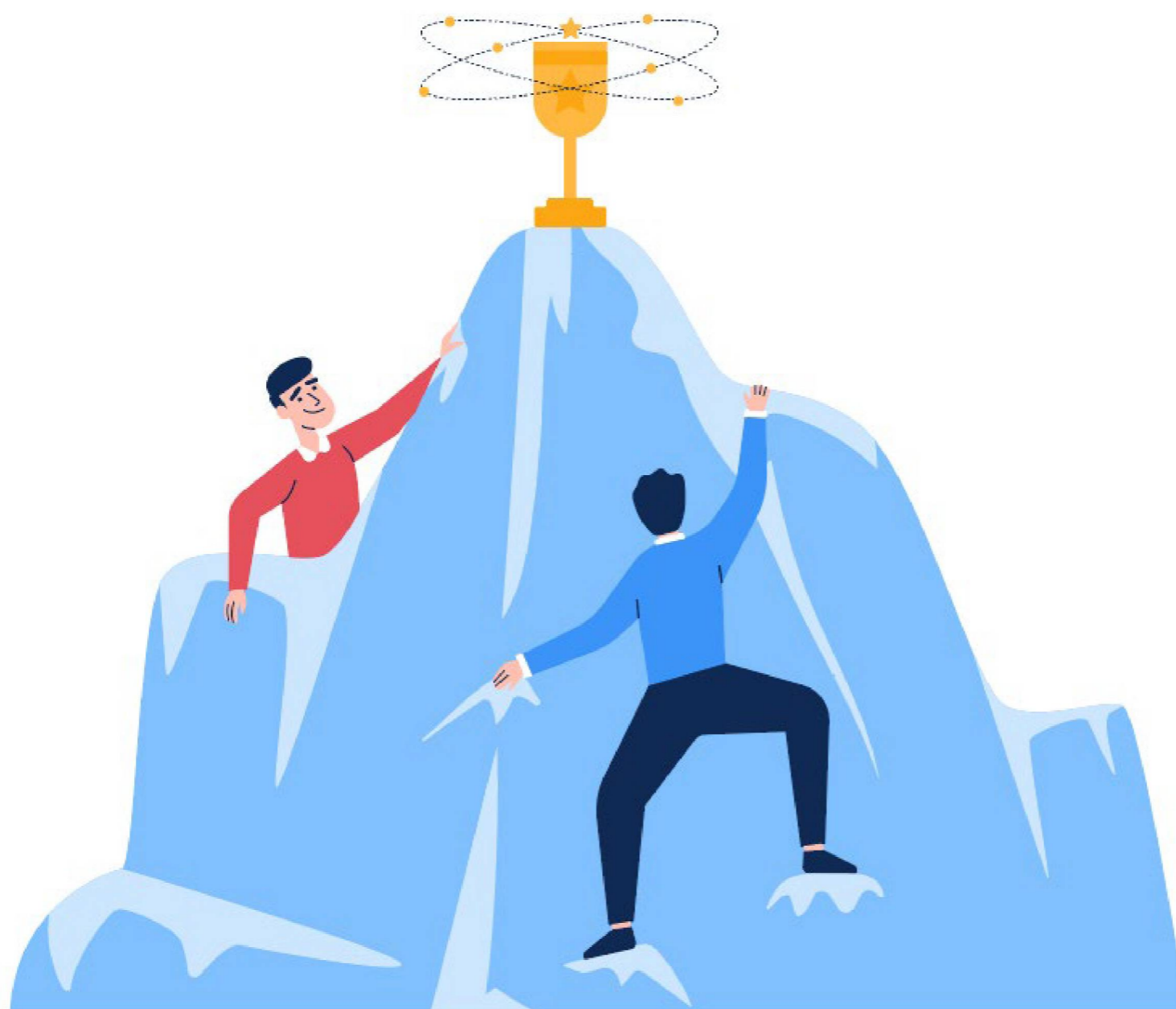
- ◆ The doctor **r**.....**ed** taking vitamins to improve overall health.



- ◆ He doesn't **p**.....**s** the necessary skills for the job.



- ◆ We walked **a**.....**s** the bridge to get to the other side of the river.



- ◆ Hard work and determination are key to **s**.....**s**.



## EXERCISE 5

Each group of words is missing ONE letter. For each group, it's the same letter. Guess the letter and write it down.

*\_now*  
*\_nowledge*  
*\_nee*  
*\_nife*  
*\_nob*

*Condem\_*  
*Autum\_*  
*Colum\_*  
*Solem\_*  
*Hym\_*

*Ex\_ited*  
*Ex\_ursion*  
*Ex\_emption*  
*Ex\_ess*  
*Ex\_eed*

*Enviro\_ment*  
*Assig\_ment*  
*Gover\_ment*  
*Entertai\_ment*  
*Ador\_ment*

*Cons\_ious*  
*S\_issors*  
*Dis\_ipline*  
*Fas\_inate*  
*S\_ience*





## EXERCISE 1

- absent (adjective) → absence (noun)
- excess (noun) → exceed (verb)
- success (noun) → succeed (verb)
- begin (verb) → beginning/beginner (noun)
- different (adjective) → difference (noun)
- maintain (verb) → maintenance (noun)
- benefit (verb) → beneficial (adjective)
- run (verb) → running/runner (noun)
- influence (noun) → influential (adjective)
- pronounce (verb) → pronunciation (noun)



## EXERCISE 2

**access (verb)** = to be able to go to or get into a place

*Example:* Students need to **access** the online platform to submit their assignments.

**assess (verb)** = to evaluate something

*Example:* The teacher will use a quiz to **assess** our understanding of the material.

**lose** = to misplace or no longer have something (verb)

*Example:* I don't want to **lose** my keys again.

**loose** = not tightly or firmly attached (adjective)

*Example:* This shirt is too **loose** for me; I need a smaller size.

**affect** = to influence or bring about a change in something (verb)

*Example:* Lack of sleep can **affect** your mood.

**effect** = noun; a result or consequence of an action (noun)

*Example:* The medication had a positive **effect** on her health.



**though** = despite the fact that

*Example: Even **though** it was raining, we decided to go for a walk in the park.*

**thought** = the process of thinking or an idea in the mind

*Example: I had **a thought** about what to make for dinner.*

**through** = moving from one end of something to the other

*Example: We walked **through** the park to get to the other side of town.*

**principal** (noun) = the head of a school

*Example: The **principal** greeted the pupils at the school entrance.*

**principle** (noun) = a fundamental truth or belief

*Example: Honesty is an important **principle** to live by.*

**passed** = past tense of the verb "to pass"

*Example: We **passed** the museum on our way to the beach.*

**past** (adjective) = gone by in time; previous

*Example: Her **past** experiences have made her who she is today.*

**complement** (verb) = to make something else seem better when combined with it

*Example: A colourful throw pillow can **complement** the neutral tones of the sofa.*

**compliment** (verb) = to praise or express admiration for someone

*Example: She **complimented** her colleague on her excellent presentation skills.*

**costume** (noun) = clothing worn to represent a character or for a special event

*Example: I need to find a **costume** for the Halloween party.*

**custom** (noun) = a traditional way of behaving or doing something

*Example: In my country, it's the **custom** for women to get married in white.*

**its** = belonging to or associated with something previously mentioned

*Example: The dog wagged **its** tail happily.*

**it's** = contraction of "it is" or "it has"

*Example: **It's** raining outside, so we should bring umbrellas.*

**their** = belonging to or associated with a group of people

*Example: The students left **their** books on the desk.*

**there** = (in/at/to) that place

*Example: The keys are over **there** on the table.*

**they're** = contraction of "they are"

*Example: **They're** going to the concert together.*

**than** = used to make comparisons

*Example: Pizza is better **than** salad.*

**then** = at that time; next in order of time

*Example: We'll eat first, **then** watch a film.*



### EXERCISE 3

#### Consciousness:

- ▲ She regained **consciousness** after fainting.
- ▼ Meditation helps to increase awareness and **consciousness**.

#### Foreign:

- ▲ The restaurant serves **foreign** cuisine from different countries.
- ▼ I find it difficult to understand a **foreign** language.

#### Colleague:

- ▲ My **colleague** helped me with the project.
- ▼ She is my **colleague** at work.

#### Definitely:

- ▲ I will **definitely** come to your birthday party on Saturday.
- ▼ She **definitely** wants to go on holiday next month.





### **Consensus:**

- ▲ The group has reached a **consensus** on the best course of action.
- ▼ There was a **consensus** among the students about the class schedule.

### **Government:**

- ▲ The **government** provides public services such as roads and schools.
- ▼ The **government** has passed new laws to protect the environment.

### **Entrepreneur:**

- ▲ My uncle is an **entrepreneur** who started his own bakery.
- ▼ She dreams of becoming an **entrepreneur** and opening her own fashion boutique.

### **Necessary:**

- ▲ It is **necessary** to study for the exam in order to do well.
- ▼ Water is **necessary** for survival.

### **Grateful:**

- ▲ I am **grateful** for the love and support of my family.
- ▼ She was **grateful** to receive such a thoughtful gift from her friend.

### **Occasion:**

- ▲ We dress up for special **occasions** like weddings.
- ▼ They celebrated the **occasion** with a big party.

### **Hierarchy:**

- ▲ In a classroom, the teacher is at the top of the **hierarchy**, followed by the students.
- ▼ In a company, the **hierarchy** includes the CEO, managers and employees.



## Receive:

- ▲ She will **receive** a parcel in the post tomorrow.
- ▼ He **received** a certificate for his achievements.

## Perseverance:

- ▲ With **perseverance** and hard work, you can achieve your goals.
- ▼ He showed great **perseverance** in learning how to play the guitar.

## Separate:

- ▲ We keep our socks in **separate** drawers.
- ▼ Let's **separate** the different coloured sweets into piles.

## Rhythm:

- ▲ The drummer sets the **rhythm** for the band.
- ▼ It is important to have a good sense of **rhythm** when dancing.



## EXERCISE 4

- He **dropped** the ball.
- The hotel offers various **accommodation** options, including suites and standard rooms.
- Cooking dinner is a multi-step **process**.
- The elephant is the **biggest** animal in the zoo.
- The doctor **recommended** taking vitamins to improve overall health.
- He doesn't **possess** the necessary skills for the job.
- We walked **across** the bridge to get to the other side of the river.
- Hard work and determination are key to **success**.



## EXERCISE 5

Know

Knowledge

Knee

Knife

Knob

Condemn

Autumn

Column

Solemn

Hymn

Excited

Excursion

Exception

Excess

Exceed

Environment

Assignment

Government

Entertainment

Adornment

Conscious

Scissors

Discipline

Fascinate

Science



## SELF QUIZ



1 How long is the IELTS listening test?

- 20 minutes
- 30 minutes
- 40 minutes

2 Is the Listening section of the General Training test different from the Listening section of the Academic test?

- yes
- no

3 How many recordings are there in the Listening section?

- 3
- 4
- 5

4 How many questions are there in the Listening section?

- 20
- 30
- 40

5 What is the format of the Listening section?

- conversation - monologue - conversation - monologue
- conversation - conversation - monologue - monologue
- monologue - monologue - conversation - conversation
- conversation - monologue - monologue - conversation



6 What situations do recordings deal with?

- everyday situations
- everyday / social situations
- everyday / social / educational situations
- everyday / social / educational / training situations

7 “A teacher and 2 students discussing origami as a learning tool” is an example of:

- Part 1
- Part 2
- Part 3
- Part 4

8 “A lecture on the French writer Victor Hugo” is an example of:

- Part 1
- Part 2
- Part 3
- Part 4

9 “A tour guide talking about the museum” is an example of:

- Part 1
- Part 2
- Part 3
- Part 4



- 10** “A telephone conversation between a jobseeker and the HR department” is an example of:
- Part 1
  - Part 2
  - Part 3
  - Part 4
- 11** How many types of questions are there in the Listening section?
- 3
  - 4
  - 5
- 12** How many times will you hear each recording?
- once
  - twice
  - Three times
- 13** Are the questions in the same order as the information in the recording?
- yes
  - no
- 14** Will there be extra time to transfer your answers during the computer test?
- yes
  - no



15 Will there be extra time to transfer your answers during the paper test?

- yes (5 minutes)
- yes (10 minutes)
- no

16 What is the maximum raw score for the Listening section?

- 9
- 40

17 What is the maximum band score for the Listening section?

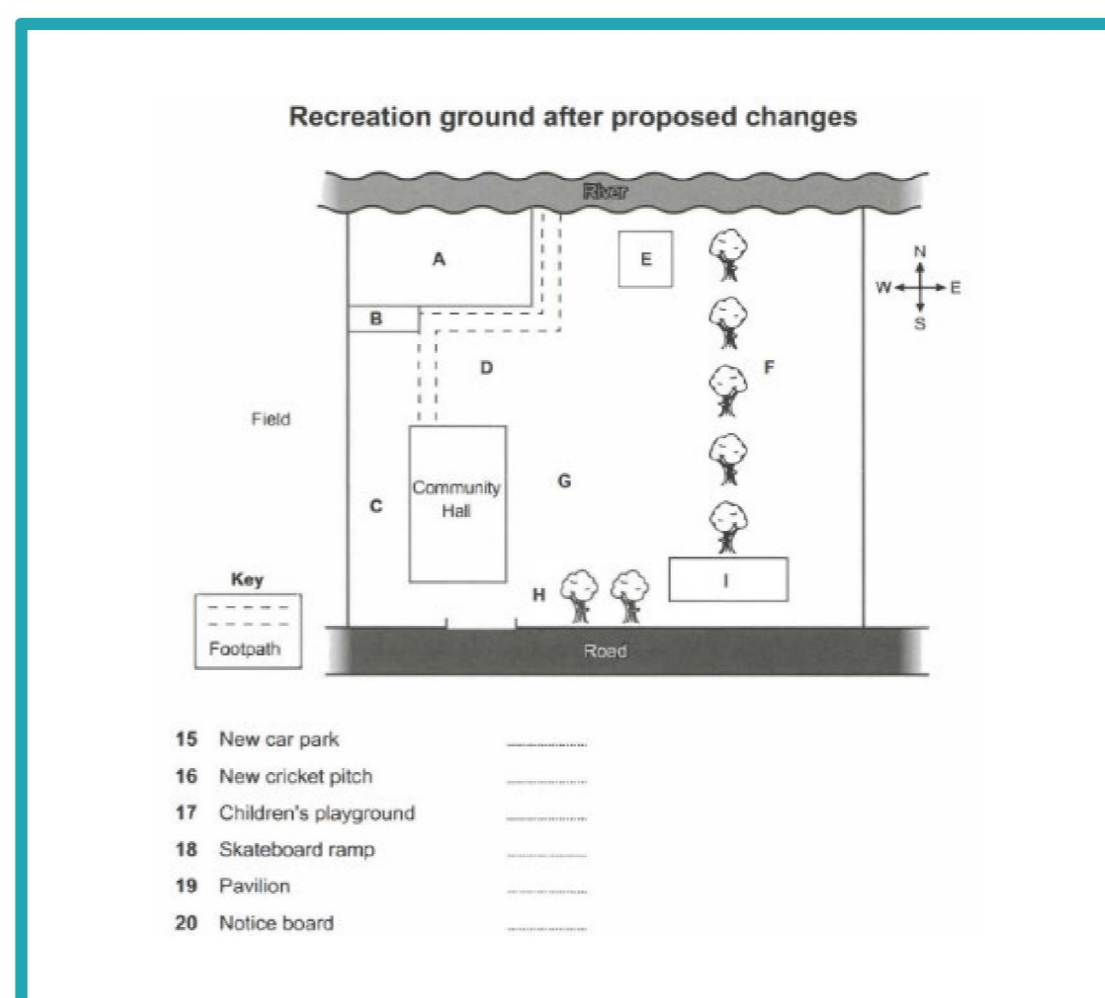
- 9
- 40

18 Do I need to convert my raw score to a band score to understand how much I will score on the actual exam?

- yes
- no

19 What type of question is this?

- matching
- map labelling
- map labelling



20

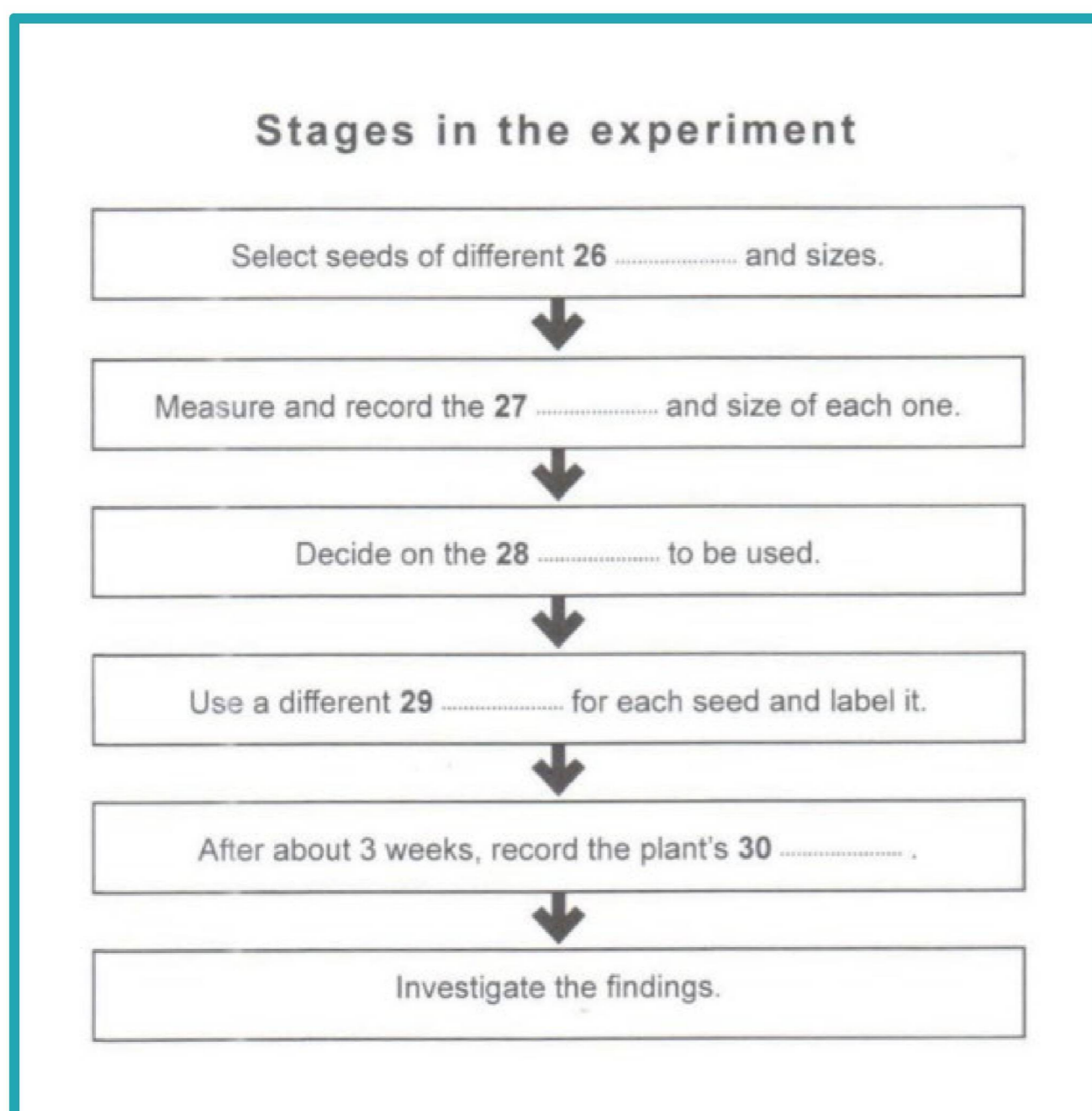
What type of question is this?

Festival information		
Date	Type of event	Details
17th	a concert	performers from Canada
18th	a ballet	company called 1 .....
19th–20th (afternoon)	a play	type of play: a comedy called <i>Jemima</i> has had a good 2 .....
20th (evening)	a 3 ..... show	show is called 4 .....

- flowchart completion
- sentence completion
- table completion

21

What type of question is this?

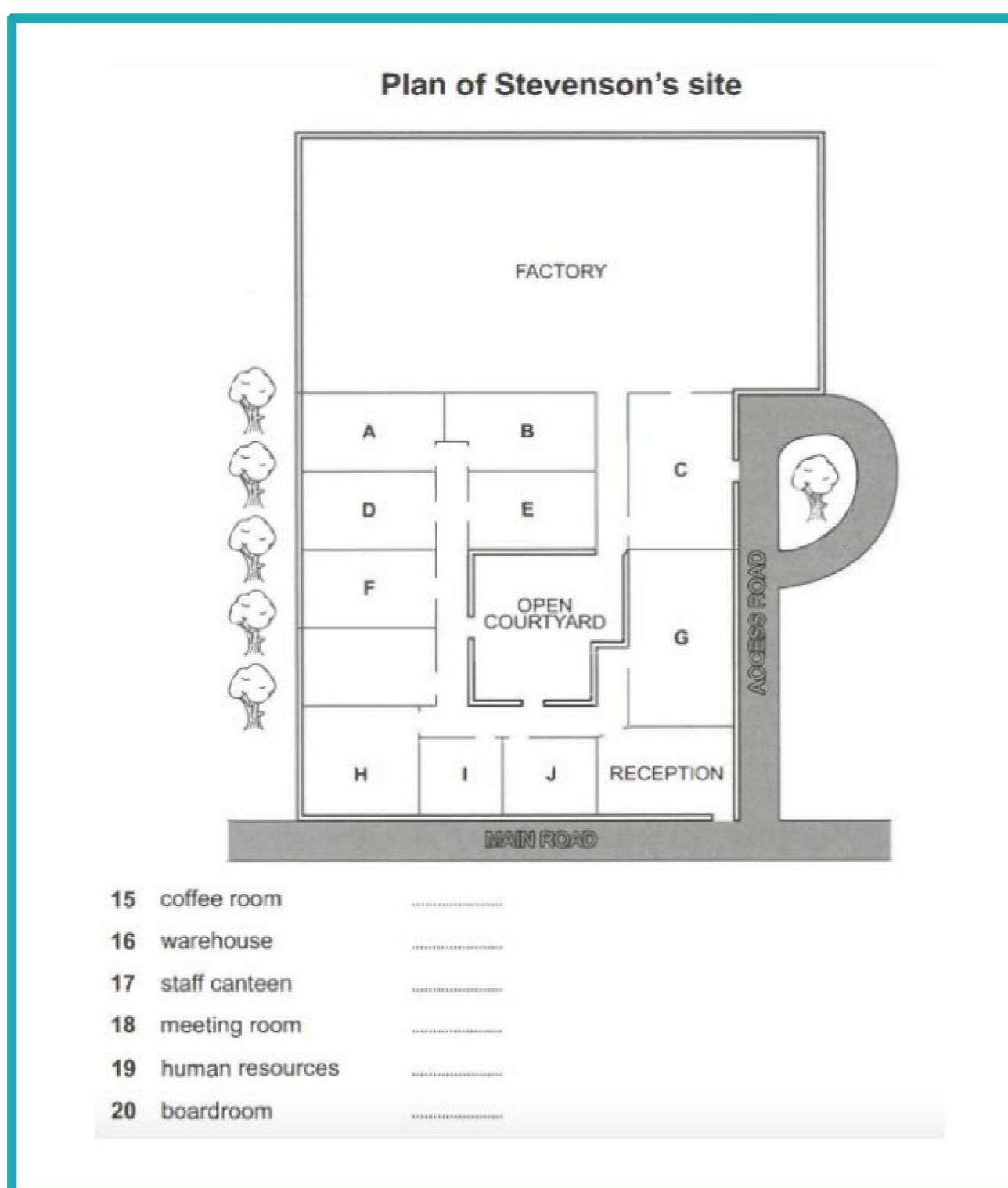


- flowchart completion
- sentence completion
- summary completion



22

What type of question is this?



- plan labelling
- map labelling
- diagram completion

23

What type of question is this?

Which **TWO** parts of the introductory stage to their art projects do Jess and Tom agree were useful?

- A** the Bird Park visit
- B** the workshop sessions
- C** the Natural History Museum visit
- D** the projects done in previous years
- E** the handouts with research sources

- matching
- multiple choice
- short-answers



24

What type of question is this?

Personal meanings	
A	a childhood memory
B	hope for the future
C	fast movement
D	a potential threat
E	the power of colour
F	the continuity of life
G	protection of nature
H	a confused attitude to nature

**Pictures**

25	Falcon (Landseer)	.....
26	Fish hawk (Audubon)	.....
27	Kingfisher (van Gogh)	.....
28	Portrait of William Wells	.....
29	Vairumati (Gauguin)	.....
30	Portrait of Giovanni de Medici	.....

- diagram labelling
- note completion
- matching

25

What type of question is this?

**Children's Engineering Workshops**

**Tiny Engineers (ages 4–5)**  
Activities

- Create a cover for an 1 ..... so they can drop it from a height without breaking it.
- Take part in a competition to build the tallest 2 .....
- Make a 3 ..... powered by a balloon.

**Junior Engineers (ages 6–8)**  
Activities:

- Build model cars, trucks and 4 ..... and learn how to program them so they can move.
- Take part in a competition to build the longest 5 ..... using card and wood.
- Create a short 6 ..... with special software.
- Build, 7 ..... and program a humanoid robot.

Cost for a five-week block: £50  
Held on 8 ..... from 10 am to 11 am

**Location**  
Building 10A, 9 ..... Industrial Estate, Grasford  
Plenty of 10 ..... is available.

- note completion
- matching
- flowchart completion





**26** Do you need to read the questions before the audio starts?

yes

no

**27** How many columns do you need to make when taking notes in Part 3?

1-4

2-4

3-4

**28** Which of these is a signpost word?

however

believe

and

**29** Which spelling is accepted in IELTS?

British

American

a mixture of British and American

both British and American (but you must stick to one or the other)

**30** If I have written a correct answer, but I have misspelt it, will I still get a mark for it?

yes

no

## SELF QUIZ ANSWERS



1 How long is the IELTS listening test?

20 minutes

**30 minutes** 🎯

40 minutes



2 Is the Listening section of the General Training test different from the Listening section of the Academic test?

yes

**no** 🎯

3 How many recordings are there in the Listening section?

3

**4** 🎯

5

4 How many questions are there in the Listening section?

20

30

**40** 🎯

5 What is the format of the Listening section?

**conversation - monologue - conversation - monologue** 🎯

conversation - conversation - monologue - monologue

monologue - monologue - conversation - conversation

monologue - monologue - conversation - conversation



6 What situations do recordings deal with?

- everyday situations
- everyday / social situations
- everyday / social / educational situations

**everyday / social / educational / training situations** 

7 “A teacher and 2 students discussing origami as a learning tool” is an example of:

- Part 1
- Part 2

**Part 3** 

Part 4

8 “A lecture on the French writer Victor Hugo” is an example of:

- Part 1
- Part 2
- Part 3

**Part 4** 

9 “A tour guide talking about the museum” is an example of:

Part 1

**Part 2** 

Part 3

Part 4



10 “A telephone conversation between a jobseeker and the HR department” is an example of:

**Part 1**

Part 2

Part 3

Part 4

11 How many types of questions are there in the Listening section?

3

4

**5**

12 How many times will you hear each recording?

**once**

twice

three times

13 Are the questions in the same order as the information in the recording?

**yes**

no

14 Will there be extra time to transfer your answers during the computer test?

yes

**no**



15 Will there be extra time to transfer your answers during the paper test?

~~yes (5 minutes)~~

**yes (10 minutes)** 🎯

~~no~~

16 What is the maximum raw score for the Listening section?

~~9~~

**40** 🎯

17 What is the maximum band score for the Listening section?

**9** 🎯

~~40~~

18 Do I need to convert my raw score to a band score to understand how much I will score on the actual exam?

**yes** 🎯

~~no~~

19 What type of question is this?

~~matching~~

**map labelling** 🎯

~~note completion~~

20 What type of question is this?

~~flowchart completion~~

~~no~~

**table completion** 🎯



21 What type of question is this?

**flowchart completion**

~~note~~

~~table completion~~

22 What type of question is this?

**plan labelling**

~~map labelling~~

~~diagram completion~~

23 What type of question is this?

~~matching~~

**multiple choice**

~~short answers~~

24 What type of question is this?

~~diagram labelling~~

~~note completion~~

**matching**

25 What type of question is this?

**note completion**

~~matching~~

~~flowchart completion~~



26 Do you need to read the questions before the audio starts?

**yes**

no

27 How many columns do you need to make when taking notes in Part 3?

1-4

**2-4**

3-4

28 Which of these is a signpost word?

**however**

believe

and

29 Which spelling is accepted in IELTS?

British

American

~~a mixture of British and American~~

**both British and American (but you must stick to one or the other)**

30 If I have written a correct answer, but I have misspelt it, will I still get a mark for it?

yes

**no**

## CHAPTER 4 Reading Module



The reading section of the IELTS test is a crucial aspect of assessing your English language skills. To succeed in this section, it's important to master reading techniques, and understand different types of questions. In this chapter, we'll explore the nuances of 5 types of reading techniques and analyse each type of question in detail.

### OVERVIEW

**Duration:** 60 minutes

**General Training Test/Academic Test:** The question types are the same, but the text styles are different. IELTS Academic reading materials tend to have more challenging vocabulary and are more difficult to understand.

**Number of sections:** 3

**Number of questions:** 40 questions

### GENERAL READING FORMAT

This focuses on situations you may face in your daily or professional life. For example, general topics of interest or applying for a job.

**Part 1:** 2-3 short texts related to daily life in an English-speaking country. For example, timetables, advertisements, or notices.

**Part 2:** 2 texts taken from contracts, employee development or training manuals, job descriptions, and contracts.

**Part 3:** 1 longer and more complex text on a topic of general interest. This text could be from a book, magazine, or newspaper.

### ACADEMIC READING FORMAT

**Passage 1:** A long text taken from current books, journals, magazines, or newspapers.

**Passage 2:** A long text taken from current books, journals, magazines, or newspapers.

**Passage 3:** A long text taken from current books, journals, magazines, or newspapers.

## QUESTION TYPES

- Matching Headings
- Matching Information
- Matching Features
- Matching Sentence Endings
- True False Not Given / Yes No Not Given
- Multiple Choice
- List of Options
- Choose a Title
- Short Answers
- Sentence Completion
- Summary Completion
- Table Completion
- Flow Chart Completion
- Completion Diagrams
- Note Completion



## SCORING

**Raw score (0-40):** 1 correct answer = 1 mark

*Ex: 30 correct answers = 30 marks*

Raw scores will be converted to band scores.

**NOTE!** On the IELTS General Reading test, more questions must be answered correctly in order to achieve a specific band score.

RAW SCORE		BAND SCORE	SKILL LEVEL
ACADEMIC	GENERAL		
39-40	40	9	Expert user
37-38	39	8.5	
35-36	37-38	8	Very good user
33-34	36	7.5	
30-32	34-35	7	Good user
27-29	32-33	6.5	
23-26	30-31	6	Competent user
19-22	27-29	5.5	
15-18	23-26	5	Modest user
13-14	19-22	4.5	
10-12	15-18	4	Limited user
8-9	12-14	3.5	
6-7	9-11	3	Extremely limited user
4-5	6-8	2.5	

*\*Actual scores may vary slightly between tests due to variations in the texts used.*



## RULES TO REMEMBER



- Try to spend no more than 20 minutes on each section.
- As the test progresses, the sections will become more difficult.
- You should answer every question.
- You will not lose points for incorrect answers.

### Reading Techniques

There are many reading styles; however, in this chapter we will focus on the 5 most relevant reading techniques to help you in the IELTS Reading section. They are: intensive and extensive reading, skim and scan reading, and speed reading.

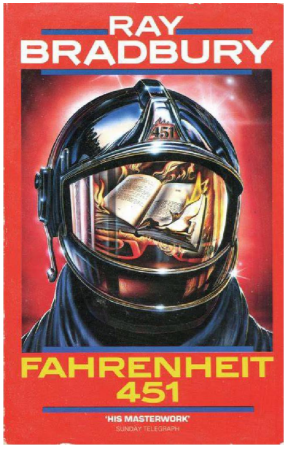
### Intensive and Extensive Reading

- **Extensive Reading:** Extensive reading is about reading a lot of material quickly, without worrying too much about every detail. Think of it as reading for pleasure. For example, when you read a novel for fun, you're reading extensively. You're not analysing every sentence, you're enjoying the story. So, you need to read extensively to help you understand the main idea of any text even if some of the words there are unfamiliar.

To improve extensive reading, you should read regularly. Choose materials that are interesting to you, which will make reading an enjoyable and relaxing activity. Stories are the best reading materials for students to work on their extensive reading skills, so be sure to choose a book you are passionate about and dedicate at least 15-30 minutes a day to reading it.



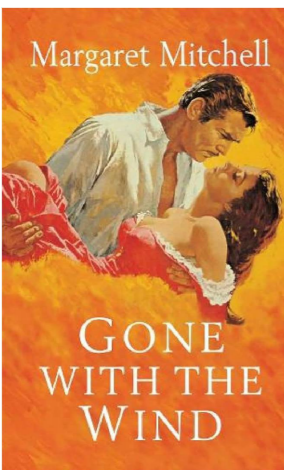
## Books you might consider reading:



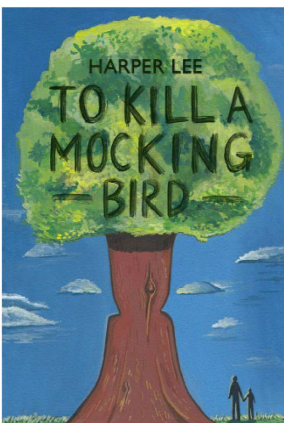
**Fahrenheit 451:** In a future society where books are banned, a fireman named Montag starts questioning the status quo and seeks to understand the value of literature.



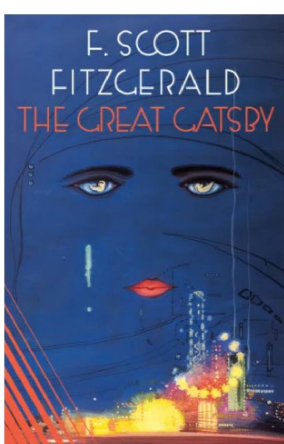
**Jane Eyre:** The story follows Jane Eyre, an orphaned girl who faces hardships and challenges but ultimately finds love and independence.



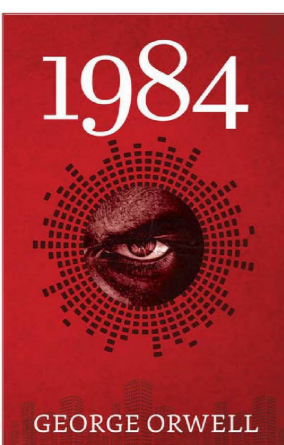
**Gone with the Wind:** Set during the American Civil War, it's a tale of love, survival, and the changing Southern society, focusing on the strong-willed Scarlett O'Hara.



**To Kill a Mockingbird:** Through the eyes of young Scout Finch, the novel explores racial injustice and moral growth in the South, with her father Atticus Finch defending an innocent black man accused of rape.

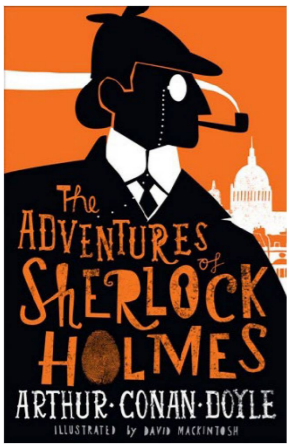


**The Great Gatsby:** Jay Gatsby's extravagant parties and his pursuit of the elusive Daisy Buchanan are set against the backdrop of the roaring 1920s, revealing the emptiness of the American Dream.

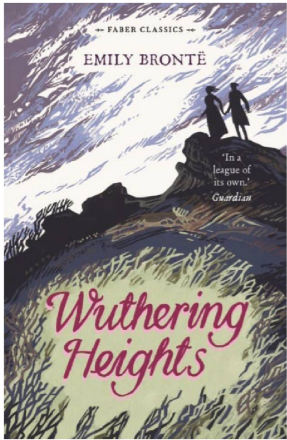


**1984:** In a dystopian world ruled by a totalitarian regime, Winston Smith rebels against oppression and censorship, only to face the consequences of independent thought.

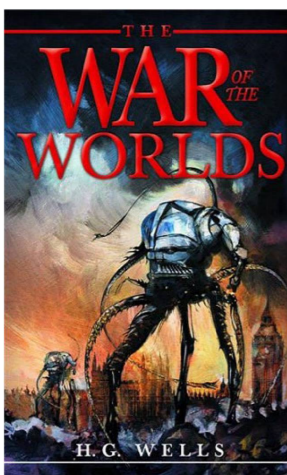




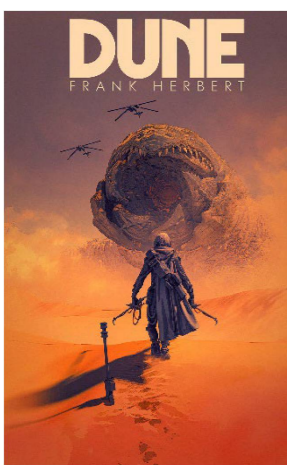
**The Adventures of Sherlock Holmes:** Sherlock Holmes, with his keen intellect and trusty companion Dr. Watson, solves various mysteries using deductive reasoning and astute observation.



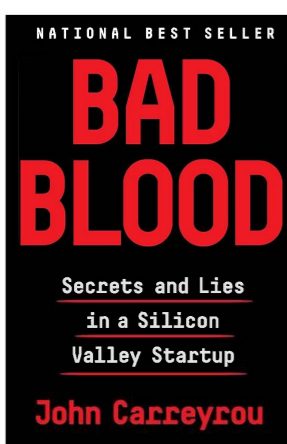
**Wuthering Heights:** Emily Brontë's novel portrays a passionate and tumultuous love story between Heathcliff and Catherine Earnshaw, set on the moors of Yorkshire.



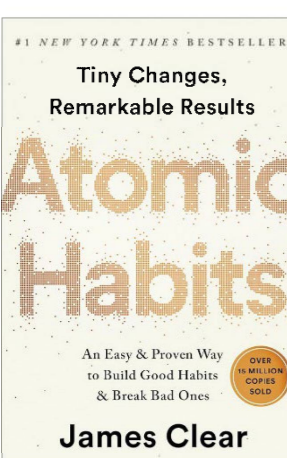
**War of the Worlds:** H.G. Wells' classic depicts the invasion of Earth by Martians, challenging humanity's place in the universe and its ability to survive against a superior force.



**Dune:** Set in a distant future where noble houses vie for control over the desert planet Arrakis. Dune follows Paul Atreides as he navigates politics, religion, and power struggles.

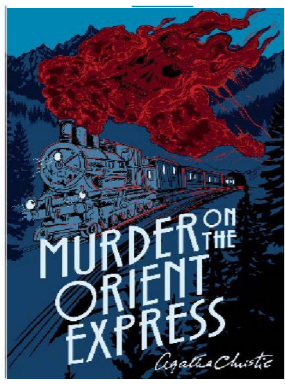


**Bad Blood:** This non-fiction book delves into the rise and fall of Theranos and its founder Elizabeth Holmes, exposing the deception and fraud behind the promising biotech company.

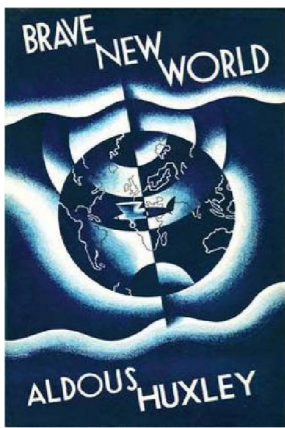


**Atomic Habits:** James Clear explores the science of habit formation, offering practical strategies to build good habits, break bad ones, and improve one's life incrementally.

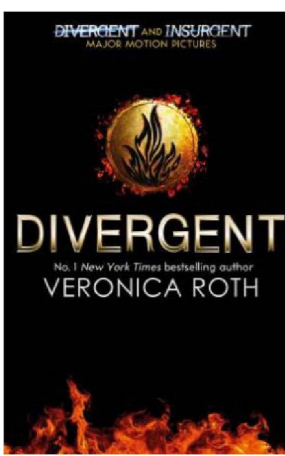




**Murder on the Orient Express:** Agatha Christie's detective Hercule Poirot investigates a murder aboard the luxurious train, using his sharp wit and keen observation to uncover the truth.



**Brave New World:** Aldous Huxley's novel presents a dystopian society where citizens are engineered and conditioned for conformity and happiness, but at the cost of individuality and freedom.



**Divergent:** In a divided society where people are sorted into factions based on their personalities, Tris Prior discovers she's divergent and must navigate dangerous secrets and conflicts.



**Extensive Reading:** In contrast to intensive reading, intensive reading means that you read deeply and carefully. You focus on understanding every word and detail. For example, when reading a textbook for a test, you might highlight important points and take notes to remember them later. This type of reading is usually considered advanced.

To do intensive reading well, follow these steps:

- Choose something to read that you find interesting.
- Set aside a time to read without distractions.
- Read the text carefully, making notes if you have questions or need to check facts.
- Write down any new words you come across so you can learn them later.

**NOTE!** This type of reading is especially important for learning new vocabulary. Always try to guess the meaning of words you don't know from context before looking them up in a dictionary.

## Magazines you might consider reading:

**The New Yorker** ([www.newyorker.com](http://www.newyorker.com)): Articles, essays, fiction, and poetry covering politics, culture, and current affairs.

**Medium** ([www.medium.com](http://www.medium.com)): A platform where writers publish articles on a wide range of topics, from technology to personal development.

**National Geographic** ([www.nationalgeographic.com](http://www.nationalgeographic.com)): A wealth of articles and stories on science, nature, history, and exploration.

**BBC Future** ([www.bbc.com/future](http://www.bbc.com/future)): The latest trends in science, technology, health, and the environment through in-depth articles and features.

**Wattpad** ([www.wattpad.com](http://www.wattpad.com)): A community-driven platform where users can discover and share stories across genres, including fiction, romance, and fanfiction.

**Brain Pickings** ([www.brainpickings.org](http://www.brainpickings.org)): Insightful articles and essays on literature, art, science, philosophy, and creativity.

**The Atlantic** ([www.theatlantic.com](http://www.theatlantic.com)): Thought-provoking articles and essays on politics, culture, technology, and more.

**The Economist** (<https://www.economist.com/>): A British weekly magazine with focus on current affairs, international business, politics, technology, and culture.

**Vogue** (<https://www.vogue.com/magazine>): A fashion and lifestyle magazine that covers style news, including haute couture fashion, beauty, culture, living, and runway.

**Self** (<https://www.self.com/>): Health, beauty, and style.

**Time** (<https://time.com>): Informative articles on what is happening in politics, business, health, science and entertainment.



## SKIM AND SCAN READING

**Skim Reading:** Skim reading, also called skimming, means quickly looking through a text to get a general idea of what it's about. It's like looking at the surface of the water without diving deep. For example, when you quickly flip through a newspaper to see what's happening in the world, you're skimming.

To skim read, you should read quickly to get to the main idea of the text (also called the gist), look at keywords of the text to get a general sense of the text, and ignore or skip unnecessary information, unfamiliar words, and details.

How to Skim:

- **Know what you're looking for:** Before you start skimming, think about what you want to learn from the text. Keep two or three key terms in mind as you skim.
- **Preview before skimming:** Take a quick look at the article before you begin skimming. This will help you identify which parts are important and which parts you can skip.
- **Put yourself in the author's shoes:** Try to understand the author's main point and how they support it. Look for the important information and skip over the rest. Remember that the information in the text usually moves from more general to more specific. This means that some specific ideas or examples will often follow the main idea.
- **Focus on the opening paragraphs:** The opening paragraphs often summarise the main idea. Read them carefully to decide what the purpose of this text is.
- **Read opening sentences:** The first sentence of each paragraph usually introduces what follows. Skim by reading these first sentences to decide if the rest of the paragraph is relevant.
- **Skip unnecessary words or sentences:** You don't need to read every word or sentence. If the beginning of a sentence doesn't seem useful, move on to the next one. Read entire sentences only if they seem important at first glance.





**Scan Reading:** Scan reading, or scanning, involves quickly searching text for specific information or keywords. You don't read everything; instead, you look for keywords, phrases, or numbers that match what you're looking for. Imagine you're searching for a phone number in a phone book. You don't read every name, you just scan until you find the name you want. Scanning is valuable when you need to quickly find specific details in a text, such as names, dates, or statistics.

How to Scan:

- **Identify What You're Looking For:** Know exactly what information you need before you start scanning.
- **Focus on Keywords:** Identify keywords or phrases related to the information you're searching for, and scan the text specifically for those terms.
- **Use Skimming Techniques:** Quickly glance over headings, subheadings, and the first sentences of paragraphs to get an idea of where the information might be located.
- **Move Your Eyes Quickly:** Instead of reading every word, move your eyes quickly over the text, focusing on the keywords you have identified.
- **Ignore Irrelevant Information:** Don't get distracted by irrelevant details. Stay focused on finding the specific information you need.

You will need to use both skimming and scanning to answer the question in the IELTS Reading section. Make sure you practise these reading skills using the resources we discussed earlier. Remember that the key to improving your skimming and scanning skills is consistent practice. Choose a variety of texts from different genres and subjects to challenge yourself and develop these skills effectively.



## Speed Reading

- **Speed Reading:** Speed reading is different from both skimming and scanning. When you skim, you quickly glance through the text to get the main idea, and when you scan, you speed through the text to find important information. In both cases, you don't have to understand everything. Speed reading, however, means reading every word of the text quickly while still understanding everything.

This technique is very helpful on test day. Statistically, people who read quickly are more likely to score well on the reading section of an exam than those who read slowly.

**TO IMPROVE** your speed reading skills, start by assessing your current reading speed. You can do this on the [Reading Soft website](#). Just follow the instructions on the website to start the test.

**STRATEGY 1:** Use your finger or a pen to guide your eyes along the lines. This helps you read faster by keeping you focused and preventing your eyes from wandering.

*Use the [Iris Reading Productivity Tool](#) to help you do this. Just paste the text you want to read into the box and the program will help you read faster by flashing words at you. In the settings menu, you can choose how fast you want to read and how many words to be flashed at a time. After you save your settings, click the Read button on the toolbar and start reading.*



**STRATEGY 2:** Practise reading in groups of words instead of one word at a time. This will help you take in more information with each glance.

**STRATEGY 3:** Gum Reading. Start by picking up something to read, like a newspaper. Then chew gum as you read. This will help you avoid saying the words out loud as you read.

**STRATEGY 4:** Audible Humming. Simply make a humming sound like "hmm" as you read. This will help eliminate subvocalization (the habit of saying words in your head as you read), which usually slows you down when reading. It's like driving fast on the highway while still paying attention to road signs and traffic.

*Practise regularly on platforms like [Free Reading Speed Test](#) to improve. Over time, gradually increase your speed and challenge yourself to comprehend more effectively. With consistent practice and determination, you'll notice significant improvements in your speed reading skills.*

The screenshot shows the 'Free Reading Speed Test' interface. At the top, it says 'Free Reading Speed Test' and 'Test your reading speed and comprehension'. To the right, it says 'A free service provide by AceReader' with the AceReader logo. The main content area has three blue buttons: 'Select Theme', 'Select Text Complexity Level', and 'Select Story'. Below these is a large white text area with the instruction: 'Select Theme, Text Complexity Level and Story, then click on the Begin button.' At the bottom of the interface, there are 'Like' and 'Share' buttons on the left, and a 'Begin' button on the right. To the right of the form, there is explanatory text: 'Quickly determine your reading speed and comprehension using themed and leveled reading comprehension tests. Your ability to read at higher speeds with good comprehension can dramatically affect your ability to succeed in school and in your career. Efficient reading leads to efficient learning. In today's information world there is no skill that is more important. AceReader includes progress tracking and reading improvement activities to help you reach your reading goals. It also includes over 900 themed and leveled reading comprehension tests with longer stories, more questions and more choices. Learn more about AceReader at [www.acereader.com](http://www.acereader.com).'

## APPROACHES TO DIFFERENT TYPES OF QUESTIONS

As well as developing your reading skills, you should also carefully study all the question types in the IELTS Reading section. This will save you time on test day and help you achieve a high score without too much stress.

Although the structure of the IELTS General and IELTS Academic exams is slightly different, the types of questions you will see on both exams are the same. To do well on the exam and get a good score, it's important to practise each type of question.

The IELTS Reading section contains these types of questions.

- Matching Headings
- Matching Information
- Matching Features
- Matching Sentence Endings
- True False Not Given / Yes No Not Given
- Multiple Choice
- List of Options
- Choose a Title
- Short Answers
- Sentence Completion
- Summary Completion
- Table Completion
- Flow Chart Completion
- Completion Diagrams
- Note Completion

*Let's take a closer  
look at each one.*



## 1 Matching Headings

**Explanation:** You are provided with a list of headings, and your task is to match each heading to the relevant section of the passage.

**Skills Tested:** Skimming for main ideas and understanding overall structure. This type of question tests your ability to identify the general topic of a paragraph (or section) and to recognize the difference between the main idea and a supporting idea.

### Strategy:

1. First, read the list of headings.
  - Try to predict what kind of paragraph each heading requires. Think about what information a paragraph with that heading will contain.
  - Find similar headings and analyse them carefully. Notice the differences between them.
2. Quickly skim the passage to understand the main idea of each paragraph. As you do so, write 1-3 headings next to each paragraph that you think fit. Then eliminate some of the options as you match more headings.
  - Don't focus on keywords. Expect to see paraphrases, synonyms, and examples of the concepts you see in the headings.
  - Don't pay attention to words you don't understand. Instead, focus on the main idea of the sentence or paragraph.
3. Match the headings to the main ideas of the paragraphs.

### NOTE!

- *This type of question allows you to get a very good understanding of the text. Make sure you always start with it, even if it's given after another type of question.*
- *Not all headings are used.*
- *No heading can be used more than once.*



## SAMPLE TASK

*Reading Passage 2 has six paragraphs, A–F.*

*Choose the correct heading for paragraphs A–F from the list of headings below.*

*Write the correct number, i–ix, in boxes 14–19 on your answer sheet.*

### List of Headings

- I.** A legacy is established
- II.** Formal education unhelpful
- III.** An education in two parts
- IV.** Branching out in new directions
- V.** Childhood and family life
- VI.** Change necessary to stay creative
- VII.** Conflicted opinions over Davis' earlier work
- VIII.** Davis' unique style of trumpet playing
- IX.** Personal and professional struggles



## Miles Davis - Icon and iconoclast

**An iconoclast is somebody who challenges traditional beliefs or customs**



- A.** At the age of thirteen, Miles Davis was given his first trumpet, lessons were arranged with a local trumpet player, and a musical odyssey began. These early lessons, paid for and supported by his father, had a profound effect on shaping Davis' signature sound. Whereas most trumpeters of the era favoured the use of vibrato (a wobbly quiver in pitch inflected in the instrument's tone), Davis was taught to play with a long, straight tone, a preference his instructor reportedly drilled into the young trumpeter with a rap on the knuckles every time Davis began using vibrato. This clear, distinctive style never left Davis. He continued playing with it for the rest of his career, once remarking, 'If I can't get that sound, I can't play anything.'
- B.** Having graduated from high school in 1944, Davis moved to New York City, where he continued his musical education both in the clubs and in the classroom. His enrolment in the prestigious Julliard School of Music was short-lived, however – he soon dropped out, criticising what he perceived as an over-emphasis on the classical European repertoire and a neglect of jazz. Davis did later acknowledge, however, that this time at the school was invaluable in terms of developing his trumpet-playing technique and giving him a solid grounding in music theory. Much of his early training took place in the form of jam sessions and performances in the clubs of 52nd Street, where he played alongside both up-and-coming and established members of the jazz pantheon such as Coleman Hawkins, Eddie 'Lockjaw' Davis, and Thelonious Monk.
- C.** In the late 1940s, Davis collaborated with nine other instrumentalists, including a French horn and a tuba player, to produce *The Birth of Cool*, an album now renowned for the inchoate sounds of what would later become known as 'cool' jazz. In contrast to popular jazz styles of the day, which featured rapid, rollicking beats, shrieking vocals, and short, sharp horn blasts, Davis' album was the forerunner of a different kind of sound – thin, light horn-playing, hushed drums and a more restrained, formal arrangement. Although it received little acclaim at the time (the liner notes to one of Davis' later recordings call it a 'spectacular failure'), in hindsight *The Birth of Cool* has become recognised as a pivotal moment in jazz history, cementing – alongside his 1958 recording, *Kind of Blue* – Davis' legacy as one of the most innovative musicians of his era.

## ANSWERS

1 = viii. Davis' **unique style** of **trumpet** playing

A. At the age of thirteen, Miles Davis was given his first trumpet, lessons were arranged with a local trumpet player, and a musical odyssey began. These early lessons, paid for and supported by his father, had a profound effect on shaping Davis' signature sound. Whereas most trumpeters of the era favoured the use of vibrato (a wobbly quiver in pitch inflected in the instrument's tone), Davis was taught to play with a long, straight tone, a preference his instructor reportedly drilled into the young **trumpeter** with a rap on the knuckles every time Davis began using vibrato. This **clear, distinctive style** never left Davis. He continued playing with it for the rest of his career, once remarking, 'If I can't get that sound, I can't play anything.'

2 = iii. An education in **two parts**

B. Having **graduated from high school** in 1944, Davis moved to New York City, where he **continued his musical education** both in **the clubs and in the classroom**. His enrolment in the prestigious Julliard School of Music was short-lived, however – he soon dropped out, criticising what he perceived as an over-emphasis on the classical European repertoire and a neglect of jazz. Davis did later acknowledge, however, that this time at the school was invaluable in terms of developing his trumpet-playing technique and giving him a solid grounding in music theory. Much of his early training took place in the form of jam sessions and performances in the clubs of 52nd Street, where he played alongside both up-and-coming and established members of the jazz pantheon such as Coleman Hawkins, Eddie 'Lockjaw' Davis, and Thelonious Monk.



### 3 = i. A **legacy** is established

**C.** In the late 1940s, Davis collaborated with nine other instrumentalists, including a French horn and a tuba player, to produce *The Birth of Cool*, an album now renowned for the inchoate sounds of what would later become known as 'cool' jazz. In contrast to popular jazz styles of the day, which featured rapid, rollicking beats, shrieking vocals, and short, sharp horn blasts, Davis' album was the forerunner of a different kind of sound – thin, light horn-playing, hushed drums and a more restrained, formal arrangement. Although it received little acclaim at the time (the liner notes to one of Davis' later recordings call it a 'spectacular failure'), in hindsight **The Birth of Cool has become recognised as a pivotal moment** in jazz history, cementing – alongside his 1958 recording, *Kind of Blue* – **Davis' legacy** as one of the most innovative musicians of his era.



## 2 Matching Information

**Explanation:** You need to match statements or information to specific sections or paragraphs in the passage.

**Skills Tested:** Scanning for specific details and locating information.

### Strategy:

1. Carefully read the information you need to match.
2. Identify keywords and phrases.
3. Try to predict what kind of information you are looking for.
4. Scan the passage for keywords or ideas mentioned in the statements. Be prepared to find paraphrases and synonyms in the text.
5. Match each statement to the appropriate part of the passage.

## SAMPLE TASK

*Reading Passage 3 has six paragraphs, A–D.*

*Which paragraph contains the following information?*

1. examples of the impact of climbers on ecosystems
  2. an account of how politics affected rock climbing
- A.** In the early days of mountaineering, questions of safety, standards of practice, and environmental impact were not widely considered. The sport gained traction following the successful 1786 ascent of Mont Blanc, the highest peak in Western Europe, by two French mountaineers, Jacques Balmat and Michel-Gabriel Paccard. This event established the beginning of modern mountaineering, but the sole consideration over the next hundred years was the success or failure of climbers in reaching the summit and claiming the prestige of having made the first ascent.
- B.** Toward the end of the nineteenth century, however, developments in technology spurred debate regarding climbing practices. Of particular concern in this era was the introduction of pitons (metal spikes that climbers hammer into the rock face for leverage) and the use of belaying techniques. A few, such as Italian climber Guido Rey, supported these methods as ways to render climbing less burdensome and more ‘acrobatic’. Others felt that they were only of value as a safety net if all else failed. Austrian Paul Preuss went so far as to eschew all artificial aids, scaling astonishing heights using only his shoes and his bare hands. Albert Mummery, a well known British mountaineer and author who climbed the European Alps, and, more famously, the Himalayas, where he died at the age of 39 attempting a notoriously difficult ascent, developed the notion of ‘fair means’ as a kind of informal protocol by which the use of ‘walk-through’ guidebooks and equipment such as ladders and grappling hooks were discouraged.





- C.** By the 1940s, bolts had begun to replace pitons as the climber's choice of equipment, and criticism surrounding their use was no less fierce. In 1948, when two American climbers scaled Mount Brussels in the Canadian Rockies using a small number of pitons and bolts, climber Frank Smythe wrote of their efforts: 'I still regard Mount Brussels as unclimbed, and my feelings are no different from those I should have were I to hear that a helicopter had deposited its passenger on the summit of that mountain just so that he could boast that he had trodden an untrodden mountain top.'
- D.** Climbing purists aside, it was not until the 1970s that the general tide began to turn against bolting and pitons. The USA, and much of the western world, was waking up to the damage it had been causing to the planet, and environmentalist campaigns and new government policies were becoming widespread. This new awareness and sensitivity to environmental issues spilled over into the rock climbing community. As a result, a stripped-down style of rock climbing known as 'clean climbing' became widely adopted. Clean climbing helped preserve rock faces and, compared with older approaches, it was much simpler to practise. This was partly due to the hallmark of clean climbing – the use of nuts – which were favoured over bolts because they could be placed into the rock wall with one hand while climbers maintained their grip on the rock with the other.
- E.** Not everyone embraced the clean climbing movement, however. A decade later, debates over two more developments were erupting. The first related to the practice of chipping, in which climbers chip away pieces of rock in order to create tiny cracks in which to insert their fingers. The other major point of contention was a process that involves setting bolts in reverse from the top of the climb down. Rappel bolting makes almost any rock face climbable with relative ease, and as a result of this new technique, the sport has lost much of its risk factor and sense of pioneering spirit; indeed, it has become more about muscle power and technical mastery than a psychological trial of fearlessness under pressure. Because of this shift in focus, many amateur climbers have flocked to indoor climbing gyms, where the risk of serious harm is negligible.



**F.** Given the environmental damage rock climbing can cause, this may be a positive outcome. It is ironic that most rock climbers and mountaineers love the outdoors and have great respect for the majesty of nature and the impressive challenges she poses, but that in the pursuit of their goals they inevitably trample sensitive vegetation, damaging and disturbing delicate flora and lichens which grow on ledges and cliff faces. Two researchers from a Canadian university, Doug Larson and Michelle McMillan, have found that rock faces that are regularly climbed have lost up to 80% of the coverage and diversity of native plant species. If that were not bad enough, non-native species have also been inadvertently introduced, having been carried in on climbers' boots.

## ANSWERS

**1. examples of the impact of climbers on ecosystems = F**

**F.** Given the environmental damage rock climbing can cause, this may be a positive outcome. It is ironic that most rock climbers and mountaineers love the outdoors and have great respect for the majesty of nature and the impressive challenges she poses, but that in the pursuit of their goals they inevitably trample sensitive vegetation, damaging and disturbing delicate flora and lichens which grow on ledges and cliff faces. Two researchers from a Canadian university, Doug Larson and Michelle McMillan, have found that rock faces that are regularly climbed have lost up to 80% of the coverage and diversity of native plant species. If that were not bad enough, non-native species have also been inadvertently introduced, having been carried in on climbers' boots.

## 2. an account of how politics affected rock climbing = D

D Climbing purists aside, it was not until the 1970s that the general tide began to turn against bolting and pitons. The USA, and much of the western world, was waking up to the damage it had been causing to the planet, and environmentalist campaigns and new government policies were becoming widespread. This new awareness and sensitivity to environmental issues spilled over into the rock climbing community. As a result, a stripped-down style of rock climbing known as 'clean climbing' became widely adopted. Clean climbing helped preserve rock faces and, compared with older approaches, it was much simpler to practise. This was partly due to the hallmark of clean climbing – the use of nuts – which were favoured over bolts because they could be placed into the rock wall with one hand while climbers maintained their grip on the rock with the other.



### 3 Matching Features

**Explanation:** You should match the list of statements to the information provided. For example, you might need to match a researcher's name with his discovery, a historical event with its timeline, or a statement with the correct musical instrument.

**Skills Tested:** Skimming and scanning to find the right part of a paragraph, then reading carefully for details.

#### Strategy:

1. Carefully read the information you need to match.
2. Identify keywords and phrases.
3. Scan the passage for keywords or ideas mentioned in the statements. Be prepared to find paraphrases and synonyms in the text.
4. Match each statement to the information provided.

## SAMPLE TASK

Questions 11–13

Classify the following statements as being

- A** a finding of the UCSF study
- B** an opinion of the UCSF study
- C** a finding of the EPA report
- D** an assumption of consultants to the tobacco industry

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 11–13 on your answer sheet.

- 11** Smokers' cardiovascular systems adapt to the intake of environmental smoke.
- 12** Smoke-free public places offer the best solution.
- 13** The intake of side-stream smoke is more harmful than smoke exhaled by a smoker.



### 4 Matching Sentence Endings

**Explanation:** You are given sentence endings and you must match them to the corresponding beginnings in the passage.

**Skills Tested:** Understanding sentence structure and the main ideas of the text.

**Strategy:**

**NOTE!** Match each incomplete sentence to its ending, one at a time.

1. Read an incomplete sentence.
2. Identify keywords and think about possible paraphrases and synonyms in the text.
3. Find the right part of the passage. Read it carefully and try to predict the ending.
4. Then look at the sentence endings and choose 1–2 possible options. Use grammar (subject-verb agreement and tenses) to help you.
5. Match each ending with its beginning to make a coherent sentence.

## SAMPLE TASK



### Why soil degradation could be a disaster for humans

Questions 18–21

Complete each sentence with the correct ending, **A–F**, below.

Write the correct letter, **A–F**, in boxes 18–21 on your answer sheet.

- 18 Nutrients contained in the unused parts of harvested crops
- 19 Synthetic fertilizers produced with the Haber-Bosch process
- 20 Addition of a mixture developed by Pius Floris to the soil
- 21 The idea of zero net soil degradation

- A** may improve the number and quality of plants growing there.
- B** may contain data from up to nine countries.
- C** may not be put back into the soil.
- D** may help governments to be more aware of soil-related issues.
- E** may cause damage to different aspects of the environment.
- F** may be better for use at a global level.

## 5 True False Not Given / Yes No Not Given

**Explanation:** You are given statements and you must determine whether they are true/yes, false/no, or not given based on the information in the passage.

In Yes No Not Given questions, the sentences can agree with the writer (Yes), contradict the writer (No), or there is no evidence to suggest either (Not Given).

In True False Not Given questions, the same information can be found in the text (True), the information can contradict the text (False), or there is no evidence to suggest either (Not Given).

**Skills Tested:** Comprehension and identifying specific information.



## Strategy:

1. Carefully read the statement.
2. Identify keywords and think of possible paraphrases.
3. Locate the relevant information in the passage. Read it carefully.
4. Compare the statement with the passage to determine its accuracy.

## SAMPLE TASK

### Questions 5–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 5–7 on your answer sheet, 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

- 5 In the Middle Ages, most Europeans knew where nutmeg was grown.
- 6 The VOC was the world's first major trading company.
- 7 Following the Treaty of Breda, the Dutch had control of all the islands where nutmeg grew.

## 6 Multiple Choice

**Explanation:** You are given a question with multiple answer choices. Your task is to choose the correct answer based on the information in the passage.

**Skills Tested:** Detailed understanding of details and general understanding of main ideas.



## Strategy:

1. Read the question and answer choices carefully.
2. Try to predict the correct answer.
3. Look for keywords and synonyms in the passage to match with the correct answer.
4. Eliminate two choices that are definitely incorrect.

## SAMPLE TASK

Questions 32–34

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 32–34 on your answer sheet.

- 32 The main idea of the third paragraph is that environmental damage
- A requires political action if it is to be stopped.
  - B is the result of ignorance on the part of the public.
  - C could be prevented by the action of ordinary people.
  - D can only be stopped by educating business leaders.
- 33 In the fourth paragraph, the writer describes ways in which the public can
- A reduce their own individual impact on the environment.
  - B learn more about the impact of business on the environment.
  - C raise awareness of the effects of specific environmental disasters.
  - D influence the environmental policies of businesses and governments.
- 34 What pressure was exerted by big business in the case of the disease BSE?
- A Meat packers stopped supplying hamburgers to fast-food chains.
  - B A fast-food company forced their meat suppliers to follow the law.
  - C Meat packers persuaded the government to reduce their expenses.
  - D A fast-food company encouraged the government to introduce legislation.

## 7 List of Options

This type of question is similar to multiple choice. You must choose the most accurate answer from a list of options. Specifically, the list will contain words, information, or names related to the question. The questions usually ask you to choose a certain number of options from the list.

For example, you might be asked

**Which THREE of the following materials are mentioned?**



## 8 Choose a Title

This section requires you to choose a title from a list. You'll read a passage and then choose the most suitable title.

Similar to the **Matching Headings question** type, it's important to understand the difference between main ideas and supporting ideas, as well as the purpose of the passage.

## 9 Short Answers

**Explanation:** You'll have to give short answers to questions based on information in the passage.

**Skills Tested:** Finding specific information in a text.

### Strategy:

1. Carefully read the instructions to see how many words or numbers you can use in your answer.
2. Read the questions.
3. Identify keywords. Think about how the remaining words can be paraphrased.
4. Try to predict the correct answer before reading the passage.
5. Find the correct part of the text and read it carefully.

## SAMPLE TASK

*Questions 1 – 4*

*Answer the questions below.*

*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.*

*Write your answers in boxes 1-4 on your answer sheet.*

- 1 What is the African rhinoceros compared to?
- 2 Which type of rhino fell in number to below a hundred?
- 3 What percentage of black rhinos had been illegally killed by 1992?
- 4 How have the criminals improved their success?

## Sentence Completion / Summary Completion / Table Completion / Flow-Chart Completion / Note Completion / Completion Diagrams



- **Sentence Completion:**

**Explanation:** You are given incomplete sentences to complete using information from the passage.

- **Summary/Table/Flow Chart /Note Completion:**

**Explanation:** You're asked to complete a summary, table, note, or flow chart using information from the passage.

- **Completion Diagrams:**

**Explanation:** You're given a diagram with labels missing, and you must complete the labels using information from the passage.

**Skills Tested:** Finding specific information in a text.

**Strategy:**

1. Read the instructions carefully to see how many words or numbers you can use to fill in the gaps.
2. Read the incomplete portion of the text.
3. Identify keywords. Think about how the remaining words can be paraphrased.
4. Try to predict the correct answer before reading the passage. Use grammar to help you.
5. Find the correct part of the text and read it carefully.
6. Fill in the gap with the correct word(s)/number(s).

## SAMPLE TASKS

### Note completion



Questions 1–4

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1–4 on your answer sheet.

#### The nutmeg tree and fruit

- the leaves of the tree are 1 ..... in shape
- the 2 ..... surrounds the fruit and breaks open when the fruit is ripe
- the 3 ..... is used to produce the spice nutmeg
- the covering known as the aril is used to produce 4 .....
- the tree has yellow flowers and fruit

### Summary Completion

Questions 7–13

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 7–13 on your answer sheet.

#### Guard rails

Guard rails were introduced on British roads to improve the 7 ..... of pedestrians, while ensuring that the movement of 8 ..... is not disrupted. Pedestrians are led to access points, and encouraged to cross one 9 ..... at a time.

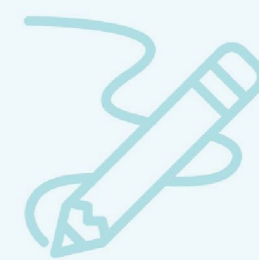
An unintended effect is to create psychological difficulties in crossing the road, particularly for less 10 ..... people. Another result is that some people cross the road in a 11 ..... way. The guard rails separate 12 ..... , and make it more difficult to introduce forms of transport that are 13 .....



## EXERCISE 1

Fill in the gaps with the missing words to recap.

- **Multiple-choice:**  
Multiple-choice questions require \_\_\_\_ analysis of the options provided. \_\_\_\_ obviously incorrect choices and select the most \_\_\_\_ answer based on the information in the passage.  
*careful, appropriate, eliminate*
- **True/False/Not Given:**  
True/False/Not Given questions require you to determine the \_\_\_\_ of statements. Pay \_\_\_\_ attention to the nuances of the passage and look for \_\_\_\_ that supports or contradicts each statement. Remember that a statement is "\_\_\_\_" if there is not enough information in the passage to verify its accuracy.  
*close, evidence, Not Given, accuracy*
- **Matching:**  
Matching questions involve \_\_\_\_ items from the passage with the options provided, or matching \_\_\_\_ with paragraphs. Analyse the options/titles provided before reading the text. Make sure that the matches are \_\_\_\_ and accurately represent the information presented in the \_\_\_\_.  
*passage, matching, logical, titles*
- **Sentence Completion:**  
Sentence completion questions require you to \_\_\_\_ in the blanks with appropriate words or \_\_\_\_ from the passage. Scan the passage for \_\_\_\_ or phrases that provide clues to the missing information. Make sure your answers fit \_\_\_\_ and logically within the context of the sentences.  
*grammatically, fill, phrases, keywords*
- **Summary Completion, Diagram/Flowchart/Summary/Table/Note Completion:**  
These question types require you to \_\_\_\_ information from the passage to complete summaries, \_\_\_\_, flowcharts, notes, or tables. Analyse the missing information, then skim the passage to find the \_\_\_\_ part to read. Read it \_\_\_\_.  
Choose answers that accurately represent the information presented in the passage.  
*carefully, synthesise, diagrams, correct*





## ANSWERS

- **Multiple-choice:**  
Multiple-choice questions require **careful** analysis of the options provided. **Eliminate** obviously incorrect choices and select the most **appropriate** answer based on the information in the passage.
- **True/False/Not Given:**  
True/False/Not Given questions require you to determine the **accuracy** of statements. Pay **close** attention to the nuances of the passage and look for **evidence** that supports or contradicts each statement. Remember that a statement is "**Not Given**" if there is not enough information in the passage to verify its accuracy.
- **Matching:**  
Matching questions involve **matching** items from the passage with the options provided, or matching **titles** with paragraphs. Analyse the options/titles provided before reading the text. Make sure that the matches are **logical** and accurately represent the information presented in the **passage**.
- **Sentence Completion:**  
Sentence completion questions require you to **fill** in the blanks with appropriate words or **phrases** from the passage. Scan the passage for **keywords** or phrases that provide clues to the missing information. Make sure your answers fit **grammatically** and logically within the context of the sentences.
- **Summary Completion, Diagram/Flowchart/Summary/Table/Note Completion:**  
These question types require you to **synthesise** information from the passage to complete summaries, **diagrams**, flowcharts, notes, or tables. Analyse the missing information, then skim the passage to find the **correct** part to read. Read it **carefully**. Choose answers that accurately represent the information presented in the passage.



## SELF QUIZ



1 How long is the IELTS Reading test?

- 30 minutes
- 40 minutes
- 60 minutes

2 Is the IELTS General Training Reading section different from the IELTS Academic Reading section?

- yes
- no

3 How many sections are there in the Reading section?

- 3
- 4
- 5

4 How many questions are there in the Reading section?

- 20
- 30
- 40

5 What can you see as General Reading texts?  
(select all that apply)

- timetables
- advertisements
- contracts
- job descriptions



6 What can you see as Academic Reading texts?  
(select all that apply)

- timetables
- academic articles
- long texts taken from magazines
- job descriptions

7 What type of question is NOT part of the IELTS Reading section?

- Matching Headings
- Multiple Choice
- Short Answers
- Choose a Description

8 What type of question is NOT part of the IELTS Reading section?

- Sentence Completion
- Article Completion
- Flow Chart Completion
- Note Completion

9 How many texts are there in the IELTS General Reading?

- 2-3
- 4-5
- 5-6



**10** How many texts are there in the IELTS Academic Reading?

- 1
- 2
- 3

**11** What is the maximum RAW score for the Reading section?

- 9
- 40

**12** What is the maximum BAND score for the Reading section?

- 9
- 40

**13** How many points do I get for 1 correct answer?

- 1
- 2
- 3
- 4

**14** Is there a penalty for wrong answers?

- yes
- no

**15** How much time should you try to spend on each section of the test?

- 10 minutes
- 15 minutes
- 20 minutes
- 30 minutes



- 16** Reading for pleasure, without worrying too much about every detail, is
- intensive reading
  - extensive reading
  - skim reading
  - scan reading
- 17** Reading deeply and carefully, trying to understand every word and detail, and taking notes is
- intensive reading
  - extensive reading
  - skim reading
  - scan reading
- 18** To SKIM read, you should do all of the following **EXCEPT**
- read quickly to get the main idea
  - look at keywords to get a general sense of the text
  - pay close attention to unnecessary information
  - skip details
- 19** To SCAN read, you should do all of the following **EXCEPT**
- quickly search text for specific information
  - avoid reading everything
  - look for keywords, phrases, or numbers you need
  - read every detail

20

Speed reading is

- similar to skimming and scanning
- different from skimming and scanning

21

Speed reading means

- quickly glancing through the text to get the main idea
- moving quickly through the text to find important information
- reading every word of the text quickly while still understanding everything

22

What type of question is this?

**Why soil degradation could be a disaster for humans**

*Questions 18–21*

*Complete each sentence with the correct ending, A–F, below.*

*Write the correct letter, A–F, in boxes 18–21 on your answer sheet.*

**18** Nutrients contained in the unused parts of harvested crops

**19** Synthetic fertilizers produced with the Haber-Bosch process

**20** Addition of a mixture developed by Pius Floris to the soil

**21** The idea of zero net soil degradation

**A** may improve the number and quality of plants growing there.

**B** may contain data from up to nine countries.

**C** may not be put back into the soil.

**D** may help governments to be more aware of soil-related issues.

**E** may cause damage to different aspects of the environment.

**F** may be better for use at a global level.

- Matching Sentence Endings
- Matching Features
- Matching Headings
- Matching Information



23

What type of question is this?

Questions 1–4

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1–4 on your answer sheet.

**The nutmeg tree and fruit**

- the leaves of the tree are 1 ..... in shape
- the 2 ..... surrounds the fruit and breaks open when the fruit is ripe
- the 3 ..... is used to produce the spice nutmeg
- the covering known as the aril is used to produce 4 .....
- the tree has yellow flowers and fruit

- Table Completion
- Flow Chart Completion
- Completion Diagrams
- Note Completion

24

What type of question is this?

Questions 32–34

Choose the correct letter, **A, B, C** or **D**.

Write the correct letter in boxes 32–34 on your answer sheet.

- 32 The main idea of the third paragraph is that environmental damage
- A requires political action if it is to be stopped.
  - B is the result of ignorance on the part of the public.
  - C could be prevented by the action of ordinary people.
  - D can only be stopped by educating business leaders.
- 33 In the fourth paragraph, the writer describes ways in which the public can
- A reduce their own individual impact on the environment.
  - B learn more about the impact of business on the environment.
  - C raise awareness of the effects of specific environmental disasters.
  - D influence the environmental policies of businesses and governments.
- 34 What pressure was exerted by big business in the case of the disease BSE?
- A Meat packers stopped supplying hamburgers to fast-food chains.
  - B A fast-food company forced their meat suppliers to follow the law.
  - C Meat packers persuaded the government to reduce their expenses.
  - D A fast-food company encouraged the government to introduce legislation.

- Multiple Choice
- List of Options
- Choose a Title
- Short Answers



25 What type of question is this?

Questions 7–13

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 7–13 on your answer sheet.

**Guard rails**

Guard rails were introduced on British roads to improve the 7 ..... of pedestrians, while ensuring that the movement of 8 ..... is not disrupted. Pedestrians are led to access points, and encouraged to cross one 9 ..... at a time.

An unintended effect is to create psychological difficulties in crossing the road, particularly for less 10 ..... people. Another result is that some people cross the road in a 11 ..... way. The guard rails separate 12 ..... , and make it more difficult to introduce forms of transport that are 13 .....

- Sentence Completion
- Summary Completion
- Table Completion
- Flow Chart Completion

26 What type of question is this?

Questions 5–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 5–7 on your answer sheet, 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

- 5 In the Middle Ages, most Europeans knew where nutmeg was grown.
- 6 The VOC was the world's first major trading company.
- 7 Following the Treaty of Breda, the Dutch had control of all the islands where nutmeg grew.

- True False Not Given
- Yes No Not Given





- 27** Which of the following do you NOT want to do for Matching Headings questions?
- Read the list of headings first
  - Read the text first
  - Quickly skim the passage to understand the main idea of each paragraph.
  - Find similar headings and analyse them carefully.
- 28** Which of the following do you NOT want to do for True False Not Given questions?
- Carefully read the statement.
  - Identify keywords and think of possible paraphrases.
  - Locate the relevant information in the passage and read it carefully.
  - Read the entire text and try to understand every detail.
- 29** In True False Not Given questions, if the information contradicts the text, it is
- True
  - False
  - Not Given
- 30** It is better to start with official IELTS practice materials
- True
  - False

## SELF QUIZ ANSWERS



1 How long is the IELTS Reading test?

30 minutes

40 minutes

60 minutes 



2 Is the IELTS General Training Reading section different from the IELTS Academic Reading section?

yes 

no

3 How many sections are there in the Reading section?

3 

4

5

4 How many questions are there in the Reading section?

20

30

40 

5 What can you see as General Reading texts?  
(select all that apply)

timetables 

advertisements 

contracts 

job descriptions 



6 What can you see as Academic Reading texts?  
(select all that apply)

timetables

**academic articles**

**long texts taken from magazines**

job descriptions

7 What type of question is NOT part of the IELTS Reading section?

Matching Headings

Multiple Choice

Short Answers

**Choose a Description**

8 What type of question is NOT part of the IELTS Reading section?

Sentence Completion

**Article Completion**

Flow Chart Completion

Note Completion

9 How many texts are there in the IELTS General Reading?

2-3

4-5

**5-6**



10 How many texts are there in the IELTS Academic Reading?

1

2

3

11 What is the maximum RAW score for the Reading section?

9

40

12 What is the maximum BAND score for the Reading section?

9

40

13 How many points do I get for 1 correct answer?

1

2

3

4

14 Is there a penalty for wrong answers?

yes

no

15 How much time should you try to spend on each section of the test?

10 minutes

15 minutes

20 minutes

30 minutes



16 Reading for pleasure, without worrying too much about every detail, is

~~intensive reading~~

**extensive reading** 

~~skim reading~~

~~scan reading~~

17 Reading deeply and carefully, trying to understand every word and detail, and taking notes is

**intensive reading** 

~~extensive reading~~

~~skim reading~~

~~scan reading~~

18 To SKIM read, you should do all of the following **EXCEPT**

~~read quickly to get the main idea~~

~~look at keywords to get a general sense of the text~~

**pay close attention to unnecessary information** 

~~skip details~~

19 To SCAN read, you should do all of the following **EXCEPT**

~~quickly search text for specific information~~

~~avoid reading everything~~

~~look for keywords, phrases, or numbers you need~~

**read every detail** 



20

Speed reading is

similar to skimming and scanning

**different from skimming and scanning** 

21

Speed reading means

quickly glancing through the text to get the main idea

moving quickly through the text to find important information

**reading every word of the text quickly while still understanding everything** 

22

What type of question is this?

**Matching Sentence Endings** 

Matching Features

Matching Headings

Matching Information

23

What type of question is this?

Table Completion

Flow Chart Completion

Completion Diagrams

**Note Completion** 



24 What type of question is this?

**Multiple Choice**

~~List of Options~~

~~Choose a Title~~

~~Short Answers~~

25 What type of question is this?

~~Sentence Completion~~

**Summary Completion**

~~Table Completion~~

~~Flow Chart Completion~~

26 What type of question is this?

**True False Not Given**

~~Yes No Not Given~~

27 Which of the following do you NOT want to do for Matching Headings questions?

~~Read the list of headings first~~

**Read the text first**

~~Quickly skim the passage to understand the main idea of each paragraph.~~


~~Find similar headings and analyse them carefully.~~

28 Which of the following do you NOT want to do for True False Not Given questions?


- ~~Carefully read the statement.~~
- ~~Identify keywords and think of possible paraphrases.~~
- ~~Locate the relevant information in the passage and read it carefully.~~

**Read the entire text and try to understand every detail** 

29 In True False Not Given questions, if the information contradicts the text, it is

- True
- False** 
- Not Given

30 It is better to start with official IELTS practice materials

- True** 
- False



## CHAPTER 5 Writing Module



The IELTS Writing test is made to assess your writing skills and techniques. If you plan to study abroad, then you should take the IELTS Academic module. And if you wish to work abroad, take the IELTS General module. In this chapter, we'll analyse question types, discover tips and tricks to crack the Writing section, and do exercises to master the language.

### OVERVIEW

**Number of tasks:** 2

**Duration:** 60 minutes

- ≈ 20 mins → Task 1
- ≈ 40 mins → Task 2

**Volume:** > 400 words

- > 150 words → Task 1
- > 250 words → Task 2

**General Training Test/Academic test:**  there is a difference

### FORMAT

#### General Training test

👉 **Writing Task 1:** write a letter

👉 **Writing Task 2:** write an essay

#### Academic test

👉 **Writing Task 1:** describe some visual information (e.g. a chart, a map, ...)

👉 **Writing Task 2:** write an essay



*Is Writing Task 2 the same for the General Training test and the Academic test?*



*Yes. But the topics in the General Training test are a little easier (more general).*

## QUESTION TYPES:

### Writing Task 1 (General Training test)

- formal letter
- informal letter
- semi-formal letter

### Writing Task 1 (Academic test)

- line graph
- bar chart
- pie chart
- table
- combination
- diagram (process)
- map/plan

### Writing Task 2 (General Training test/Academic test)

- opinion essay
- discussion essay
- advantage & disadvantage essay
- positive & negative essay
- cause & solution essay
- direct question essay



## SCORING **100**

- ⚠ Writing Task 1 = 1/3 of the final score
- ⚠ Writing Task 2 = 2/3 of the final score

It's hard to grade your own writing. Here is what you can do to give yourself an approximate score:

1. Calculate your score for Writing Task 1.
2. Calculate your score for Writing Task 2.
3. Calculate your final score:  $(W1+W2+W2) / 3$

### **Example:**

$$W1 = 7$$

$$W2 = 8$$

$$\text{Final score: } (7+8+8)/3 \approx 7.66 \rightarrow 7.5$$

Writing Task 1 and Writing Task 2 are graded based on 4 criteria:

SCORING CRITERIA	BAND SCORE	SIMPLIFIED EXPLANATION
Task achievement (for W1) Task response (for W2)	0-9	<i>How well have you answered the question?</i>
Coherence and cohesion	0-9	<i>How well have you organised your ideas? How well have you linked them together?</i>
Lexical resource	0-9	<i>Have you used a range of vocabulary? Have you used it accurately?</i>
Grammatical range and accuracy	0-9	<i>Have you used a range of structures? Are they grammatically correct?</i>

\*More information can be found at:

[https://assets.ctfassets.net/unrdeg6se4ke/WfjJuLMvOxuR3JqLvQmTm/62439e8dcb84a094455b7fb91e7af526/Writing\\_Band\\_Descriptors.pdf](https://assets.ctfassets.net/unrdeg6se4ke/WfjJuLMvOxuR3JqLvQmTm/62439e8dcb84a094455b7fb91e7af526/Writing_Band_Descriptors.pdf)



**W1 score (0-9):** (task achievement + coherence and cohesion + lexical resource + grammatical range and accuracy) / 4

**W2 score (0-9):** (task response + coherence and cohesion + lexical resource + grammatical range and accuracy) / 4

 **Examples:**

### **W1**

Task achievement: 8

Coherence and cohesion: 7

Lexical resource: 8

Grammatical range and accuracy: 9

**W1 score = (8+7+8+9) / 4 = 8**

### **W2**

Task response: 7

Coherence and cohesion: 6

Lexical resource: 5

Grammatical range and accuracy: 6

**W2 score = (7+6+5+6) / 4 = 6**

## **EXERCISES TO IMPROVE YOUR WRITING**

There are 2 things you can do to improve your writing skills:

 **EXERCISE #1** - Paraphrasing practice (effective for W1 and W2)

Use authentic IELTS practice materials (past exam papers). These materials will help you get used to the language and style of the test. Paraphrase writing prompts or passages from the Reading section.

 **EXERCISE #2** - Copywork practice (effective for W1 and W2)

Take a piece of writing and copy it. It is better to do this with a pencil, but you can also type. Use passages from the reading section or any book you like to read.





# IDENTIFYING TYPES OF WRITING QUESTIONS

## WRITING TASK 1 (GENERAL TRAINING TEST)

**Formal letters** = letters to people with whom you have a formal relationship

*They usually start with "Dear Sir or Madam".*

**Informal letters** = letters to friends/family

*They usually start with "Dear ...".*

**Semi-formal letters** = letters to people you do NOT have a formal relationship with, but are NOT friends with.

*They usually start with "Dear Mr/Ms ..." or "Dear ...".*

### Formal letter

You should spend about 20 minutes on this task.

*You have just read an article in a national newspaper which claims that town centres in your country all look very similar to each other. You don't fully agree with this opinion.*

**Write a letter to the editor of the newspaper.** In your letter

- say which points in the article you agree with
- explain ways in which your town centre is different from most other town centres
- offer to give a guided tour of your town to the writer of the article

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

### Informal letter

You should spend about 20 minutes on this task.

*Your friend has been offered a place on a course at the university where you studied. He/She would like your advice about finding a place to live.*

**Write an email to your friend.** In your email

- describe where you lived when you were a student at the university
- recommend the best way for him/her to look for accommodation
- warn him/her of mistakes students make when choosing accommodation

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your email as follows:

Dear \_\_\_\_\_,

## Semi-formal letter

You should spend about 20 minutes on this task.

**Mrs Barrett, an English-speaking woman who lives in your town, has advertised for someone to help her in her home for a few hours a day next summer.**

**Write a letter to Mrs Barrett. In your letter**

- **suggest how you could help her in her home**
- **say why you would like to do this work**
- **explain when you will and will not be available**

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

**Dear Mrs Barrett,**

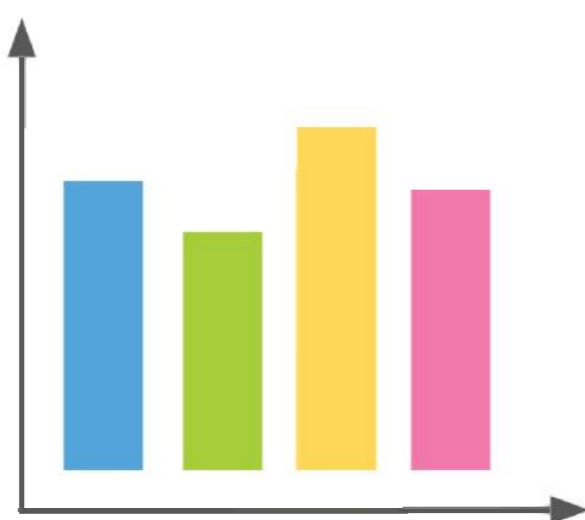


## WRITING TASK 1 (ACADEMIC TEST)

Line graph



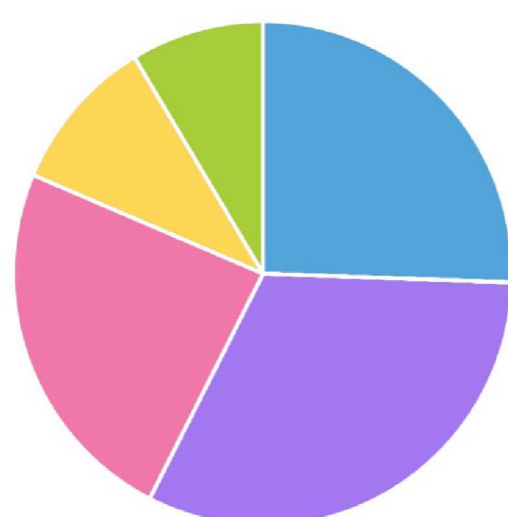
Bar chart



or



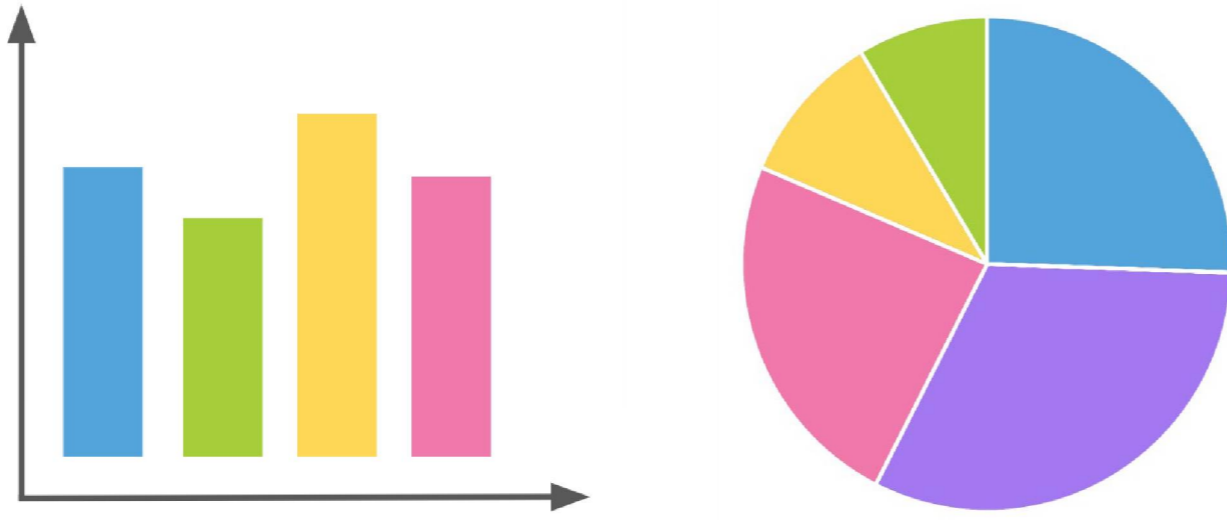
Pie chart





**Table**


**Combination**



**Diagram (process)**



**Map/plan**



## WRITING TASK 2

### Opinion essay

You should spend about 40 minutes on this task.

Write about the following topic:

*The most important aim of science should be to improve people's lives.*

**To what extent do you agree or disagree with this statement?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

*(Give your opinion on the subject. Write 2 body paragraphs with 2 different reasons to support your opinion).*

### Discussion essay

You should spend about 40 minutes on this task.

Write about the following topic:

*Some university students want to learn about other subjects in addition to their main subjects. Others believe it is more important to give all their time and attention to studying for a qualification.*

**Discuss both these views and give your own opinion.**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

*(Discuss both sides and give your opinion on the issue, if the task asks you to do so. Write 1 body paragraph supporting one side of the argument and another body paragraph supporting the other side of the argument. Say which side of the argument you agree with).*



## Advantage & Disadvantage

You should spend about 40 minutes on this task.

Write about the following topic:

*In many countries, people are now living longer than ever before. Some people say an ageing population creates problems for governments. Other people think there are benefits if society has more elderly people.*

**To what extent do the advantages of having an ageing population outweigh the disadvantages?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

*(Talk about the advantages of the situation in the first body paragraph and about the disadvantages in the second body paragraph).*

## Positive & Negative

You should spend about 40 minutes on this task.

Write about the following topic:

*In many countries around the world, rural people are moving to cities, so the population in the countryside is decreasing.*

**Do you think this is a positive or a negative development?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

*(Say whether the trend is positive or negative. Explain why. Write 2 body paragraphs with 2 reasons to support your opinion).*



## Cause & Solution

You should spend about 40 minutes on this task.

Write about the following topic:

***In spite of the advances made in agriculture, many people around the world still go hungry.***

***Why is this the case?***

***What can be done about this problem?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

*(Explain what caused the problem in the 1st body paragraph and what can be done to solve it in the 2nd body paragraph).*

## Direct Question essay

### WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Some children spend hours every day on their smartphones.***

***Why is this the case? Do you think this is a positive or a negative development?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

*(Say whether the trend is positive or negative. Explain why. Write 2 body paragraphs with 2 reasons to support your opinion).*



# STRUCTURE



<b>WRITING TASK 1 GENERAL TRAINING TEST (Letter)</b>	<b>EXAMPLE</b>
<p><b>Title,</b></p> <p><b>Opening.</b></p> <p><b>BP1:</b> point 1+details</p> <p><b>BP2:</b> point 2+details</p> <p><b>BP3:</b> point 3+details</p> <p><b>Final comments.</b></p> <p><b>Sign off,</b></p> <p><b>Your name</b></p>	<p>Dear Sir or Madam,</p> <p>I am writing to ... .</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>I look forward to hearing from you soon.</p> <p>Yours faithfully,</p> <p>Jessica Williams</p>

<b>WRITING TASK 1 ACADEMIC TEST (Description of visual information)</b>	<b>EXAMPLE</b>
<p><b>Introduction:</b> paraphrase the task</p> <p><b>Overview:</b> write about the main features <i>(things that stand out the most)</i></p> <p><b>BP1:</b> describe the graph using numbers and dates <i>(divide the information into body paragraphs <u>logically</u>)</i></p> <p><b>BP2:</b> describe the graph using numbers and dates <i>(divide the information into body paragraphs <u>logically</u>)</i></p>	<p>The line graph illustrates ...</p> <p>Overall, ...</p> <p>.....</p> <p>.....</p>



WRITING TASK 2 (Essay)	EXAMPLE
<b>Introduction:</b> paraphrase the task + add 1 sentence depending on the type of essay ( <i>e.g. state your opinion for an opinion essay</i> )	In recent years ...
<b>BP1:</b> <i>depends on the type of essay</i>	...
<b>BP2:</b> <i>depends on the type of essay</i>	...
<b>Conclusion:</b> summarise the main points	In conclusion, ...

## TIPS AND TRICKS



### WRITING TASK 1 - GENERAL TRAINING TEST:

Look at the TITLE of the letter given in the task. It will help you to identify the style and tone of the letter (formal / informal / semi-formal).

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

**Dear Sir or Madam,**

Dear Sir or Madam, → formal



## WRITING TASK 1 - ACADEMIC TEST:

If you don't know what key **features to include** in your outline, look at the **graph/chart/map/diagram/table for 30 seconds**, then close your eyes and try to remember what you saw there. The things you remember will be the key features. Key features are always general trends, not specific details. **NEVER add** numbers to support key features in the overview.

### WRITING

#### WRITING TASK 1

You should spend about 20 minutes on this task.

The pie charts below show the online shopping sales for retail sectors in New Zealand in 2003 and 2013.

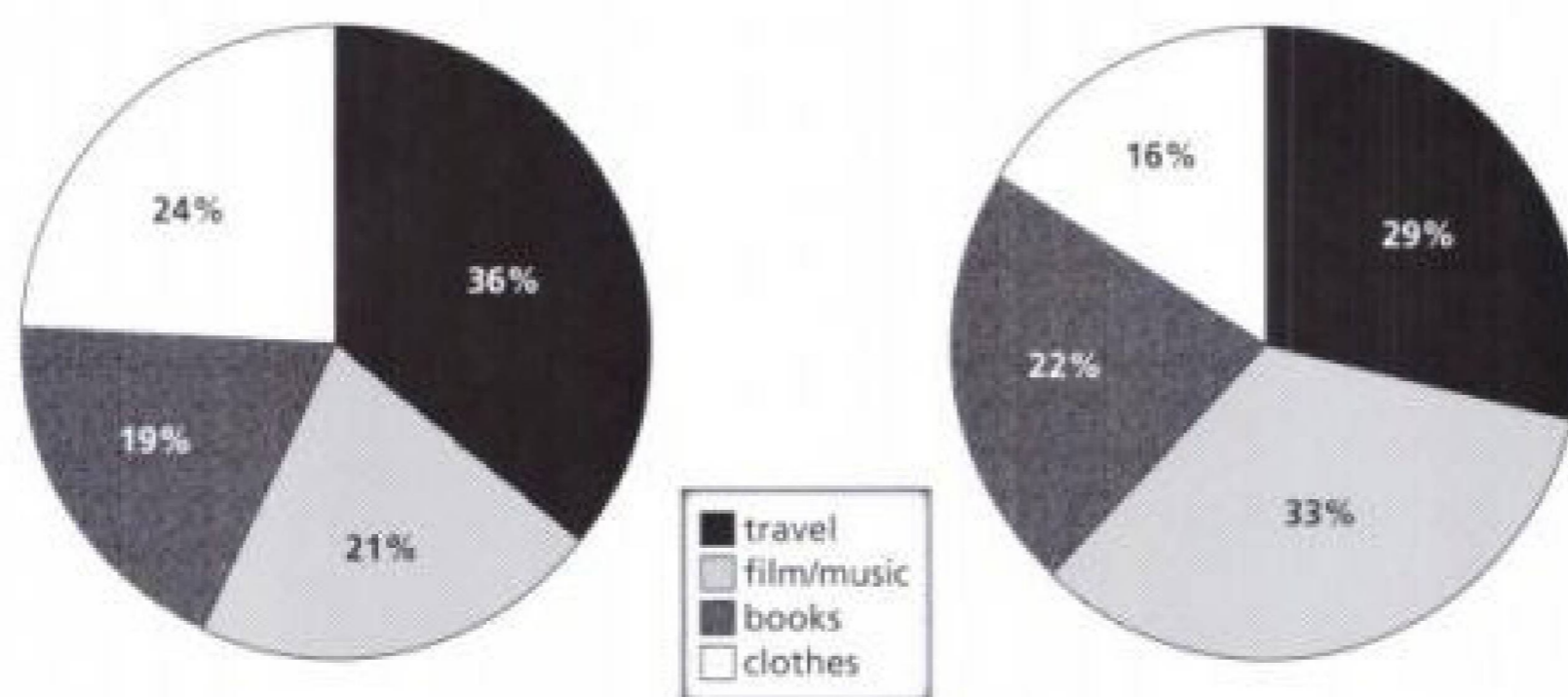
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

#### Online sales for retail sectors in New Zealand

2003

2013



**Key features:** biggest slices / smallest slices

## WRITING TASK 2:

Structure your body paragraphs logically.  
Follow this structure:

**BP:**

**Topic sentence**

**Explanation**

**Example**

**Mini-conclusion**

*First, excessive smartphone use can negatively impact children's physical health. The sedentary lifestyle promoted by prolonged smartphone use contributes to a lack of physical activity, which is essential for maintaining overall health and preventing obesity. For example, children who spend excessive hours glued to their screens are more likely to engage in passive activities rather than outdoor play or sports. This can lead to a decrease in muscle development, flexibility, and cardiovascular health. Encouraging a balance between screen time and physical activity is critical to promoting children's overall well-being.*



## ! COMMON MISTAKES !



### WRITING TASK 1 (GENERAL TRAINING TEST)

MISTAKE	SOLUTION
Having NO / NOT ENOUGH paragraphs	1 body paragraph = 1 idea 💡
Using WRONG style/tone	Formal letters => ❌ no contractions ( I have ) Semi-formal letters => ✅ contractions (I've) Informal letters = > ✅ contractions (I've)
Forgetting to use COMMAS after a TITLE or a SIGN-OFF.	Dear Sir or Madam, Best wishes,
NOT covering ALL bullet points	Use a SEPARATE paragraph for each bullet point.  <b>BP1:</b> point 1+details  <b>BP2:</b> point 2+details  <b>BP3:</b> point 3+details

### WRITING TASK 1 (ACADEMIC TEST)

MISTAKE	SOLUTION
Having NO / NOT ENOUGH paragraphs	1 body paragraph = 1 idea 💡
NO overview	Start your overview with “ <b>Overall, ...</b> ”.  ! This way you won't forget about it and the examiner will be able to spot it straight away.
NO data to support the description	Use NUMBERS and DATES in your body paragraphs.
Repetition	Use synonyms for the most common verbs:  🌸 <i>increase = climb = rise = go up</i> 🌸 <i>decrease = decline = drop = go down</i>

## WRITING TASK 2



MISTAKE	SOLUTION
Having NO / NOT ENOUGH paragraphs	1 body paragraph = 1 idea 💡
NOT fully answering the question	Look for “ <b>and</b> ” and <b>plurals</b> in the task. ↓ <i>Discuss both these views <u>and</u> give your own opinion.</i> ↓ <b>3 parts of the question:</b> 2 different views + your opinion
UNCLEAR position	To express your opinion, use:  <ul style="list-style-type: none"> <li>✓ <i>I believe that ...</i></li> <li>✓ <i>In my opinion, ...</i></li> </ul> Don't use:  <ul style="list-style-type: none"> <li>✗ <i>Some (people) believe that ...</i></li> <li>✗ <i>It could be argued that...</i></li> </ul>
Using clichés	Don't use:  <ul style="list-style-type: none"> <li>✗ <i>This essay will discuss ...</i></li> <li>✗ <i>Every cloud has a silver lining ...</i></li> </ul> And similar expressions.

## PARAPHRASING (FOR W1 AND W2)

Paraphrasing is a crucial skill for the Writing section of IELTS. Here are some techniques for effective paraphrasing:

### 1. Use synonyms:

*In many countries around the world, rural people are moving to cities, so the population in the countryside is decreasing.*

*many = numerous*  
*countries = nations*  
*around the world = around the globe*  
*to move to = to migrate to*  
*cities = urban areas*  
*countryside = rural areas*  
*is decreasing = is declining*

*In numerous nations around the globe, rural people are migrating to urban areas, so the population in rural areas is declining.*



## 2. Change word order:

*In spite of the advances made in agriculture, many people around the world still go hungry.*

*Many people around the world still go hungry in spite of the advances made in agriculture.*

## 3. Change sentence structure:

*The number of households in the US increased dramatically.*

*There was a dramatic increase in the number of households in the US.*

## 4. Change word form:

*The number of households in the US increased dramatically.*

*There was a dramatic increase in the number of households in the US.*

*The population in the countryside is decreasing because rural people are migrating to cities. The population in the countryside is decreasing due to migration to cities.*

## 5. Switch from active to passive voice:

*Climate change affects tiger extinction.*

*Tiger extinction is affected by climate change.*

## 6. Combine or split sentences:

*In many countries around the world, rural people are moving to cities, so the population in the countryside is decreasing.*

*In many countries around the world, rural people are moving to cities. As a result, the population in the countryside is decreasing.*

## 7. Add further information or context:

*In spite of the advances made in agriculture, many people around the world still go hungry.*

*In spite of the advances made in agriculture and food science, many people around the world still go hungry.*



### EXERCISE

*Paraphrase the following sentences:*

Learning English at school is often seen as more important than learning local languages. If these are not taught, many are at risk of dying out.

---

---

---

---

This graph shows the proportion of four different materials that were recycled from 1982 to 2010 in a particular country.

---

---

---

---

It is important for people to take risks, both in their professional lives and their personal lives.

---

---

---

---



The maps below show an industrial area in the town of Norbiton, and planned future development of the site.

---

---

---

---

The table and charts below give information on the police budget for 2017 and 2018 in one area of Britain.

---

---

---

---

Some children spend hours every day on their smartphones.

---

---

---

---

The chart below gives information about how families in one country spent their weekly income in 1968 and in 2018.

---

---

---

---



Some people believe that professionals, such as doctors and engineers, should be required to work in the country where they did their training. Others believe they should be free to work in another country if they wish.

---

---

---

---

The graph below shows the number of shops that closed and the number of new shops that opened in one country between 2011 and 2018.

---

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---

---

Nowadays, a growing number of people with health problems are trying alternative medicines and treatments instead of visiting their usual doctor.

---

---

---

---



# COPYWORK (FOR W1 - GENERAL TRAINING TEST)



## EXERCISE

*Copy down the following sentences:*

Dear Ms. Rodriguez,  
I'm writing in response to your advertisement for a Social  
Media Specialist.

---

---

---

---

Dear Sir or Madam,  
I am writing to express my dismay at the service at your  
Ashton Park branch on 6 April.

---

---

---

---

Dear Mr. Anderson,  
I'm writing to request some time off between Tuesday 10 May  
and Thursday 19 June in order to work on my Master's thesis,  
which is due for submission on 25 June.

---

---

---

---



Dear Professor Thompson,  
I am writing to inform you that, unfortunately, I am unable to continue to attend the Advanced Reasoning course this semester.

---

---

---

---

Dear Ms. Patel,  
I am writing to request your help following a change in my circumstances.

---

---

---

---

Thank you for considering my request and I would be happy to come in and discuss the matter further.

---

---

---

---

Please let me know if you need any additional information.  
Thank you for your consideration of my request.

---

---

---

---



Please find attached my CV.

---

---

---

---

I hope you can take steps to make sure this mistake does not happen again.

---

---

---

---

I look forward to hearing from you.

---

---

---

---

Thank you in advance for your help and I hope to be able to update you on the situation soon.

---

---

---

---



# COPYWORK (FOR W1 - ACADEMIC TEST)



## EXERCISE

***Copy down the following sentences:***

The number of households in the US rose gradually and then climbed sharply.

---

---

---

---

The consumption of sugar in Canada dropped suddenly.

---

---

---

---

The number of households in the US rose gradually.

---

---

---

---

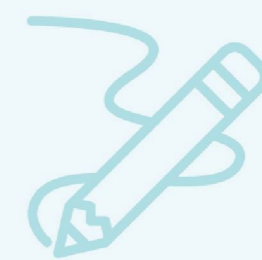
The consumption of sugar in Canada dropped slightly.

---

---

---

---



The number of households in the US fell steadily.

---

---

---

---



The consumption of sugar in Canada fell and then levelled off.

---

---

---

---

The percentage of citizens' spending fluctuated wildly, but the trend was upward.

---

---

---

---

The percentage of citizens' spending fluctuated wildly, but the trend was downward.

---

---

---

---

The number of households in the US declined dramatically.

---

---

---

---



The percentage of citizens' spending decreased and then levelled off.

---

---

---

---



## SELF QUIZ



1 How long is the IELTS Writing test?

- 40 minutes
- 50 minutes
- 60 minutes



2 How many tasks are there in the Writing section?

- 1
- 2
- 3

3 How much time should you spend on Writing Task 1?

- 20 mins
- 25 mins
- 30 mins

4 How much time should you spend on Writing Task 2?

- 35 mins
- 40 mins
- 45 mins

5 What is the minimum number of words you need to write for Task 1?

- 140
- 150
- 160



- 6 What is the minimum number of words you need to write for Task 2?
- 240
  - 250
  - 260
- 7 Is the Writing section of the General Training test different from the Writing section of the Academic test?
- yes
  - no
- 8 Which task is different?
- Writing Task 1
  - Writing Task 2
- 9 For Writing Task 1 in the General Training test, you have to write:
- a letter
  - a description of some visual information
  - an essay
- 10 For Writing Task 1 in the Academic test, you have to write:
- a letter
  - a description of some visual information
  - an essay



**11** For Writing Task 2, you have to write:

- a letter
- a description of some visual information
- an essay

**12** Is Writing Task 1 worth more marks than Writing task 2?

- yes
- no

**13** Is Writing Task 1 worth only 1/3 of the final score?

- yes
- no

**14** What is the formula for calculating your final score for the Writing section?

- $(W1+W2) / 2$
- $(W1+W2+W2) / 3$
- $(W1+W1+W2) / 3$

**15** How many criteria are used to mark the writing tasks?

- 2
- 3
- 4



- 16** Task achievement/Task response shows:
- that you have accurately used a range of vocabulary
  - that you have used a range of structures and they are grammatically correct
  - how well you have answered the question
  - how well you have organised your ideas

- 17** Coherence and cohesion shows:
- that you have accurately used a range of vocabulary
  - that you have used a range of structures and they are grammatically correct
  - how well you have answered the question
  - how well you have organised your ideas

- 18** Lexical resource shows:
- that you have accurately used a range of vocabulary
  - that you have used a range of structures and they are grammatically correct
  - how well you have answered the question
  - how well you have organised your ideas

- 19** Grammatical range and accuracy shows:
- that you have accurately used a range of vocabulary
  - that you have used a range of structures and they are grammatically correct
  - how well you have answered the question
  - how well you have organised your ideas



20

The maximum band score you can achieve for each of the assessment criteria (task achievement/task response, coherence and cohesion, lexical resource, grammatical range, and accuracy) is:

- 8
- 9
- 10

21

The minimum band score you can achieve for each of the assessment criteria (task achievement/task response, coherence and cohesion, lexical resource, grammatical range and accuracy) is:

- 0
- 1
- 2

22

What is the formula for calculating your score for the Writing Task 1?

- $(\text{task achievement} / \text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}) / 2$
- $(\text{task achievement} / \text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}) / 3$
- $(\text{task achievement} / \text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}) / 4$

23

What is the formula for calculating your score for Writing Task 2?

- (task response + coherence and cohesion + lexical resource + grammatical range and accuracy) / 3
- (task response + coherence and cohesion + lexical resource + grammatical range and accuracy) / 4
- (task response + coherence and cohesion + lexical resource + grammatical range and accuracy) / 5

24

What is this question called?

You should spend about 40 minutes on this task.

Write about the following topic:

***Many manufactured food and drink products contain high levels of sugar, which causes many health problems. Sugary products should be made more expensive to encourage people to consume less sugar.***

***Do you agree or disagree?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- opinion essay
- discussion essay
- advantage & disadvantage essay



25

What is this question called?

You should spend about 40 minutes on this task.

Write about the following topic:

***Nowadays, a growing number of people with health problems are trying alternative medicines and treatments instead of visiting their usual doctor.***

***Do you think this is a positive or a negative development?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- positive & negative essay
- cause & solution essay
- direct question essay

26

What is this question called?

You should spend about 40 minutes on this task.

Write about the following topic:

***As most people spend a major part of their adult life at work, job satisfaction is an important element of individual wellbeing.***

***What factors contribute to job satisfaction?***

***How realistic is the expectation of job satisfaction for all workers?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- positive & negative essay
- cause & solution essay
- direct question essay





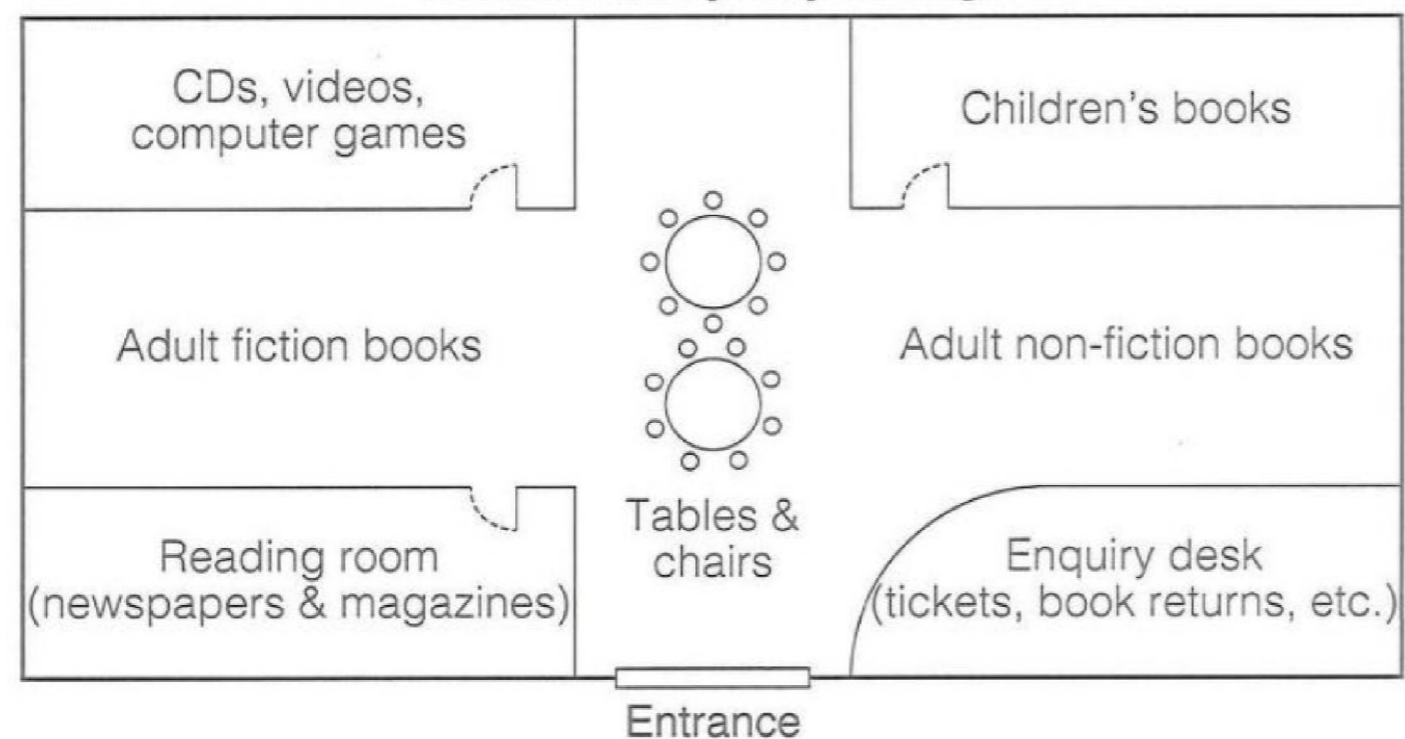
You should spend about 20 minutes on this task.

*The diagram below shows the floor plan of a public library 20 years ago and how it looks now.*

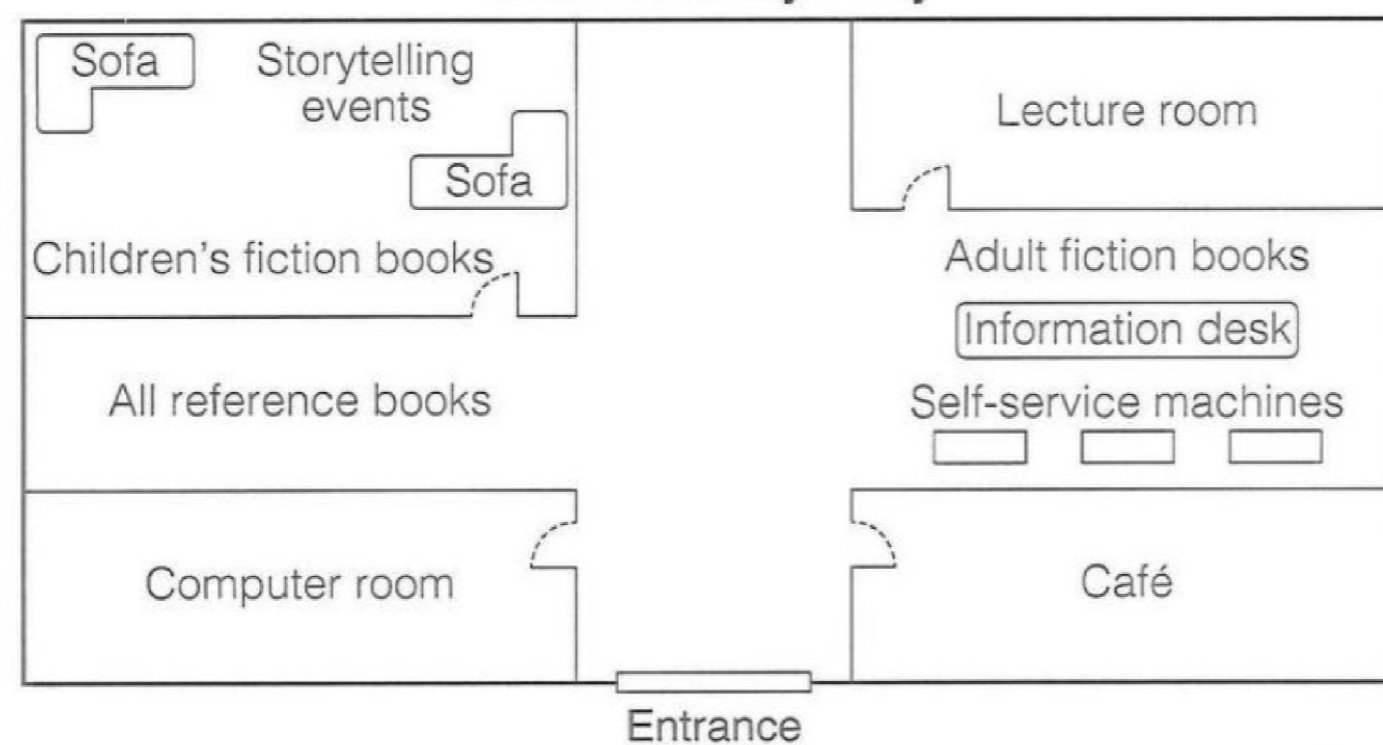
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

**Central Library 20 years ago**



**Central Library today**



- combination
- diagram (process)
- map/plan



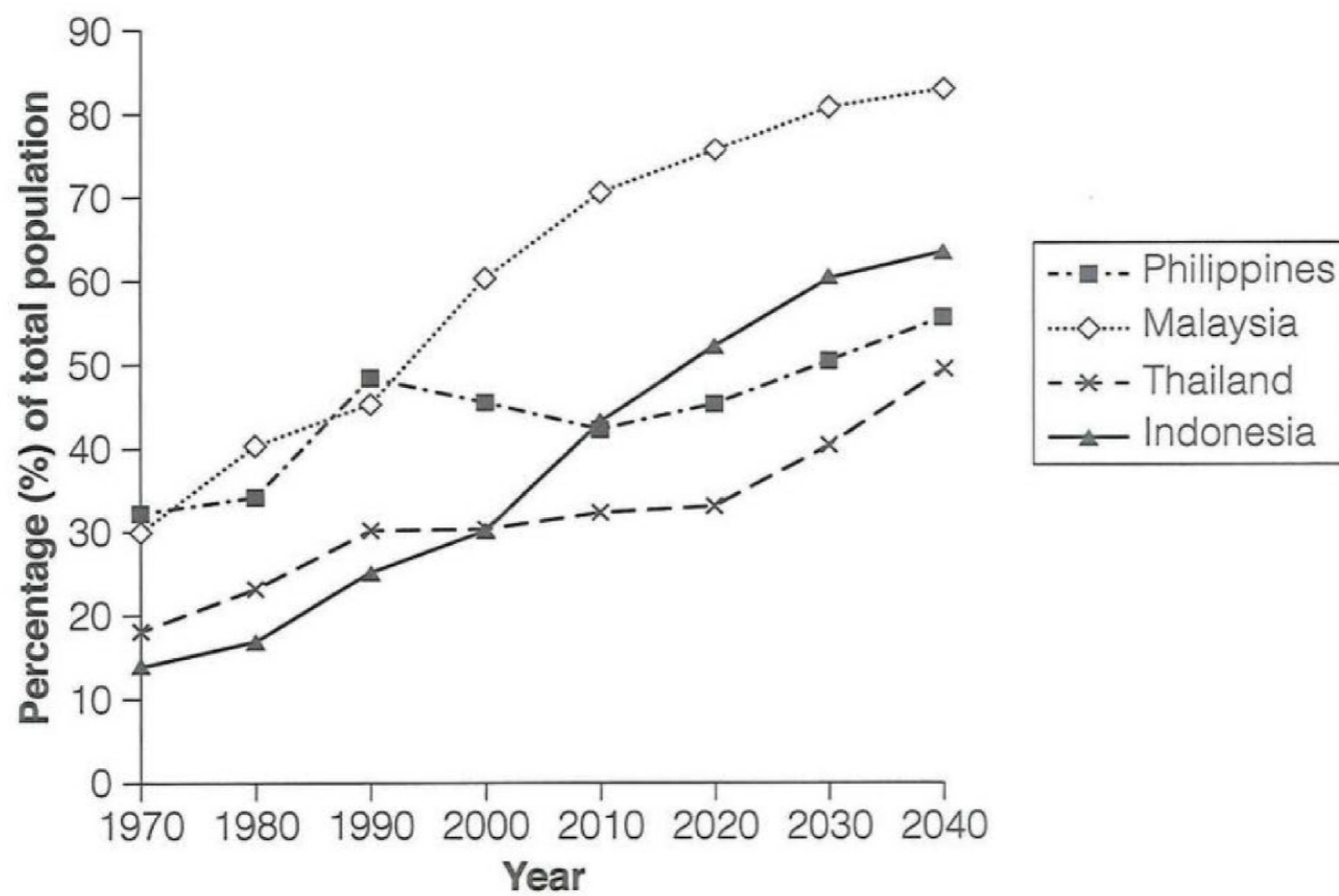
You should spend about 20 minutes on this task.

*The graph below gives information about the percentage of the population in four Asian countries living in cities from 1970 to 2020, with predictions for 2030 and 2040.*

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

Write at least 150 words.

**Percentage of the population living in cities**



- line graph
- bar chart
- pie chart

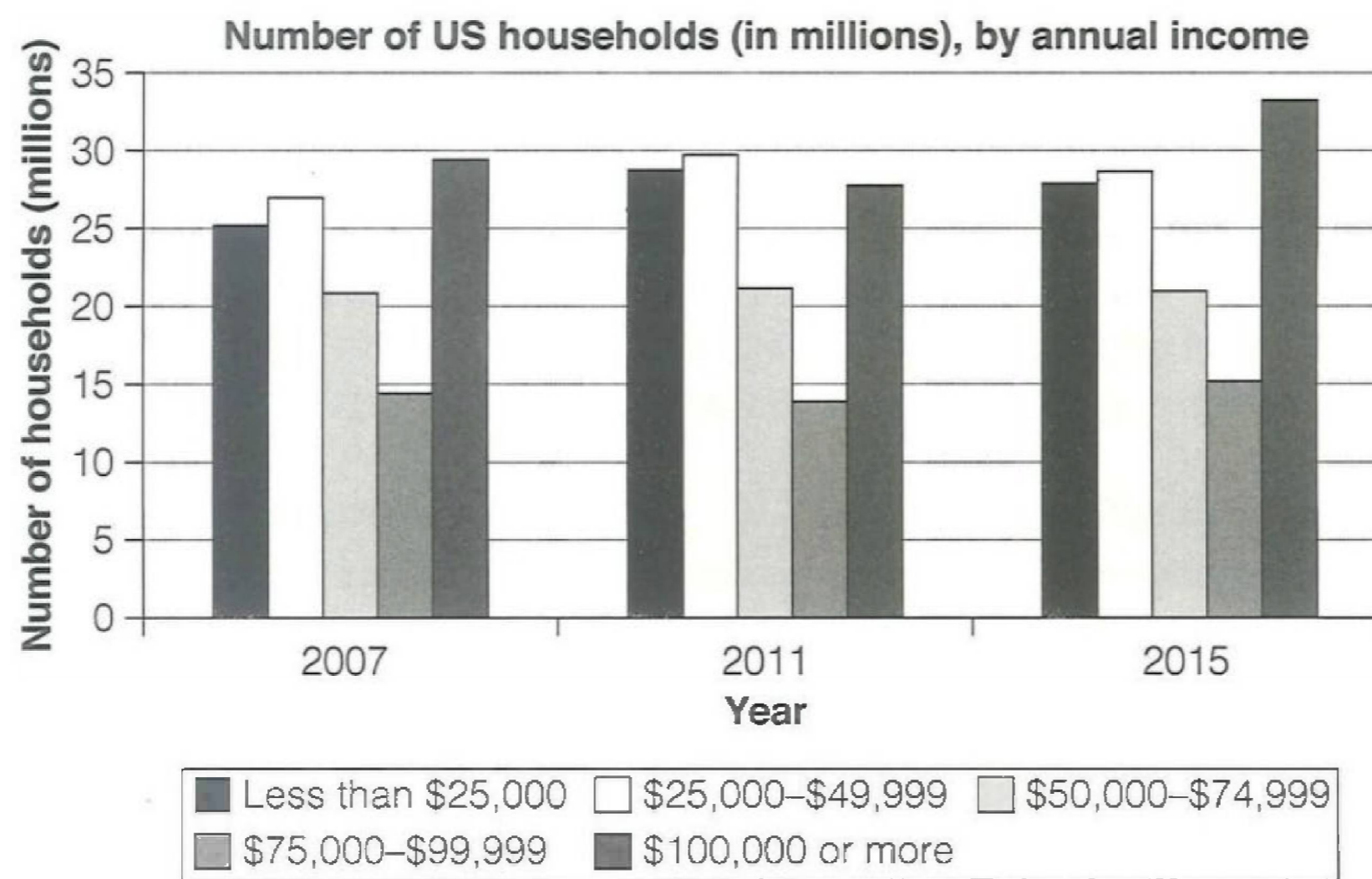


You should spend about 20 minutes on this task.

*The chart below shows the number of households in the US by their annual income in 2007, 2011 and 2015.*

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

Write at least 150 words.



- line graph
- bar chart
- pie chart



You should spend about 20 minutes on this task.

*The table and charts below give information on the police budget for 2017 and 2018 in one area of Britain. The table shows where the money came from and the charts show how it was distributed.*

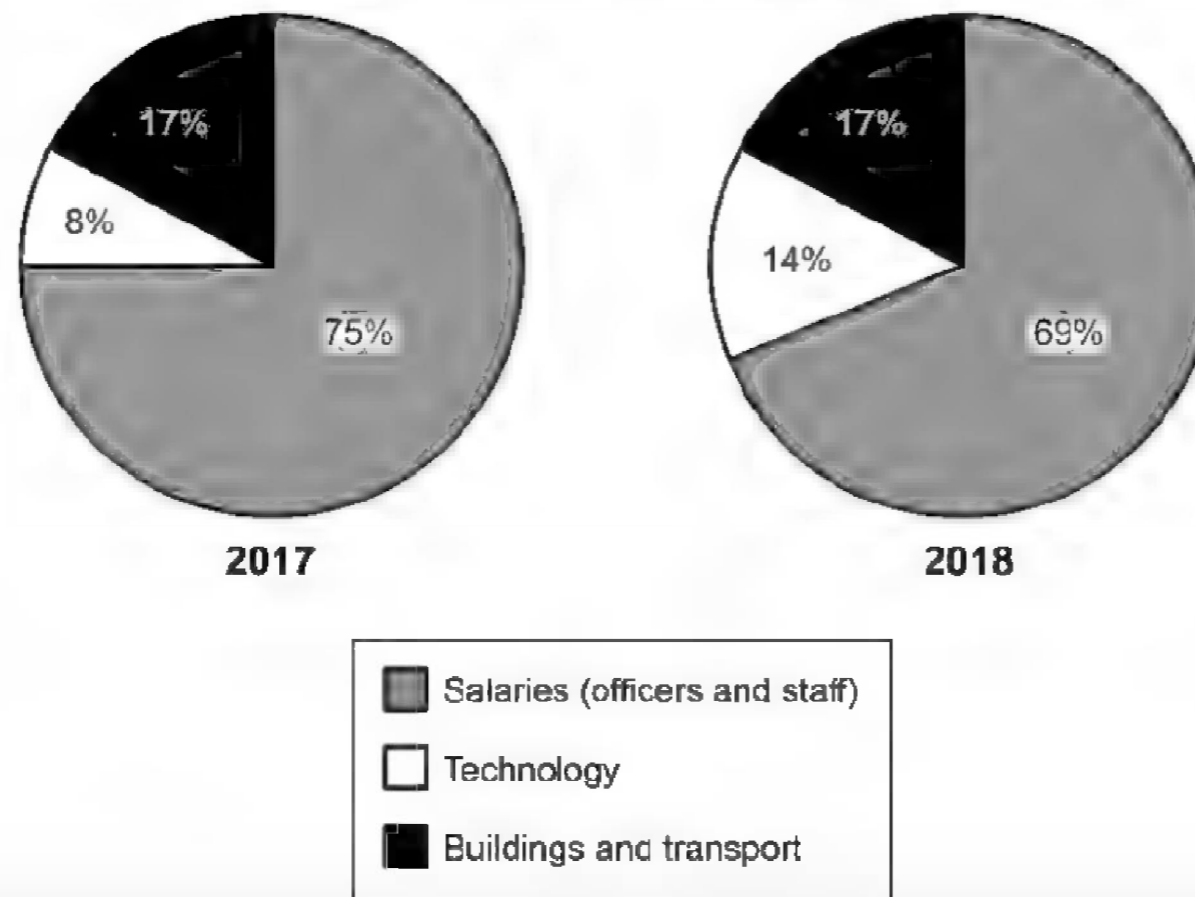
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

### Police Budget 2017–2018 (in £m)

Sources	2017	2018
National Government	175.5m	177.8m
Local Taxes	91.2m	102.3m
Other sources (eg grants)	38m	38.5m
Total	304.7m	318.6m

### How the money was spent



- pie chart
- table
- combination



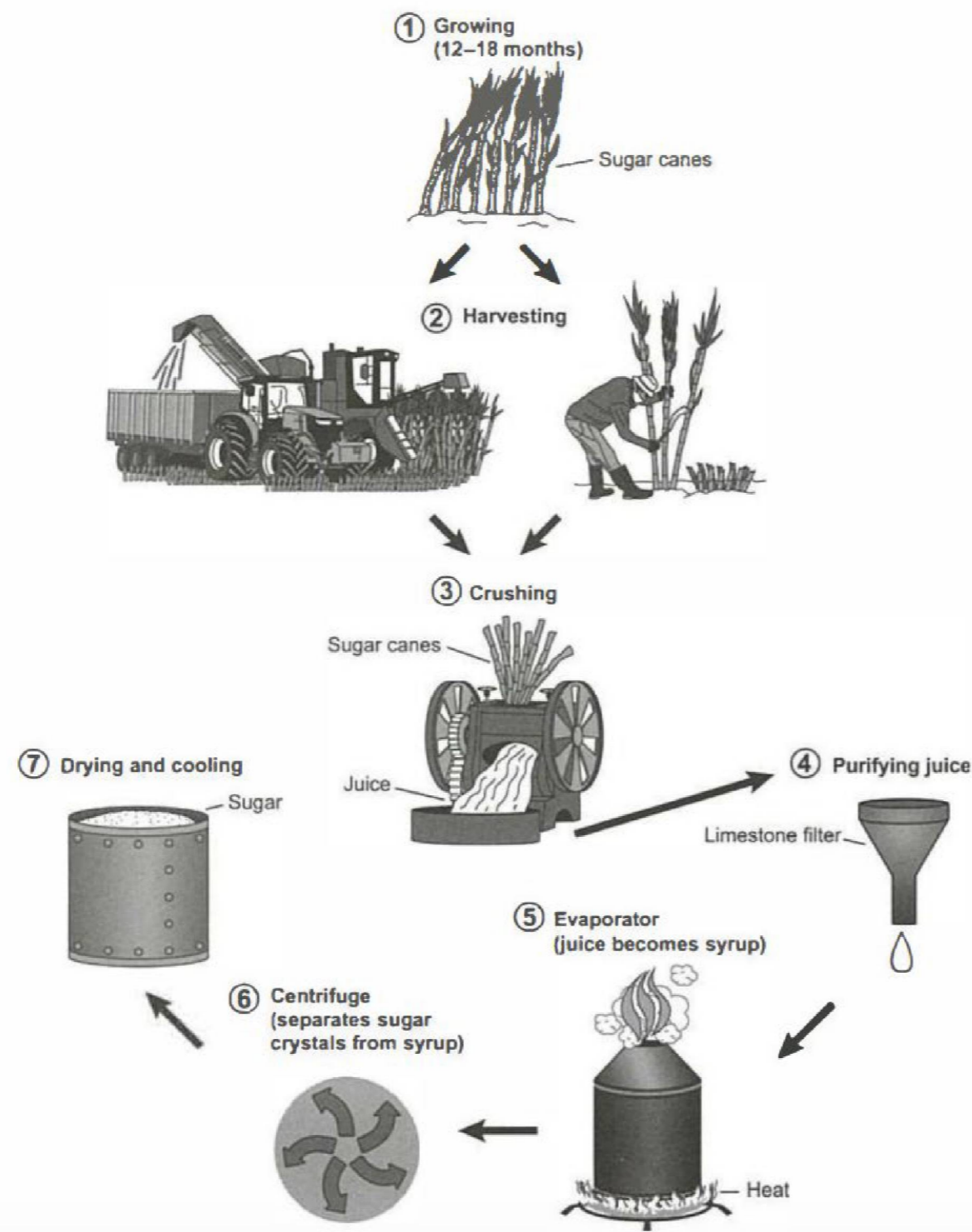
You should spend about 20 minutes on this task.

**The diagram below shows the manufacturing process for making sugar from sugar cane.**

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

Write at least 150 words.

How sugar is produced from sugar cane



- combination
- diagram (process)
- map/plan

32

What is this question called?

You should spend about 20 minutes on this task.

***A museum near your home is looking for people to do part-time voluntary/unpaid work. You would like to do some voluntary/unpaid work at the museum.***

***Write a letter to the museum director to apply for the voluntary/unpaid work. In your letter***

- ***explain why you want to do voluntary/unpaid work at the museum***
- ***describe some skills and qualities you have that would be useful***
- ***give details of when you would be available for work***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

**Dear Sir or Madam,**

- formal letter
- informal letter
- semi-formal letter



33

What is this question called?

***You have seen an advertisement from a couple, who live in Australia, for someone to teach their two children your language for a year.***

***Write a letter to the couple. In your letter***

- ***explain why you think you would be suitable for the job***
- ***say what else you could do for the family***
- ***give your reasons for wanting the job***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

**Dear .....**

- formal letter
- informal letter
- semi-formal letter

34

What is this question called?

You should spend about 20 minutes on this task.

**A friend of yours is thinking of going on a camping holiday for the first time this summer. He/She has asked for your advice.**

**Write a letter to your friend. In your letter**

- **explain why you think your friend would enjoy a camping holiday**
- **describe some possible disadvantages**
- **say whether you would like to go camping with your friend this summer**

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

**Dear** .....,

- formal letter
- informal letter
- semi-formal letter



35

What is this question called?

You should spend about 40 minutes on this task.

Write about the following topic:

***In some cultures, children are often told that they can achieve anything if they try hard enough.***

***What are the advantages and disadvantages of giving children this message?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- opinion essay
- discussion essay
- advantage & disadvantage essay

## SELF QUIZ ANSWERS



1 How long is the IELTS Writing test?

~~40 minutes~~

~~50 minutes~~

**60 minutes** 



2 How many tasks are there in the Writing section?

1

**2** 

3

3 How much time should you spend on Writing Task 1?

**20 mins** 

~~25 mins~~

~~30 mins~~

4 How much time should you spend on Writing Task 2?

~~35 mins~~

**40 mins** 

~~45 mins~~

5 What is the minimum number of words you need to write for Task 1?

~~140~~

**150** 

~~160~~



6 What is the minimum number of words you need to write for Task 2?

240

**250**

260

7 Is the Writing section of the General Training test different from the Writing section of the Academic test?

**yes**

no

8 Which task is different?

**Writing Task 1**

~~Writing Task 2~~

9 For Writing Task 1 in the General Training test, you have to write:

**a letter**

~~a description of some visual information~~

~~an essay~~

10 For Writing Task 1 in the Academic test, you have to write:

~~a letter~~

**a description of some visual information**

~~an essay~~



11 For Writing Task 2, you have to write:

- a letter
- a description of some visual information
- an essay** 🎯

12 Is Writing Task 1 worth more marks than Writing task 2?

- yes
- no** 🎯

13 Is Writing Task 1 worth only 1/3 of the final score?

- yes** 🎯
- no

14 What is the formula for calculating your final score for the Writing section?

- $\frac{W1+W2}{2}$
- $\frac{W1+W2+W2}{3}$**  🎯
- $\frac{W1+W1+W2}{3}$

15 How many criteria are used to mark the writing tasks?

- 2
- 3
- 4** 🎯



16 Task achievement/Task response shows:

- ~~that you have accurately used a range of vocabulary~~
- ~~that you have used a range of structures and they are grammatically correct~~

**how well you have answered the question** 🎯

- ~~how well you have organised your ideas~~

17 Coherence and cohesion shows:

- ~~that you have accurately used a range of vocabulary~~
- ~~that you have used a range of structures and they are grammatically correct~~

- ~~how well you have answered the question~~

**how well you have organised your ideas** 🎯

18 Lexical resource shows:

**that you have accurately used a range of vocabulary** 🎯

- ~~that you have used a range of structures and they are grammatically correct~~

- ~~how well you have answered the question~~

- ~~how well you have organised your ideas~~

19 Grammatical range and accuracy shows:

- ~~that you have accurately used a range of vocabulary~~

**that you have used a range of structures and they are grammatically correct** 🎯

- ~~how well you have answered the question~~

- ~~how well you have organised your ideas~~



20

The maximum band score you can achieve for each of the assessment criteria (task achievement/task response, coherence and cohesion, lexical resource, grammatical range, and accuracy) is:

8

9

10

21

The minimum band score you can achieve for each of the assessment criteria (task achievement/task response, coherence and cohesion, lexical resource, grammatical range and accuracy) is:

0

1

2

22

What is the formula for calculating your score for the Writing Task 1?

$\frac{\text{task achievement} + \text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}}{2}$

$\frac{\text{task achievement} + \text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}}{3}$

**$\frac{\text{task achievement} + \text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}}{4}$**

23

What is the formula for calculating your score for Writing Task 2?

$\frac{\text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}}{3}$

**$\frac{\text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}}{4}$**

$\frac{\text{task response} + \text{coherence and cohesion} + \text{lexical resource} + \text{grammatical range and accuracy}}{5}$

24 What is this question called?

**opinion essay** 

~~discussion essay~~

~~advantage & disadvantage essay~~



25 What is this question called?

**positive & negative essay** 

~~cause & solution essay~~

~~direct question essay~~

26 What is this question called?

~~positive & negative essay~~

~~cause & solution essay~~

**direct question essay** 

27 What is this question called?

~~combination~~

~~diagram (process)~~

**map/plan** 

28 What is this question called?

**line graph** 

~~bar chart~~

~~pie chart~~

29 What is this question called?

~~line graph~~

**bar chart** 

~~pie chart~~

30

What is this question called?

~~pie chart~~

~~table~~

**combination** 

31

What is this question called?

~~combination~~

**diagram (process)** 

~~map/plan~~

32

What is this question called?

**formal letter** 

~~informal letter~~

~~semi-formal letter~~

33

What is this question called?

~~formal letter~~

~~informal letter~~

**semi-formal letter** 

34

What is this question called?

~~formal letter~~

**informal letter** 

~~semi-formal letter~~

35

What is this question called?

~~opinion essay~~

~~discussion essay~~

**advantage & disadvantage essay** 



## CHAPTER 6 Speaking Module



The Speaking section assesses your use of spoken English. The questions in all the three sections vary to provide you opportunity to show the range of your language on a variety of topics and in varying lengths of response. In this chapter, we'll explore the format, scoring, common questions and strategies for getting a high band.

### OVERVIEW

Duration: 11-14 minutes

General Training Test/Academic Test: ✗ No difference

Number of parts: 3

### FORMAT

The Speaking test takes place in a separate room. Only you and the examiner will be in the room. The examiner will record the test. There is no need to worry as this is only done in case further revision is required.

The Speaking Test consists of 3 parts:

**Part 1** (4-5 mins): answer **general questions** about yourself

**Part 2** (3-4 mins): speak on **a topic from a card** given to you by the examiner

**Part 3** (4-5 mins): answer more **abstract questions** about the topic from Part 2

*\* For Part 2 you will be given a piece of paper and a pencil to take notes. You will have 1 minute to prepare your answer and 2 minutes to speak. 1 minute preparation time is included in the 3-4 minutes.10*

# EXAMPLES OF SPEAKING QUESTIONS



## PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

### EXAMPLE

#### Sleep

- How many hours do you usually sleep at night?
- Do you sometimes sleep during the day? [Why/Why not?]
- What do you do if you can't get to sleep at night? [Why?]
- Do you ever remember the dreams you've had while you were asleep?

## PART 2

**Describe a time when you met someone who you became good friends with.**

**You should say:**

**who you met**

**when and where you met this person**

**what you thought about this person when you first met**

**and explain why you think you became good friends with this person.**

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

## PART 3

### *Discussion topics:*

#### **Friends at school**

##### *Example questions:*

How important is it for children to have lots of friends at school?

Do you think it is wrong for parents to influence which friends their children have?

Why do you think children often choose different friends as they get older?

#### **Making new friends**

##### *Example questions:*

If a person is moving to a new town, what is a good way for them to make friends?

Can you think of any disadvantages of making new friends online?

Would you say it is harder for people to make new friends as they get older?

## SCORING

Your answer will be marked according to 4 criteria:



SCORING CRITERIA	BAND SCORE	SIMPLIFIED EXPLANATION
Fluency and Coherence	0-9	speaking speed: 🚀 or 🐢 hesitation: ✓ or ✗ self-correction: ✓ or ✗ repetition: ✓ or ✗ cohesive devices: ✓ or ✗ relevance to the topic: ✓ or ✗
Lexical Resource	0-9	a range of vocabulary: ✓ or ✗ vocabulary appropriate to the topic: ✓ or ✗ ability to paraphrase: ✓ or ✗
Grammatical Range and Accuracy	0-9	a range of structures (complex sentences): ✓ or ✗ most sentences are error-free: ✓ or ✗ basic errors: ✓ or ✗
Pronunciation	0-9	easy to understand speech: ✓ or ✗ connected speech: ✓ or ✗ appropriate rhythm: ✓ or ✗ stress and intonation enhance meaning: ✓ or ✗

\*For more information visit:

[https://takeielts.britishcouncil.org/sites/default/files/ielts\\_speaking\\_band\\_descriptors.pdf](https://takeielts.britishcouncil.org/sites/default/files/ielts_speaking_band_descriptors.pdf)

## STRATEGIES FOR EFFECTIVE COMMUNICATION AND FLUENCY

How to communicate fluently and efficiently? There is no simple magic formula that will miraculously change the way you speak and make you sound like a native speaker. As you've already seen in the assessment criteria, your speaking skills are assessed on the basis of 4 different criteria. These 4 criteria are a great tool for improving the way you speak.

## Fluency and Coherence:

To communicate effectively, it's important to work on the fluency and coherence of your speech. Fluency and coherence refer to how fluent and logical your speech is.

To be fluent, you need to **speak at a normal pace, without hesitation or excessive self-correction.**

However, you **CAN pause** for a moment to think **after the examiner has asked you a question.** We often do this even in our native language. But don't just fall silent. Instead, say something like:

*Let me think about that for a minute.*

*To be honest, I have never thought about that...*

*That's an interesting question.*

To speak coherently, or simply logically, you need to **avoid repetition and use cohesive devices.** It's hard to listen to someone who repeats the same ideas over and over again. To avoid repetition, make sure you **have a clear structure** for your answer before you start speaking. For example:

*Question: How many hours do you usually sleep at night?*

*Answer: I usually try to get about 7 to 8 hours of sleep a night. That's usually enough to feel rested and ready for the day. **But** sometimes life gets busy and I may end up sleeping a little less or a little more than usual.*

This response uses **a concession strategy.** This means that a student first introduces his/her main point and then includes a concession (the opposite side of what he/she said before). This strategy helps you to extend your answer without repeating yourself.

As for cohesive devices, these are connectors that **'glue' your speech together.** You need to make sure that you use them in your speech so that you do not sound robotic. For example:



*Question: Do you sometimes sleep during the day?*

*Answer 1: Yes, sometimes I do. It depends on how busy my schedule is **or** if I'm feeling particularly tired. If I didn't get enough sleep the night before, **or** if I'm feeling a bit tired, I might take a short nap during the day to recharge. **However**, I try to keep my daytime naps short **so as not to** disrupt my nightly sleep schedule.*

*Answer 2: Yes, I do occasionally take short naps during the day. Depending on my energy level and workload, I find that a short break can help me recharge **and** stay focused. **However**, I make sure that these naps are short **so that** they don't interfere with my sleep schedule.*

Finally, of course, you need to make sure that your answer is relevant to the topic. **Don't go off topic.** Although you might think you'd never make this mistake, many students do go off topic because they're really nervous, don't see the questions in front of them, or misunderstand the question. That's why it's important to fully understand the question before you start speaking. You can **ask the examiner to clarify the question if you are not sure you have understood it correctly.** You won't get any extra points for talking about something you weren't asked about. On the other hand, you will **lose points** for fluency and coherence **if you do not talk** about the **given topic.**



## Lexical Resource:

Another thing to work on to start speaking fluently and effectively is Lexical resource. **Lexical resource** checks that you **use a range of vocabulary** in your answers. This means that you need to make sure that you **can express yourself freely on any topic** given to you by the examiner. You should be able to **use general words** and phrases as well as **topic-specific vocabulary**.

However, you **shouldn't memorise answers** and then try to recite them during the test. Examiners are trained to **spot memorised answers** and may give you a **lower score**.

Also, **don't try to impress** the examiner **with really advanced and complicated words**. You could easily end up using them incorrectly or mispronouncing them. You will also not sound natural. Impress them with a wide range of less academic but **commonly used words related to the topic** you are talking about. For example:

*Question: How important is it for children to have lots of friends at school?*

*Good answer: It's definitely important for children to have friends at school, but it's not necessarily about having lots of them. Quality is more important than quantity when it comes to **friendships**. Having a few **close friends** can provide children with a **sense of belonging**, support, and **social connection**, which is important for their **emotional** and **social development**. These friendships can provide opportunities for children to learn important **social skills** such as **communication**, **empathy**, and **conflict resolution**. However, the focus should be on developing healthy relationships rather than simply making a large number of friends. That's why it's important that children feel valued and supported by their **peers**, whether they have a few close friends or a wider **social circle**.*





*Bad answer: The significance of peer relationships in the school environment cannot be overstated, as they play a pivotal role in children's socio-emotional development. While the presence of friendships is undoubtedly important, it is imperative to discern that the depth and quality of these relationships hold greater sway than sheer quantity. Close-knit friendships furnish children with a profound sense of belonging, emotional bolstering, and interpersonal connectivity, all of which are indispensable facets of their developmental journey. These intimate bonds not only offer a nurturing environment for social growth but also serve as fertile ground for the cultivation of crucial social competencies such as effective communication, empathy, and conflict resolution. Consequently, it behoves educators and caregivers alike to prioritise the cultivation of substantive and nourishing relationships over the mere accumulation of acquaintances. Ultimately, the paramount concern lies in ensuring that children experience a sense of validation, inclusion, and affirmation within their social milieu, irrespective of the scale of their social network.*

### **Grammatical Range and Accuracy:**

Grammatical range and accuracy is another important pillar of successful communication and fluency. In fact, IELTS examiners look for a range of structures in your response. This means that you need to use both simple and complex sentences.

Demonstrating the ability to construct complex sentences can significantly improve your score as it shows your command of the language.

Most people have no problem using simple sentences, but fail to incorporate complex sentences into their speech. What are complex sentences? Complex sentences consist of an independent clause (a complete sentence) and at least one dependent clause (an incomplete sentence that cannot stand alone). These sentences allow you to convey more nuanced ideas and demonstrate a deeper understanding of grammar and syntax.



## Complex sentence: independent clause + dependent clause

To include complex sentences in your answers, consider using **subordinating conjunctions** such as '**even though**', '**because**', '**while**', '**since**' and '**if**' to link the clauses. For example:

*Even though I'm not much of a morning person, I always try to get up early to make the most of the day.*

**independent clause:** *I always try to get up early to make the most of the day*

**dependent clause:** *Even though I'm not much of a morning person*

In addition, **relative pronouns** such as '**who**', '**which**' and '**that**' can be used to form complex sentences. For example:

*The book that I read last week was a really good read.*

**independent clause:** *The book was a really good read.*

**dependent clause:** *that I read last week*

## Pronunciation:

**Pronunciation** is another aspect of effective communication and fluency. In fact, you can't ace the IELTS speaking section if the examiner can't understand what you're saying. But don't be discouraged! It doesn't mean that the only way to get a high score is to sound like a native speaker. **It's fine if you have a slight accent.** The most important thing is that you **communicate well** and that **the examiner understands every single word you say.**

To achieve clarity in pronunciation, you need to work on **4 things: problematic sounds, rhythm, stress and intonation.** All these aspects of your speech will help you sound better and make your speech easier to understand.



**Problematic sounds:** These are **sounds** in a language that learners may find **difficult to pronounce** accurately. This is often due to differences in phonetic systems or articulatory mechanisms between English and their native language.

For example, English learners from certain language backgrounds may struggle with sounds like "th" or "r" because these sounds may not exist or be pronounced differently in their native language.

**Rhythm:** Rhythm in English is like the beat or flow of music in the way we speak. Just as music has a rhythm with different notes played in a pattern, English has its own rhythm with stressed and unstressed syllables in words and sentences. **Stressed syllables** are **pronounced** slightly **louder**, **longer** and **clearer** than **unstressed syllables**, which are **softer** and **faster**. This pattern of stressed and unstressed syllables gives English its unique sound and makes it easier to understand when spoken smoothly. So when we speak English, we're like musicians following a rhythm, making sure we emphasise the right parts to keep our speech clear and easy to follow.

**Stress:** Stress in pronunciation refers to the **emphasis** placed on **certain syllables** within words or phrases. Emphasised syllables are pronounced with **greater force**, **pitch**, and **duration** than unstressed syllables. The correct placement of stress can affect the meaning and clarity of words in spoken language.

**Intonation:** Intonation in English is like the ups and downs of a rollercoaster when we speak. Just as the rollercoaster goes up and down, our voice **goes up and down in pitch** as we speak. Intonation helps us convey emotions, questions, or statements in our speech.

For example, when we ask a question, our voice usually rises at the end, as in "Are you coming?" And when we make a statement, our voice stays flat or may go down at the end, like "I'm going."

So think of intonation as the melody of our speech - it adds flavour and expression to what we say, making conversations interesting and easy to understand.

Another important thing to work on to start speaking fluently is **connected speech**. Connected speech is like putting puzzle pieces together to form a picture. When we speak naturally, we don't always say each word separately. Instead, **we smoothly link words together**, blending sounds to make our speech flow more naturally. This blending happens because some **sounds change** or **are dropped** when they come together in a sentence.

For example, "I am" can sound like "I'm" and "going to" can sound like "gonna".

Connected speech helps us speak faster and more efficiently, and it's what native speakers sound like when they speak naturally. Think of **connected speech** as **the glue that holds our words together**, making our conversations sound more natural and effortless.

Why is it important? Some students (especially when they are nervous) tend to speak like robots during the IELTS speaking test. This causes many problems: it shows the examiner that they are nervous, makes it harder for them to express themselves and for the examiner to understand what they are saying, and lowers their score. So to speak effectively and fluently, it's important to work on these aspects of your speech. The next section tells you how to do this.



## EXERCISES TO IMPROVE YOUR SPEAKING SKILLS

*To do well on the IELTS Speaking section, it's not enough to know the types of questions and understand the marking criteria. Your speaking skills also need to be up to scratch. Let's look at some useful strategies and exercises to improve your speaking skills.*

### EXERCISES TO IMPROVE FLUENCY:

1. Read aloud for at least 10 minutes every day to stop pausing and speak more fluently. It may seem like an easy task, but try taking a paragraph and reading it without pausing or hesitating, just like a presenter would. You'll probably struggle to do it the first time. So choose articles and stories on the topics you want to work on and read them out loud.

You might consider some of these articles as a start:

[Good News Network](#)

[HealthyWomen](#)

[ScienceDaily](#)

[Business - The New York Times International](#)

2. Watch and summarise videos. Every day, watch a new video for 5 minutes and write down 5 unfamiliar words. Then summarise the video using the vocabulary you have learnt.

YouTube channels to watch:

[Ali Abdaal - YouTube](#)

[The Economist](#)

[Claudia Sulewski - YouTube](#)

[BBC News](#)

[TED-Ed - YouTube](#)



## EXERCISE TO IMPROVE YOUR SPEAKING SPEED:

Use [AccelaReader](#) to work on your speaking speed. Write your perfect sample answer to Part 2 of the IELTS Speaking section and add it to the platform. Adjust the speed and chunk size and read it out loud. Try to avoid pausing while speaking. Start with about 100 words per minute and gradually increase your speed to 150-180 words per minute. You will see great results if you practise regularly.

## EXERCISES TO IMPROVE INTONATION AND PRONUNCIATION:

- 1. Shadowing:** Listen to a native speaker or audio recording and try to imitate their intonation and pronunciation as closely as possible. Repeat what you hear immediately after it's spoken, paying attention to the rise and fall of pitch and intonation patterns. Use [TED Talks](#) to help you.
- 2. Pitch practice:** Practise varying your pitch by reading sentences with different emotions (e.g. happy, sad, surprised). Notice how your pitch changes with each emotion and try to mimic natural intonation patterns.
- 3. Tongue twisters:** Practise tongue twisters to improve your pronunciation and fluency. Start slowly and gradually increase the speed while maintaining clear pronunciation and correct intonation. Use [Tongue twisters | LearnEnglish Kids](#) to help you.
- 4. Sentence stress:** Practise emphasising the right words in sentences to convey meaning effectively. Experiment with different stress patterns to see how they change the overall meaning and emphasis of the sentence.
- 5. Record and review:** Record yourself speaking and listen back to identify areas for improvement. Pay attention to your intonation, pronunciation and stress patterns, and make adjustments as necessary.
- 6. Song lyrics:** Practise singing along to songs with clear lyrics and melodies. Pay attention to how singers use intonation and stress to convey emotion and meaning in the lyrics. Use [LyricsTraining](#) to help you with this.



## EXERCISES TO AVOID REPETITION:

**1. Make a one-minute monologue every day.** Record yourself speaking, then listen to the recording and write down the words you repeat more than 3 times. Think of ways to avoid this. You could use synonyms or just change the sentence structure. Record the same monologue again and work on it until you stop repeating these words.

**2. Script your answers and paste them into the [Word Counter website](#).** Check the keyword density bar to get a list of the most common words. Think of ways to avoid these repetitions.

## EXERCISES TO BROADEN YOUR VOCABULARY:

**1. Listen to podcasts and audiobooks in English for about 30 minutes every day.** This will expose you to a wide range of vocabulary and help you learn it in context.

### Podcasts you can listen to:

TED Talks ([TED Radio Hour](#)): This podcast features engaging talks on a variety of topics and provides exposure to different accents and vocabulary.

NPR ([National Public Radio](#)): NPR offers several podcasts such as "TED Radio Hour," "Planet Money," and "How I Built This," which provide a mix of news, stories, and interviews that are useful for IELTS speaking.

[VOA Learning English](#): Voice of America's Learning English podcast provides news and features in simplified English, making it suitable for English learners, including those preparing for the IELTS.

[The New Yorker Radio Hour](#): This podcast offers in-depth interviews, stories, and commentary on a variety of topics, providing an introduction to formal spoken English.

[Radiolab](#): Radiolab explores scientific and philosophical topics through storytelling and investigative journalism, providing engaging content for IELTS Speaking Part 3.





**Stuff You Should Know**: This podcast covers a wide range of topics and explains complex issues in an accessible way, which can be beneficial for English learners.

**The Moth**: The Moth features true stories told live on stage, providing an introduction to authentic spoken English in a storytelling format.

**This American Life**: This podcast tells compelling stories of everyday Americans through a mix of journalism, essays, and personal narratives.

**English as a Second Language (ESL) Podcast**: Designed specifically for English learners, this podcast covers a variety of topics, including grammar, vocabulary, and cultural insights that can help you prepare for the IELTS test.

**2.** Make vocabulary lists or mind maps to help you learn more words and phrases related to the most common topic of the IELTS Speaking section. For example, write down 5-10 new words and try to tell a story using them naturally. Use the new words as soon as possible until you remember them well.

You can create vocabulary lists on [Vocabulary.com](https://www.vocabulary.com). The website allows you to build your vocabulary in a fun and interactive way. It offers a wide variety of quizzes and activities to help you learn new words. One of its outstanding features is the ability to create personalised quizzes tailored to your learning goals.

You can create mind maps here:

<https://app.mindmapmaker.org/#m:new>

**3.** Learn a new word every day and make an effort to use it in conversation or writing. Many language learning apps have a 'word of the day' feature.

You can use these sites to help you:

= [A Way with Words](#): This radio show and podcast explores the fun side of language, discussing topics such as how language evolves, debates about usage, new and old words, slang, family expressions, word origins, linguistics, regional accents, word games, grammar, literature, and more.

= [Word of the Day | Merriam-Webster](#)

= [Word of the Day | Dictionary.com](#)

= [Word of the day | Vocabulary.com](#)

**4.** Keep vocabulary journals: Keep a vocabulary journal in which to write down new words, their definitions and example sentences. Review your journal on a regular basis.

**5.** Make flashcards with new words on one side and their definitions and example sentences on the other. Review them often to refresh your memory.

You can use [Quizlet](#) to help you do this.

**6.** Practise finding synonyms and antonyms for words you already know. This will help expand your vocabulary by learning words with similar or opposite meanings.

**7.** Practise contextual guessing. When you come across unfamiliar words while reading, try to guess their meaning from the context. Then check your guesses by looking up the definitions.

**8.** Use [word association](#). Pick a word and brainstorm related words or phrases. This helps strengthen the links between words and improves your ability to remember them.

**9.** Look at prefixes, suffixes, and roots. Learn common prefixes, suffixes, and root words. Understanding these components can help you decipher the meaning of unfamiliar words.



Start with this short list:

### Prefixes:

**re-:** again, back (e.g., rewrite, return)  
**un-:** not, opposite of (e.g., unhappy, undo)  
**dis-:** opposite of, not (e.g., disconnect, disagree)  
**pre-:** before (e.g., preview, prehistoric)  
**mis-:** wrong, incorrect (e.g., misunderstand, misinterpret)  
**bi-:** two, twice (e.g., bicycle, bilingual)  
**multi-:** many, much (e.g., multimedia, multinational)  
**anti-:** against, opposite of (e.g., anti-inflammatory, anticlimax)  
**sub-:** under, below (e.g., submarine, subpar)  
**inter-:** between, among (e.g., international, interact)

### Suffixes:

**-tion:** action or process (e.g., education, completion)  
**-ing:** action or process (e.g., running, swimming)  
**-ed:** past tense (e.g., walked, played)  
**-ly:** in a certain manner (e.g., quickly, happily)  
**-able/-ible:** capable of being (e.g., comfortable, visible)  
**-ment:** state or condition (e.g., improvement, excitement)  
**-less:** without (e.g., fearless, homeless)  
**-ful:** full of (e.g., beautiful, hopeful)  
**-er/-or:** one who (e.g., teacher, actor)  
**-ist:** one who practises or specialises in (e.g., scientist, artist)

### Roots:

**aud:** hear (e.g., audio, audition)  
**bio:** life (e.g., biology, biography)  
**chron:** time (e.g., chronology, chronic)  
**dict:** speak (e.g., dictate, predict)  
**graph:** write, draw (e.g., graphic, biography)  
**hydr:** water (e.g., hydrate, dehydrate)  
**mit:** send (e.g., transmit, admit)  
**port:** carry (e.g., transport, portable)  
**struct:** build (e.g., construct, structure)  
**tele:** distant (e.g., telephone, television)

These prefixes, suffixes, and roots are commonly used in English words and understanding them can help you decipher the meaning of unfamiliar words.





**10.** To actively engage with vocabulary in a fun and interactive way, play word games such as [Scrabble](#), [crossword puzzles](#) or [word search puzzles](#).

**11.** Make [thematic vocabulary lists](#). Focus on specific themes or topics of interest and create vocabulary lists around them. This helps you learn specialised vocabulary for specific contexts.

## COMMON SPEAKING TOPICS

Below are the most common topics that appear on the IELTS Speaking test. These are followed by sample questions. The questions are provided to give you an idea of what you might be asked about each topic. The questions on test day may vary.

Practise answering these questions. Record yourself as you do so. For each topic, make sure you write down at least 20 new words related to the topic (5 words for each question).

Don't look online for word lists on these topics. Instead, when answering the questions, try to talk about yourself and your experiences, giving as much detail as possible. There will no doubt be words you want to say but don't know how to say in English. Look them up in a dictionary. Make sure that the word you choose fits the sentence you want to use it in and that you know how to fit it naturally into your answer.

You can use mind mapping to write down ideas and new vocabulary for each question: [Mindmap Maker](#). Save each mind map on your laptop. Or print them out. Revise them regularly.

### **Hometown:**

Can you describe your hometown?

What do you like most about your hometown?

How has your hometown changed over the years?

Would you recommend your hometown as a tourist destination?



### **Accommodation:**

Do you live in a house or an apartment?  
What is your favourite room in your home? Why?  
Would you change anything about your home? Why / Why not?  
What kind of accommodation do most people live in your city?

### **Family:**

How many people are there in your family?  
What activities do you enjoy doing together as a family?  
Who is your role model in your family and why?  
Do you think family values are changing in your country?

### **Job:**

What is your current job?  
What do you enjoy most about your job?  
What are the challenges you face at work?  
What job would you like to do in the future?

### **Education/Studies:**

What are you studying?  
Why did you choose this field of study?  
What do you hope to achieve through your studies?  
How do you think education will change in the future?

### **Hobbies and Interests:**

What do you like to do in your spare time?  
How did you get interested in your hobbies?  
Do you think that hobbies are important? Why or why not?  
Would you like to try any new hobbies in the future?

### **Future Plans:**

Where do you see yourself five years from now?  
What are your goals for the future?  
How do you plan to achieve your future goals?  
Do you think it's important to have long-term plans?

### **Tourism and Travel:**

Do you like to travel? Why or why not?  
What is your favourite destination and why?  
How do you think tourism affects local communities?  
Do you prefer to travel alone or with others?



## **Transport:**

How do you usually travel to work or school?

What are the advantages and disadvantages of public transport?

Do you think more should be done to improve public transport in your area?

Have you ever had a bad experience when travelling?

## **Environment:**

How important is it to protect the environment?

What are some ways that individuals can help the environment?

Do you think governments should do more to protect the environment?

What are the consequences of not taking care of the environment?

## **Family Life:**

What role do family celebrations play in your culture?

How have family dynamics changed over the years?

Do you think it's important for families to spend time together?

Why or why not?

What are some of the challenges families face in today's society?

## **Culture and Traditions:**

Can you describe a traditional festival or celebration in your country?

What traditional foods are popular in your culture?

Do you think it's important to preserve cultural heritage?

How has globalisation affected cultural traditions?

## **Sport and Recreation:**

Do you like to play sports? Why or why not?

What are the benefits of taking part in leisure activities?

How important is exercise for a healthy lifestyle?

What sports are popular in your country?



## **Health:**

What do you do to stay healthy?  
What are the most common health problems in your country?  
What can governments do to promote a healthier lifestyle?  
What are some traditional remedies for common ailments in your culture?

## **Social Issues:**

What are some of the factors that contribute to poverty in your country? How does immigration affect a country's culture and economy? What are some obstacles to achieving gender equality? What is the role of governments in addressing social issues?

## **Crime and Punishment:**

What are the main causes of crime in your country?  
How effective do you think the criminal justice system is?  
What are some alternative ways of punishing criminals?  
How can society work together to prevent crime?

## **The Internet:**

How often do you use the Internet?  
What do you use the Internet for?  
What are the advantages and disadvantages of the Internet?  
How has the Internet changed the way people communicate?

## **Technology and Media:**

What are the advantages and disadvantages of social media?  
How has technology changed the way people communicate?  
What role do smartphones play in your life?  
Do you think traditional media (newspapers, television) are still important?

## **Advertising and Retail:**

How influential is advertising in your country?  
What are some common advertising methods used in your country?  
Do you think advertising promotes consumerism?  
How has online shopping changed the retail industry?

## TIPS AND TRICKS



### TIP #1 - Speak every day.

I know it sounds boring and trivial, but the only way to succeed on exam day is to **practise regularly**. Make sure you **speak English** for at least 15 minutes every day.

### TIP #2 - Record yourself when you speak.

The best way to practise speaking is of course with a qualified teacher. He/she will listen to you and correct your mistakes. However, not everyone has the opportunity to have English lessons every day. So **recording yourself** answering IELTS Speaking questions and then **listening to your recordings** is a free way to significantly improve your speaking skills. As you **listen to your recordings**, pay attention to the **evaluation criteria** discussed above and **identify areas** where you need to improve:

#### Fluency and coherence

- speaking speed: 🚀 or 🐌
- hesitation: ✓ or ✗
- self-correction: ✓ or ✗
- repetition: ✓ or ✗
- cohesive devices: ✓ or ✗
- relevance to the topic: ✓ or ✗





### Lexical resource

- a range of vocabulary: ✓ or ✗
- vocabulary appropriate to the topic: ✓ or ✗
- ability to paraphrase: ✓ or ✗

### Grammatical range and accuracy

- a range of structures (complex sentences): ✓ or ✗
- most sentences are error-free: ✓ or ✗
- basic errors: ✓ or ✗

### Pronunciation

- speech easy to understand: ✓ or ✗
- connected speech: ✓ or ✗
- appropriate rhythm: ✓ or ✗
- stress and intonation improve meaning: ✓ or ✗

### TIP #3 - Say more when answering questions in Part 3 than in Part 1.

In Part 3 of the IELTS Speaking test you are expected to give **MORE detailed and extended answers** than in Part 1. This is because Part 3 questions tend to be **more complex** and require you to demonstrate your ability to express opinions, justify your views, and provide examples or reasons to support your arguments.



Part 3 questions often **delve deeper** into the topics covered in Part 1 and may require you to **analyse issues from different perspectives** or consider the wider implications of certain topics. Therefore, providing more information, examples, and elaboration in your answers will demonstrate your **ability to engage in more sophisticated and nuanced discourse**, which is essential for achieving higher band scores on the Speaking test.

In addition, Part 3 is an opportunity for you to **demonstrate your ability to communicate effectively** in English in more **sophisticated and academic contexts**, which is important in demonstrating your overall proficiency in the language. By giving detailed and coherent answers in Part 3, you can demonstrate your fluency, coherence, and ability to express complex ideas in English, which are key criteria for achieving a good score in the IELTS Speaking test.

#### **TIP #4 - Practise taking notes for Part 2 of the Speaking test.**

It's important to understand that taking good notes for Part 2 can make all the difference for your answer in this part. However, you can't just start taking good notes out of the blue. It takes practice. So **start by taking notes without the timer**. Take as much time as you need to understand how to take effective and concise notes. Once you have mastered this, **give yourself 5 minutes** to take notes, then **2 minutes**, then **1 minute** (the actual time you will be given on the day of the exam).

Remember that your notes should help you **organise your ideas in a logical way** and **use topic-specific vocabulary**. Here is an example of how your notes might look. The colours are used to help you understand the notes.

## TASK

Describe something you own which is very important to you. You should say:

- where you got it from
- how long you have had it
- what you use it for; and
- explain why it is important to you.

## NOTES

vintage wristwatch

belonged to grandfather  
received as a family heirloom  
on my 18th birthday

over a decade

keep track of time  
reminder of values/memories

emotional significance  
grandfather = role model  
reminder of his wisdom, resilience

family legacy  
link to my roots  
source of inspiration



**TIP #5 - Learn synonyms for the words you use all the time.**

After recording your answers and listening to them, you will undoubtedly notice that there are several words that you repeat over and over again. Identify these words and find synonyms for them. Make sure you know how to use the synonyms naturally.

For example:

**great => excellent / fantastic**

Original: "The film was great."

Synonym: "The film was excellent."

**interesting => fascinating / intriguing**

Original: "I find the story interesting."

Synonym: "I find the story fascinating."



## ! COMMON MISTAKES !



MISTAKE	SOLUTION
<b>Overuse of fillers</b>	<p>✗ Don't use:</p> <p>"Like" "You know" "Well" "I mean"</p>
<b>Limited vocabulary</b>	<p>👉 Use mind maps to learn a wide range of words on the most common topics.</p>
<b>Not fully answering the question</b>	<p>👉 Always ask the examiner to clarify the question if you are not sure you have understood it correctly.</p> <p>👉 Give full answers. Always explain WHY you think what you think.</p>
<b>Limited grammar</b>	<p>👉 Use complex / compound / complex-compound sentences.</p> <p>👉 Use different tenses:</p> <p>Ex: To describe something, use present / perfect / past tense:</p> <p><i>My hometown is a lively city right in the middle of the country. ...</i></p> <p><i>Over time, things have really changed - big skyscrapers and shopping centres have appeared, making the skyline look completely different. ...</i></p> <p><i>About 10 years ago, my hometown was this small, charming town surrounded by nature. ...</i></p>
<b>Using memorised answers</b>	<p>Avoid memorised answers or overly formal language.</p> <p>Use natural, everyday language for speaking on the IELTS exam. Try to sound natural and conversational.</p>

## SELF QUIZ



1 How long is the IELTS Speaking test?

- 12-16 minutes
- 10-15 minutes
- 11-14 minutes

2 How many parts are there in the Speaking section?

- 1
- 2
- 3

3 Is the Speaking section of the General Training Test different from the Speaking section of the Academic Test?

- yes
- no

4 How much time do you have for Speaking Part 1?

- 4-5 mins
- 3-4 mins
- 5-8 mins

5 How much time do you have for Speaking Part 2?

- 4-5 mins
- 3-4 mins
- 5-8 mins



- 6 How much time is given for Speaking Part 3?
- 4-5 mins
  - 3-4 mins
  - 5-8 mins
- 7 In Part 1 of the Speaking test, you will have to:
- talk on a topic from the card given to you by the examiner
  - answer general questions about yourself
  - answer more abstract questions
- 8 In Part 2 of the Speaking test, you will have to:
- talk on a topic from the card given to you by the examiner
  - answer general questions about yourself
  - answer more abstract questions
- 9 In Part 3 of the Speaking test, you will have to:
- talk on a topic from the card given to you by the examiner
  - answer general questions about yourself
  - answer more abstract questions
- 10 In Part 2 of the Speaking Test, how much time do you have to prepare your answer?
- 1 minute
  - 2 minutes
  - 3 minutes



**11** In Part 2 of the Speaking test, how much time do you have to speak?

- 1 minute
- 2 minutes
- 3 minutes

**12** How many criteria will your speaking answer be marked on?

- 2
- 3
- 4

**13** What are the assessment criteria?

- Fluency and coherence / Lexical resource / Grammatical range and accuracy / Pronunciation
- Fluency and coherence / Lexical resource / Grammatical range and accuracy / Accent
- Task achievement / Lexical resource / Grammatical range and accuracy / Pronunciation
- Coherence and cohesion / Lexical resource / Grammatical range and accuracy / Pronunciation

**14** Excessive self-correction will lower your score for:

- Fluency and coherence
- Lexical resource
- Grammatical range and accuracy
- Pronunciation



**15** Incorrect stress and intonation that affect meaning will lower your score for:

- Fluency and coherence
- Lexical resource
- Grammatical range and accuracy
- Pronunciation

**16** Lack of complex structures will lower your score for:

- Fluency and coherence
- Lexical resource
- Grammatical range and accuracy
- Pronunciation

**17** Lack of topic-specific vocabulary will lower your score for:

- Fluency and coherence
- Lexical resource
- Grammatical range and accuracy
- Pronunciation

**18** The maximum band score you can achieve for each of the assessment criteria (**fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation**) is:

- 8
- 9
- 10



**19** The minimum band score you can achieve for each of the assessment criteria (**task achievement/task response, coherence and cohesion, lexical resource, grammatical range and accuracy**) is:

0

1

2

**20** It's good to use as many fillers as possible in your answers (e.g. "I mean"):

true

false

**21** You should say more when answering questions in Part 3 than in Part 1.

true

false

## SELF QUIZ ANSWERS



1 How long is the IELTS Speaking test?

~~12-16 minutes~~

~~10-15 minutes~~

**11-14 minutes** 🎯



2 How many parts are there in the Speaking section?

4

2

**3** 🎯

3 Is the Speaking section of the General Training Test different from the Speaking section of the Academic Test?

yes

**no** 🎯

4 How much time do you have for Speaking Part 1?

**4-5 mins** 🎯

~~3-4 mins~~

~~5-8 mins~~

5 How much time do you have for Speaking Part 2?

~~4-5 mins~~

**3-4 mins** 🎯

~~5-8 mins~~



6 How much time is given for Speaking Part 3?

**4-5 mins**

~~3-4 mins~~

~~5-8 mins~~

7 In Part 1 of the Speaking test, you will have to:

~~talk on a topic from the card given to you by the examiner~~

**answer general questions about yourself**

~~answer more abstract questions~~

8 In Part 2 of the Speaking test, you will have to:

**talk on a topic from the card given to you by the examiner**

~~answer general questions about yourself~~

~~answer more abstract questions~~

9 In Part 3 of the Speaking test, you will have to:

~~talk on a topic from the card given to you by the examiner~~

~~answer general questions about yourself~~

**answer more abstract questions**

10 In Part 2 of the Speaking Test, how much time do you have to prepare your answer?

**1 minute**

~~2 minutes~~

~~3 minutes~~



**11** In Part 2 of the Speaking test, how much time do you have to speak?

1 minute

**2 minutes** 

3 minutes

**12** How many criteria will your speaking answer be marked on?

2

3

**4** 

**13** What are the assessment criteria?

**Fluency and coherence / Lexical resource / Grammatical range and accuracy / Pronunciation** 

~~Fluency and coherence / Lexical resource / Grammatical range and accuracy / Accent~~

~~Task achievement / Lexical resource / Grammatical range and accuracy / Pronunciation~~

~~Coherence and cohesion / Lexical resource / Grammatical range and accuracy / Pronunciation~~

**14** Excessive self-correction will lower your score for:

**Fluency and coherence** 

~~Lexical resource~~

~~Grammatical range and accuracy~~

~~Pronunciation~~



**15** Incorrect stress and intonation that affect meaning will lower your score for:

- ~~Fluency and coherence~~
- ~~Lexical resource~~
- ~~Grammatical range and accuracy~~

**Pronunciation** 


**16** Lack of complex structures will lower your score for:

- ~~Fluency and coherence~~
- ~~Lexical resource~~


**Grammatical range and accuracy** 

~~Pronunciation~~

**17** Lack of topic-specific vocabulary will lower your score for:

- ~~Fluency and coherence~~
- Lexical resource** 
- ~~Grammatical range and accuracy~~
- ~~Pronunciation~~

**18** The maximum band score you can achieve for each of the assessment criteria (**fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation**) is:

- 8
- 9** 
- 10



**19** The minimum band score you can achieve for each of the assessment criteria (**task achievement/task response, coherence and cohesion, lexical resource, grammatical range and accuracy**) is:

**0** 

4

2

**20** It's good to use as many fillers as possible in your answers (e.g. "I mean"):

true

**false** 

**21** You should say more when answering questions in Part 3 than in Part 1.

**true** 

false

## CHAPTER 7

# Grammar and Vocabulary Review



This chapter covers key vocabulary and grammar structures frequently tested on the IELTS. It also includes exercises and tips to help you enhance your language skills.

### Grammar Review

Here, we'll examine the most commonly used verb tenses and sentence structures, and go over areas where test takers often make errors.

The IELTS test doesn't have a specific grammar section.

**NOTE!** However, grammatical range and accuracy makes up **25%** of your mark for the Writing and Speaking parts of the IELTS exam, while another **25%** depends on vocabulary.



## 1. Articles

In the table below, you'll find the basic rules and differences between definite and indefinite articles.



A / AN — INDEFINITE		THE — DEFINITE	
<b>Use with countable only</b>	<b>a</b> university <b>an</b> office <b>a</b> test centre	<b>Use with countable and uncountable (exact)</b>	<b>the</b> textbook <b>The</b> information I told you.
<b>1<sup>st</sup> mention, something not known</b>	There's <b>a</b> book on the table. I had <b>a</b> strange situation yesterday.	<b>2<sup>nd</sup> mention, something already familiar, exact</b>	<b>The</b> book is on English grammar. Thanks for <b>the</b> advice you gave me.
<b>One or any, when speaking in general</b>	I require <b>an</b> exam tutor. <b>A</b> teacher can help you with training.	<b>Unique things</b>	<b>the</b> president, <b>the</b> sum, <b>the</b> moon, <b>the</b> theory of relativity
<b>Some quantities</b>	<b>a</b> couple of weeks <b>a</b> few, <b>a</b> little	<b>Superlatives</b>	<b>the</b> most famous <b>the</b> best
<b>Exclamation</b>	What <b>a</b> day! Such <b>an</b> unusual place!	<b>Ordinal numbers</b>	<b>the</b> first, <b>the</b> second, <b>the</b> third, ...
		<b>The + noun + OF + noun</b>	<b>the</b> price of success <b>the</b> area of study
<b>NO ARTICLE (ZERO ARTICLE)</b>			
We use <b>NO ARTICLE</b> with plural countable nouns or any uncountable nouns when we mean <b>all</b> or <b>in general</b> .		<b>People</b> are kind here. <b>Trees</b> are gorgeous in the fall. Watching <b>travel blogs</b> makes me want to travel.	

Note that there are far more nuances on how to use articles with different places, names, and items, as some of them take an article, and others don't. Revise some tricky groups:

THE	NO ARTICLE
<ul style="list-style-type: none"> <li>• Seas, oceans, rivers, gulfs, canals, bridges</li> <li>• Peninsulas, groups of islands, large regions</li> <li>• Deserts, mountain ranges</li> <li>• United countries</li> </ul>	<ul style="list-style-type: none"> <li>• Bays, single lakes</li> <li>• Single mountains, islands</li> <li>• Continents, most countries, states</li> <li>• Cities, streets, parks</li> </ul>



## 2. Punctuation

As non-native speakers, we may find it challenging to combine two or more independent clauses into one sentence. There are several ways to correctly combine multiple independent clauses, which have both a subject and a verb. For instance, you can separate the clauses with:

- A **semicolon** (;) or a **period** (.)
- A **semicolon and a linking word**, such as however, thus, therefore, consequently, furthermore, also, and nevertheless.
- A **comma and a coordinating conjunction**, such as for, and, nor, but, or, yet, and so.

Compare:

- Your personal belongings are not allowed in the testing room. You'll be asked to leave them in a storage chamber.
- Your personal belongings are not allowed in the testing room; **therefore**, you'll be asked to leave them in a storage chamber.
- Your personal belongings are not allowed in the testing room, **so** you'll be asked to leave them in a storage chamber.

Now let's have a look at a combination of **independent** and **dependent** clauses. **Dependent or subordinate** clauses alone are not complete sentences, even though they have both a subject and verb. **Dependent** clauses need to join with an **independent** clause to be correct. They include **subordinating conjunctions** or **relative pronouns**.

**Independent:** Next Tuesday will be my first day at my new job.

**Dependent:** **If** the interview goes well, next Tuesday will be my first day at my new job.

**Independent:** You have to finish your vegetables, and then you can eat dessert.

**Dependent:** You have to finish your vegetables **before** you can eat dessert.



Independent: My car broke down less than a mile from my home. It didn't pass inspection.

Dependent: My car, which didn't pass inspection, broke down less than a mile from my home.

Use the following pattern when thinking of punctuation marks:

Subordinating Dependent Clauses		
Independent clause	(no punctuation)	Dependent Clause
I will follow		wherever you go.
Dependent clause	, (comma)	Independent Clause
Wherever you go	,	I will follow.

Here's a partial list of subordinating conjunctions you can use:

Common Subordinating Conjunctions		
after although as (as if) because before even though if	in order that rather than since so that than that though	unless until when whenever whereas whether while

## Oxford comma

When separating items in a series, put a comma before 'and' followed by the last item:

- Please, take off any non-religious head covers such as headphones, hats, sunglasses, and face masks.

Remember to use **a comma after a dependent clause** and after **introductory words**:

- **When I arrived at the test centre,** there were already a couple of test takers there.
- **During the preparation for the test,** I thought the test would take forever.
- **However,** the time passed quickly, and I wasn't even tired.

### 3. Tenses

Here's a short table on commonly used English tenses and structures:



TENSE / STRUCTURE	USAGE	EXAMPLE	TIME MARKERS
<b>Present Simple</b>	General truths, habits, regular actions	<ul style="list-style-type: none"> <li>The sun <b>rises</b> in the east.</li> <li>I always <b>arrive</b> early for important meetings.</li> </ul>	always, usually, never, rarely, every day/week, on Sundays, in the morning
<b>Present Continuous</b>	Actions happening now or around now, fixed plans with details (time, place, other people involved)	<ul style="list-style-type: none"> <li>I <b>am studying</b> for my exams.</li> <li>They <b>are discussing</b> a new movie right now.</li> <li>She's <b>seeing</b> the dentist on Friday.</li> </ul>	now, at the moment, currently
<b>Past Simple</b>	Completed actions in the past	<ul style="list-style-type: none"> <li>She <b>visited</b> Paris last summer.</li> <li>We <b>lived</b> in that house for ten years. (<i>now we don't live in it</i>)</li> </ul>	yesterday, last week/month/year, in 1990, two days ago
<b>Past Continuous</b>	Actions in progress at a specific time in the past	<ul style="list-style-type: none"> <li>I <b>was working</b> when she called.</li> <li>They <b>were playing</b> football at 6 p.m. yesterday.</li> </ul>	while, when, at 9 a.m yesterday
<b>Present Perfect</b>	Unfinished actions or experiences connected to the present	<ul style="list-style-type: none"> <li>I <b>have been</b> to Rome before.</li> <li>She <b>has never eaten</b> sushi.</li> <li>We've <b>lived</b> here for 5 years. (<i>we still live here</i>)</li> </ul>	already, yet, ever, never, just, recently, for, since



<b>Past Perfect</b>	Past actions completed before another past action	<ul style="list-style-type: none"><li>• When <i>we arrived</i>, they <b>had already left</b>.</li><li>• <i>By 2010</i>, she <b>had graduated</b> from college.</li></ul>	by the time, already, before, when+Past Simple
<b>Future Simple (will)</b>	Predictions, promises, offers, spontaneous decisions	<ul style="list-style-type: none"><li>• I <b>will call</b> you later.</li><li>• We'<b>ll help</b> you with the chores tomorrow.</li></ul>	tomorrow, soon, in the future, next week
<b>Be Going To</b>	Intentions, plans for the future based on present evidence	<ul style="list-style-type: none"><li>• He <b>is going to start</b> a new job next week.</li><li>• Look at those clouds; <b>it's going to rain</b> soon.</li></ul>	soon, in the near future, phrases like 'Look!', Listen!'
<b>Would Used To</b>	Past habits or repeated actions <b>used to + action verbs and state verbs</b> (be, have, etc.) <b>would + action verbs only</b>	<ul style="list-style-type: none"><li>• When I was young, I <b>would</b> often <b>visit</b> my grandparents.</li><li>• They <b>used to play</b> the piano when I was a child.</li><li>• I <b>used to be</b> so excited to play with them.</li></ul>	in the past, when I was younger, as a child
<b>Would</b>	Use it to describe what you'd do in unlikely situations and to offer something politely	<ul style="list-style-type: none"><li>• He would retake the test if he received low scores.</li><li>• Would you like to read more examples?</li></ul>	

**NOTE!** While these time markers are commonly associated with specific tenses, context plays a crucial role in determining the appropriate tense to use.



## 4. Time Clauses + Present Tense

Another common mistake is using 'will' when it's not needed. This is especially common during the Speaking section, as there you have less time to think carefully about what you're going to say. To refer to the future in time clauses use present tenses, **not 'will'**:

***when, as, as soon as, while, after, until, and before + present tenses***

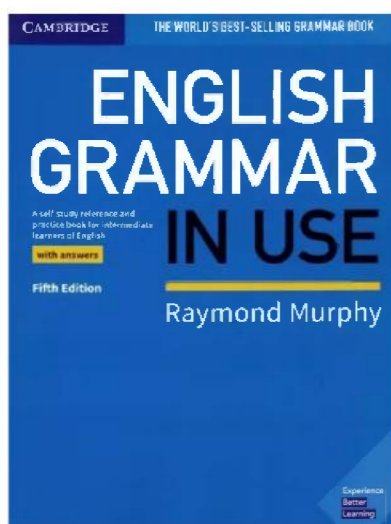
- *As soon as the test is done*, relax and treat yourself.  
~~*As soon as the test will be done, ...*~~
- After the last section ends, the computer will show you your first unofficial scores.  
~~*After the last section will end, ...*~~
- While she is training for the test, I will be working.  
~~*While she will be training for the test, ...*~~

## 5. Modal Verbs

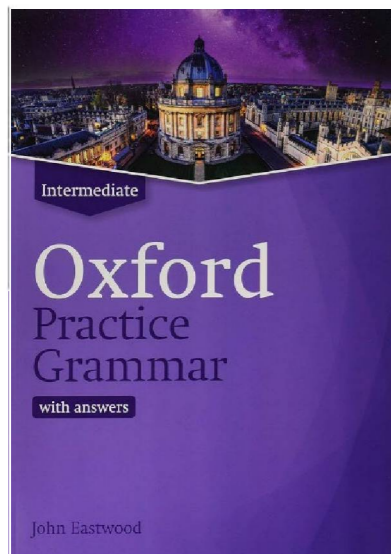
Modal verbs are particularly useful in academic writing. **10–15%** of all verb phrases contain them. The majority of modals express possibility and the most common ones are may, can, and might.

USAGE	PRESENT	PAST	FUTURE	EXAMPLE
<b>Advice</b>	should + bare infinitive	should + have + past participle	should + bare infinitive	You <b>should</b> get a good night's sleep before the test day.
<b>Obligation</b>	must + bare infinitive	had to + bare infinitive	will have to + bare infinitive	The world <b>must</b> find an alternative to fossil fuel.
<b>Probability</b>	can, could, may, might, must + bare infinitive	can, could, may, might, must + have + past participle	can, could, may, might, must + bare infinitive	The economy <b>may</b> improve by the end of the year.
<b>Ability</b>	can + bare infinitive	could + bare infinitive was / were able to + bare infinitive	will be able to + bare infinitive	They <b>can</b> underline the points we are making by raising our eyebrows.

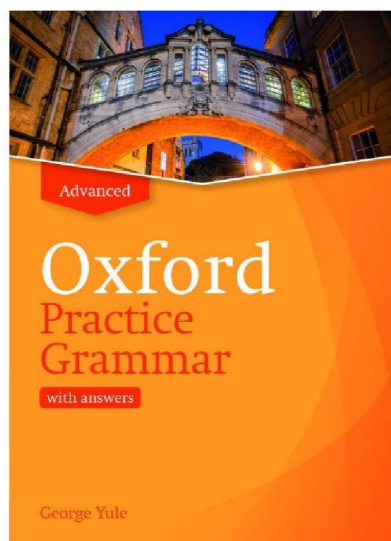
For a more detailed explanation of the grammatical rules and additional practice exercises, refer to specialised textbooks such as



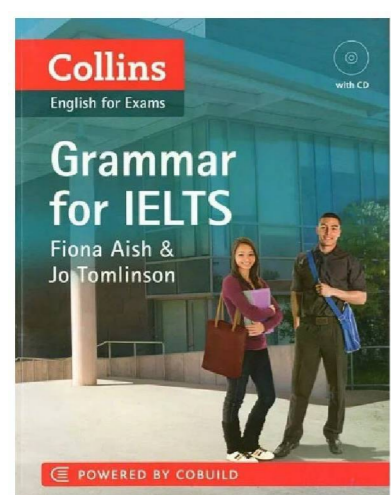
***English Grammar in Use***  
by Raymond Murphy



***Oxford Practice Grammar Intermediate***  
by John Eastwood



***Oxford Practice Grammar Advanced***  
by George Yule



***Collins Grammar for IELTS***  
by Fiona Aish and Jo Tomlinson

## Vocabulary Review

During the test, you may come across the following topics:

- Friends and Family
- Food and Nutrition
- Travel and Tourism
- Transportation
- Entertainment
- Science and Technology
- Coronavirus
- Environment
- People, Personalities, and Characters
- Sports and Health
- School and Education
- Jobs, Work, and Careers
- Accommodation
- Books, Film, and Art
- Social Media
- Advertising
- Fashion and Shopping
- Government and Politics
- Pets and Animals
- Language and Culture
- Money and Finance

Here are the four topics which you will never see in the IELTS exam:

- ✗ Religion
- ✗ Politics

Although many IELTS topics are also political issues, it is unlikely that you will hear any questions about international politics.

- Example of what might be in the test: “In your opinion what qualities a political leader should have?”
- Example of what will not be in the test: “Do you think Donald Trump is a good president?”

- ✗ Race
- ✗ Popular culture

Popular culture is shifting all the time, so although you might see questions about music or movies, they won't be too specific.

- Example of what might be in the test: “What kind of music do you like?”
- Example of what will not be in the test: “Do you like Justin Bieber?”

In the tables below, you'll find some frequently used words. They are divided into blocks of 10 words each, making it psychologically easier to read and learn in small portions.



## PART 1



WORD	DEFINITION	EXAMPLE
<b>perspective</b>	point of view, a particular attitude toward something	This issue needs to be analysed from a global <b>perspective</b> .
<b>approach</b>	method or strategy, a way of dealing with something	His straightforward <b>approach</b> to the question earned him respect.
<b>evidence</b>	proof, information, or facts that help to prove something	There is no <b>evidence</b> to support that claim.
<b>aspect</b>	particular part or feature of something	We need to consider every <b>aspect</b> of the proposal.
<b>assume</b>	take something for granted or accept it without proof	We <b>assume</b> that you are aware of the responsibilities of the parties.
<b>implement</b>	put a decision, plan, agreement, etc. into effect	It's time to <b>implement</b> the new policy.
<b>sustain</b>	maintain, to keep something going over time	The ecosystem must be protected to <b>sustain</b> biodiversity.
<b>estimate</b>	approximate calculation of the value, number, quantity, or extent of something	The engineer will <b>estimate</b> the time required for the project.
<b>required</b>	needed, necessary	Experience in the field is <b>required</b> for this job.
<b>contribute (to)</b>	give something (time, money, etc.) in order to achieve or provide something	The volunteers <b>contribute</b> their time <b>to</b> the community.

## PART 2



WORD	DEFINITION	EXAMPLE
<b>acquisition</b>	act of gaining or obtaining something, especially knowledge or a skill	Language <b>acquisition</b> is a gradual process characterised by continual expansion of vocabulary.
<b>impact (on)</b>	strong effect on something	Climate change <b>has</b> a profound <b>impact on</b> ecosystems around the world.
<b>consequences</b>	results or effects of a particular action or situation	Ignoring climate change can lead to horrific <b>consequences</b> for future generations.
<b>decline</b>	become smaller, fewer, less; decrease	The birth rate continued to <b>decline</b> .
<b>occur</b>	happen	Most accidents <b>occur</b> between 8 and 10 a.m.
<b>complex</b>	complicated, consisting of many interconnected parts	We faced a <b>complex</b> political situation in the south.
<b>conduct</b>	organise and carry out; manner in which a person behaves	The University <b>conducts</b> a detailed study of the risks.
<b>obtain</b>	get	It's not easy to <b>obtain</b> research funding.
<b>relevant</b>	closely connected or appropriate to the matter	Focus on providing <b>relevant</b> examples for your point of view.
<b>feature</b>	have as a prominent aspect	The article will <b>feature</b> interviews with prominent scientists.

## PART 3



WORD	DEFINITION	EXAMPLE
<b>adequate</b>	as good as necessary for some requirement or purpose	The council's provision for the elderly is barely <b>adequate</b> .
<b>outcomes</b>	results, consequences	Education has a direct impact on the <b>outcomes</b> of individuals' lives.
<b>ensure</b>	make certain	Double-check your work to <b>ensure</b> there are no errors.
<b>violation</b>	offence	Men drive faster and commit more traffic <b>violations</b> .
<b>reliance (on)</b>	dependence on or trust in someone or something	<b>Reliance on</b> foreign aid is falling steadily.
<b>sufficient</b>	as much as is needed	Ensure you have a <b>sufficient</b> amount of time for test preparation.
<b>circumstances</b>	conditions or factors that affect a situation	In certain <b>circumstances</b> , flexibility is crucial for problem-solving.
<b>constant</b>	occurring continuously over a period of time	Learning new things requires <b>constant</b> repetition and practice.
<b>reinforce</b>	strengthen or support	The importance of allowing our customers' minds to cool off is <b>reinforced</b> by Gregory Berns' research.
<b>constraints</b>	restrictions that affect a situation	The budget <b>constraints</b> influenced the scope of the project.

## PART 4



WORD	DEFINITION	EXAMPLE
<b>emerged</b>	come into view or existence	Trends in technology often <b>emerge</b> unexpectedly.
<b>retained</b>	keep or continue to have something	The company <b>retained</b> its position as an industry leader.
<b>prior (to)</b>	occurring before in time or order	Please complete the assigned reading <b>prior to</b> the discussion.
<b>granted</b>	agree to give or allow	They were <b>granted</b> permission to access the restricted area.
<b>obvious</b>	clear, easily understood	It became <b>obvious</b> that changes were needed to improve efficiency.
<b>overall</b>	generally, taking everything into account	The <b>overall</b> performance of the team exceeded expectations.
<b>approximate</b>	nearly accurate or exact	This table provides an <b>approximate</b> list of words you may use during the test.
<b>consistent</b>	always behaving or happening in a similar way	There has been a <b>consistent</b> improvement in the climate change situation.
<b>resolution</b>	firm decision to do or not to do something	The team made a <b>resolution</b> to improve communication.
<b>attributed (to)</b>	regard something as being caused by	His achievements were <b>attributed to</b> hard work and dedication.

## PART 5



WORD	DEFINITION	EXAMPLE
<b>alter</b>	change, make different	They decided to <b>alter</b> their studying strategy.
<b>enable</b>	make possible	The new software will <b>enable</b> faster data processing.
<b>hazard</b>	something dangerous	The busy traffic entrance was a hazard to pedestrians.
<b>objective</b>	goal, aim	Before preparing for the exam, define your <b>objectives</b> .
<b>modified</b>	altered or changed in some way	The document was <b>modified</b> to reflect the updated information.
<b>precise</b>	clearly expressed, accurate in every detail	A <b>precise</b> understanding of the instructions is crucial.
<b>adjustment (to)</b>	small change	Making an <b>adjustment to</b> the budget improved financial stability.
<b>aware (of)</b>	having knowledge or perception of a situation or fact	Stay <b>aware of</b> changes in the industry to remain competitive.
<b>facilitate</b>	make an action or process easier	Training programs are designed to <b>facilitate</b> skill development.
<b>reject</b>	refuse, to say no to	Don't be discouraged if someone <b>rejects</b> your idea; learn from the feedback.

## USEFUL TIPS



- **Practice makes perfect.** Apply what you learn to your everyday life and prepare efficiently and effectively right before the test.
- Learn **patterns and phrases**, not isolated words. This allows your brain to remember structures, and you can easily modify them.
- Use **flashcards** to study vocabulary. You can make your own paper cards or use one of the sites like [Quizlet](#), which also provides you with a number of cramming modes.

### Here's a brief guide on how to remember words better:

- Pick out 10–15 new words. Write each word on one side of a flashcard and its definition or translation on the other side.
- Review the flashcards regularly, starting with a small set, and gradually add more as you become more comfortable.
- When studying, first try to remember the meaning of the word. Then, check the back of the card to see if you got it right.
- Review the flashcards regularly, starting with a small set, and gradually add more as you become more comfortable.
- Use spaced repetition to regularly review your flashcards. Go over the words you've learned in one day, then in a week, in 16 days, and in a month.
- Use the new words in as many ways as possible: write sentences with them, look up their pronunciation, master common phrases that utilise the words, etc.





- To memorise complex information or a bunch of related concepts, try creating **mind maps**. This technique breaks complex things down into their component parts, providing a structured way to visualise a concept.
- To expand your vocabulary, it's useful to learn how to say what you want in different ways, so you don't have to say the same thing over and over again. Learn **synonyms, antonyms, and paraphrasing skills**. For instance, you can go back to the tables with academic vocabulary and try to find at least 2 synonyms and 1 antonym for each word.

**Here are some of the possible synonyms for simple words:**

- **Change** = alter, modify, adjust
- **Strengthen** = fortify
- **Identify** = determine, find out, establish
- **Get** = acquire, obtain, gain
- **Doing well** = prospering, flourishing, thriving
- **Banned** = prohibited, restricted, forbidden
- **Typical** = traditional, usual, conventional, common
- **Negative** = adverse, disadvantageous
- **Negative effect** = negative impact, consequences, influence
- **Let** = allow, permit, enable
- **People** = individuals
- **Rise** = increase, escalate, soar
- **Go down** = decrease, plunge, decline
- **Government** = authority, governing system
- **Make better** = improve
- **Appear** = emerge

Here are some useful phrases for the Speaking section:



PHRASE	DEFINITION	EXAMPLE
<b>beyond my expertise</b>	you are unsure about a particular issue or topic	This is <b>beyond my expertise</b> , but I agree that programming is a major challenge.
<b>overcome a hurdle</b>	manage to resolve a problem	I had to <b>overcome many hurdles</b> on my way to becoming a qualified teacher.
<b>do without</b>	manage without something	People can't <b>do without</b> technology.
<b>put up with</b>	tolerate something	How long will you <b>put up with</b> his behaviour?
<b>end up (doing something)</b>	do something that wasn't planned or expected	He <b>ended up taking</b> another specialty course and never regretted it.
<b>have a lot on one's plate</b>	have a lot of things to deal with	This month <b>I have a lot on my plate</b> with exam training and a new project.
<b>depend on</b>	be directly affected; to rely on somebody and be able to trust them	Everything <b>depends on</b> my scores now.
<b>work something out</b>	find a solution to something	No worries! We'll <b>work it out</b> together!
<b>figure (something) out</b>	solve or determine something	<b>I figured out</b> how to paraphrase those sentences.
<b>leave out</b>	omit	You can't <b>leave</b> this task <b>out</b> .
<b>wrap up</b>	complete or conclude	So I'm going to <b>wrap up</b> here.
<b>in a nutshell</b>	using as few words as possible	<b>In a nutshell</b> , these are key criteria that define the countries of the bottom billion.

Here are some useful phrases for the Writing section:



PHRASE	DEFINITION	EXAMPLE
<b>change rapidly / to vary considerably</b>	change fast	Technology has <b>changed</b> <b>incredibly rapidly</b> in the last few years.
<b>remain (more or less) stable / level off / flatten out</b>	not to change	The price of oil should <b>remain stable</b> for the rest of the year.
<b>a slight fluctuation / to show some fluctuation</b>	irregular shifting back and forth or up and down	<b>Slight fluctuation</b> also occurred in May and early summer.
<b>a significant increase / a considerable growth / to increase dramatically / to show an upward trend</b>	become or make greater in size, amount, or degree	There was <b>a significant increase</b> in the packed cell volume and albumin levels following anthelmintic treatment.
<b>a sharp fall / to show a downward trend / to hit the lowest point</b>	a sudden or dramatic decrease	The latter was caused by a <b>sharp fall</b> in global honey prices.
<b>due to</b>	because of	The increase in air pollution is <b>due to</b> the growing number of cars.
<b>tackle an issue</b>	solve an issue	To <b>tackle this issue</b> , one approach is to provide more education and awareness programs to prevent the spread of infectious diseases.
<b>look into</b>	investigate	We need to <b>look into</b> the matter to prevent it from getting worse.
<b>result in</b>	cause to happen	Your poor sleep may <b>result in</b> a lack of attention.
<b>result from</b>	be the outcome	These health-related issues <b>result from</b> air pollution.

Memorise **connectors and conjunctive words**. These linking words can be formal and informal.

- ✓ Use formal linkers in the Writing section.
- ✓ Use informal linkers in the Speaking section.



### Formal connectors

Words meaning 'and'	Words meaning 'because'
Also, as well, furthermore, in addition, moreover	As, since, because of, due to, in view of
Words meaning 'but'	Words meaning 'therefore'
Although, despite / in spite of, however, whereas / while	As a result, consequently, as a consequence, thus

### Informal connectors

Words meaning 'and'	Words meaning 'because'
Also, and also, on top of that, what's more, and come to think of it	As, the main reason is, as a result of, thanks to
Words meaning 'but'	Words meaning 'therefore'
But, at the same time, mind you, that said	So, for that reason, for that purpose



### EXERCISE

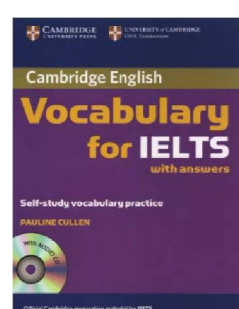
Fill in the gaps with a suitable linking expression.

1. Smoking causes lung cancer and it has ..... been linked to other diseases.
2. Fish populations are declining ..... large scale marine pollution.
3. Many people are worried about GM crops ..... research findings that they are no more dangerous than ordinary plant varieties.
4. Some drivers obey the rules of the road ..... others regularly disregard them.
5. The state's economy was poor. ...., many college graduates were forced to move elsewhere in order to find jobs.

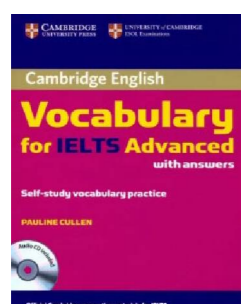
## ANSWERS

1. Smoking causes lung cancer and it has **also** been linked to other diseases.
2. Fish populations are declining **due to / because of** large scale marine pollution.
3. Many people are worried about GM crops **in spite of / despite** research findings that they are no more dangerous than ordinary plant varieties.
4. Some drivers obey the rules of the road **while / whereas** others regularly disregard them.
5. The state's economy was poor. **Consequently / as a result**, many college graduates were forced to move elsewhere in order to find jobs.

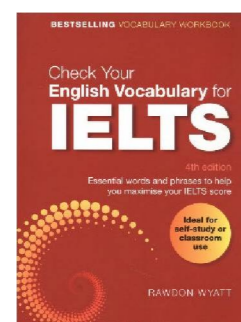
For more vocabulary lists and additional practice exercises, refer to specialised textbooks such as:



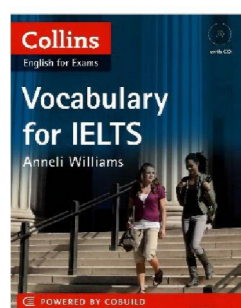
*Vocabulary for IELTS Up to Band 6.0 by Pauline Cullen*



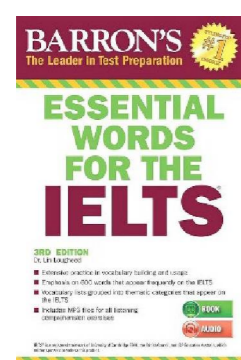
*Vocabulary for IELTS Advanced with Answers. C1-C2. Band Score of 6.5 by Pauline Cullen*



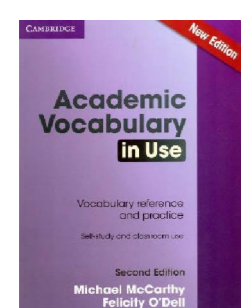
*Check Your English Vocabulary for IELTS: Essential words and phrases to help you maximise your IELTS score by Rawdon Wyatt*



*Vocabulary for IELTS by Anneli Williams*



*Barron's Essential Words for the IELTS by Lin Lougheed*



*Academic Vocabulary in Use by Michael McCarthy and Felicity O'Dell*



## ! COMMON MISTAKES !



WRONG ANSWER	CORRECT ANSWER	TYPE OF MISTAKE
Travelling by public transport is easy and economic.	Travelling by public transport is easy and economical.	<b>Economical</b> describes something which is cheaper to buy or use than something similar. Use <b>economic</b> to talk about the way a country's money is produced, spent and controlled.
They fought the case for years, but at the end they lost.	They fought the case for years, but <b>in</b> the end they lost.	<b>At the end</b> refers to the point where something finishes. <b>In the end</b> means 'after a long period of time' or 'eventually'.
A number of questions was risen.	A number of questions <b>were raised</b> .	The phrase <b>a number of</b> is followed by a plural verb. The phrase <b>the number of</b> is followed by a singular verb. Don't confuse <b>rise</b> (become more) with <b>raise</b> (make something rise).
The level of living is usually higher in the inner city.	The <b>standard</b> of living is usually higher in the inner city.	When you are talking about the quality of something, the usual word is <b>standard</b> .
What was the criteria used to choose the winner?	What <b>were</b> the criteria used to choose the winner?	<b>Criterion</b> is a singular noun. The plural form of criterion is <b>criteria</b> .
Most people will must wait years before superfast internet access is available.	Most people will <b>have to</b> wait years before superfast internet access is available.	<b>Must</b> does not have a future form. To talk about the future, you can use <b>will have to</b> .
Despite the economy is weak, some companies are still making a profit.	<b>Although / Despite the economy being weak / Despite the fact that</b> the economy is weak, some companies are still making a profit.	<b>In spite of and despite</b> are followed by a noun or -ing form. They mean the same as <b>although</b> + clause.

## SELF QUIZ



- 1** The IELTS test has a separate section to test your grammar.

True

False
- 2** The IELTS test has a separate section to test your vocabulary.

True

False
- 3** Is the Speaking section of the General Training Test different from the Speaking section of the Academic Test?

no

yes, vocabulary makes up 25% of your mark in the Speaking section

yes, vocabulary makes up 25% of your mark in the Speaking and Writing sections
- 4** Does grammar influence the score in the IELTS test?

no

yes, grammar makes up 25% of your mark in the Speaking section

yes, vocabulary makes up 25% of your mark in the Speaking and Writing sections
- 5** What kind of topics are NOT on the IELTS?

Religious

Nutrition

Government and Politics

Environment

## SELF QUIZ ANSWERS



1 The IELTS test has a separate section to test your grammar.

True

**False**



2 The IELTS test has a separate section to test your vocabulary.

True

**False**

3 Is the Speaking section of the General Training Test different from the Speaking section of the Academic Test?

no

~~yes, vocabulary makes up 25% of your mark in the Speaking section~~

**yes, vocabulary makes up 25% of your mark in the Speaking and Writing sections**

4 Does grammar influence the score in the IELTS test?

no

~~yes, grammar makes up 25% of your mark in the Speaking section~~

**yes, vocabulary makes up 25% of your mark in the Speaking and Writing sections**

5 What kind of topics are NOT on the IELTS?

**Religious**

Nutrition

~~Government and Politics~~

~~Environment~~

## CHAPTER 8 Test Day Preparation



In this chapter you'll learn about what you should expect on test day, you'll also find tips and advice on what you need to do before the test so that you are best prepared for the test.

Follow our recommendations to make sure everything goes smoothly and you get the IELTS score you want.

### BEFORE THE TEST

- Check the date, time, and location of your test.
- Speak, write, read and listen to English for 24 hours before your IELTS Speaking test to perform to the best of your ability on test day
- The IELTS test is long so make sure you are well rested.
- Don't bring any food or drink except water in a transparent bottle. Make sure to eat before your test to keep your concentration.
- Arrive at the test centre earlier; being late might mean you can't take the test.
- Bring the same ID you used when booking your test; without it, you won't be able to participate.
- Before the test, staff will take your photo for your Test Report Form, and in some places, you might need to provide a finger scan.
- Turn off your phone and any other electronics (including your watch); they'll be stored outside the test room with your other belongings.
- You will do the Listening, Reading, and Writing sections in one test session. This takes 2 hours 40 minutes, and there are no breaks between each section of the test. Make sure you go to the toilet before you enter the test room.

## If you are taking your IELTS Academic test online:

- Download all necessary software ahead of time. You'll get an email beforehand explaining what you need.
- Ensure your computer meets our [system requirements](#).
- Give yourself extra time to log in. Being late could mean missing the test.



### Mindfulness relaxation techniques to prepare for the exam:

#### 1 Study routine

Create a schedule that includes study time, breaks, and relaxation moments to maximise learning without feeling overwhelmed. That will allow you to absorb information effectively.

#### 2 Body Scan

Body scan meditation is a mindfulness practice that invites you to mentally scan your body from head to toe, observing each sensation, ache, or tension point without judgement. It can help you identify stressors and help you with emotional balance.

#### 3 Good study environment

It's important to establish a space where you can be productive and comfy. It must be calm without external distractions that allow you to focus on yourself.









#### 4 Selfcare

Another way to reduce anxiety is to take care of yourself: facial care, a relaxing shower, putting on moisturiser. The purpose is to make you look good.

#### 5 Outdoor activity

You must allocate a part of your time to go outside. Doing some sport outside is even better, as this will generate a high degree of well-being.

## DURING THE TEST

-  The exam starts with the Listening section. You will get question papers only for the Listening module.
  -  You will have time to read through the questions before you listen.
  -  As you listen, write your answers on the question paper.
  -  At the end of the test, you will have 10 minutes to review and transfer your answers to the answer sheet.
  -  When time for the Listening section finishes, you will return your question papers and answer sheets to the invigilator.
-  You will get question papers and answer sheets for the Reading section.
  -  You will have 60 minutes to do this section.
  -  You will have no extra time to transfer your answers to the answer sheets.

### **It is all about time management.**

- Finish section 1 and 2 in 15 mins and transfer answers in 5 mins. So you have 25 mins for section 3.
- Go straight to the questions.
- Skim a passage to understand the context and what the passage is all about. It will take about 1 min.
- You don't have to answer the first question first, rather find the answer to the one you can easily find and then look for others (Remember most of the questions come sequentially).





When time for the Reading section finishes, you will return your question papers and answer sheets to the invigilator and get question papers and answer sheets for the Writing section.

3

Next section is Writing.



You will have 60 minutes to complete both tasks.

4

Your Speaking test may be on the same day as the other sections of the test, or up to a week before or after.



The examiner will introduce him/herself and ask you to introduce yourself and confirm your identity. The examiner will ask you general questions on familiar topics.



Then the examiner will give you a task card. You will have 1 minute to prepare your talk. You can make notes. You will talk for 1-2 minutes on the topic.



The examiner will ask further questions which are connected to the topic of Part 2.



## TIPS



Read the instructions before you write your answers.



Read the questions carefully to avoid simple mistakes.



Keep track of time so you have enough time to complete each part of the test.



Allow enough time to attempt each section.



If you have any questions, you can raise your hand to get the attention of an invigilator.



If you start to feel worried, try some relaxation techniques.



## Staying calm during the exam

- **Relaxation techniques:** Before the exam, try relaxation techniques such as deep breathing, progressive muscle relaxation, or guided imagery to control your nerves and reduce your anxiety levels.
- **Breathing exercises:** Taking slow, deep breaths can help you stay calm during the exam. Focus on your breath and try to maintain a regular breathing pattern.
- **Mindfulness:** Mindfulness is a technique that involves being fully present and aware of your thoughts, feelings, and sensations at the moment. Practising mindfulness before the exam can help reduce anxiety levels.
- **Visualisation techniques:** Visualising yourself performing well on exams can help reduce anxiety levels. Imagine yourself answering questions with ease and feeling confident.
- **Positive self-talk:** Self-talk can greatly impact how you feel during the exam. Replace negative self-talk with positive affirmations such as “I am capable of doing well on this exam.”



## AFTER THE TEST

- ★ Once the test concludes, you can leave the test room and collect your belongings.
- ★ Your test results will be available online 3 to 5 days after taking IELTS on Computer
- ★ You will get your results 13 days after sitting an IELTS on Paper test.
- ★ You can pick your official Test Report Form (TRF) from the test centre or ask to mail it to you.
- ★ You can retake one skill.

## SELF QUIZ



1 I don't need to bring anything on the test day.

- True
- False



2 I can't use my phone or watch while sitting the test.

- True
- False

3 I can take a break anytime I want.

- True
- False

4 I will get question papers for all sections at once.

- True
- False

5 If I don't like my score, I can retake one section.

- True
- False

## SELF QUIZ ANSWERS



1 I don't need to bring anything on the test day.

True

**False** 🎯



2 I can't use my phone or watch while sitting the test.

**True** 🎯

False

3 I can take a break anytime I want.

True

**False** 🎯

4 I will get question papers for all sections at once.

True

**False** 🎯

5 If I don't like my score, I can retake one section.

**True** 🎯

False



In this chapter we'll discover resources that can help you prepare for your exam.

It's important to choose the right preparation materials to make sure you practise with those that are similar to the ones you will see on the day of the test. This is why it is better to start with official IELTS practice materials.

### OFFICIAL IELTS PRACTICE MATERIALS:

*There are 4 sources where you can find authentic practice tests.*

#### 1. The British Council:

<https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests> The British Council offers free IELTS practice tests on their website. These tests will help you prepare for the exam by giving you practise in listening, reading, writing, and speaking skills.

#### 2. The official IELTS IDP website:

<https://ielts.idp.com/> This website provides essential information about the IELTS exam, including test dates and registration. It also offers sample questions, practice tests, and tips to help you prepare effectively.

#### 3. Cambridge English:

<https://www.cambridgeenglish.org/exams-and-tests/ielts/preparation/> The Cambridge English website offers tips, advice, and practice materials on their website to help you prepare for the IELTS exam. Their resources focus on language proficiency and academic skills.

#### 4. Cambridge English Preparation Books:

Cambridge English publishes IELTS preparation books covering all sections of the test. These books contain practice material and strategies for success, written by experts in the field of language assessment.

## STUDY GUIDES AND BOOKS:

Invest in study guides and books written by experienced IELTS instructors or reputable test preparation companies. These resources offer comprehensive coverage of the reading module and provide strategies for effective preparation.

- **"The Official Cambridge Guide to IELTS"**: Published by Cambridge University Press, this book provides comprehensive preparation for the IELTS exam with practice tests, strategies, and tips from the test makers.
- **"Barron's IELTS Superpack"**: Barron's IELTS Superpack includes study guides, practice tests, and audio CDs for listening practice, offering thorough preparation for all sections of the exam.
- **"IELTS Trainer" by Cambridge University Press**: This book offers six practice tests with answers and audio CDs, as well as expert guidance and tips for each section of the exam.
- **"Collins Vocabulary for IELTS"**: This book focuses on building vocabulary skills specifically for the IELTS exam, with exercises, word lists, and strategies for improving vocabulary proficiency.

## IELTS PREPARATION COURSES:

Consider enrolling in IELTS preparation courses, either in-person or online. These courses often provide expert instruction, focused practice, and valuable tips for each section.

If you want personalised feedback and guidance on which areas to target for improvement and maximise your performance, enrol in [Get 7.5 or above on IELTS](#). Enrolling in this course gives you access to expert guidance on each section of the IELTS test. You'll receive targeted practice materials tailored to each section of the test, allowing you to build confidence and skills as you prepar



## USEFUL WEBSITES:

### **Smalltalk2.me:**

<https://smalltalk2.me/> The IELTS Speaking Test Simulator instantly provides you with a band score and a detailed report.

### **Speechace:**

<https://www.speechace.com/speaking-test/> Get a free detailed report on your spoken English proficiency including pronunciation, fluency, vocabulary, and grammar.

### **Write&Improve:**

<https://writeandimprove.com/> Choose from hundreds of tasks at all levels, submit your writing and get automatic feedback on where your writing may need improvement.

### **Speak&Improve:**

<https://beta.speakandimprove.com/> Answer questions and get a grade for your speaking.

### **Oxford Text Checker:**

<https://www.oxfordlearnersdictionaries.com/text-checker/> See a detailed analysis of the vocabulary in your text.

### **Get Pronounce:**

<https://www.getpronounce.com/> This voice recorder transcribes and checks your speech for pronunciation, grammar and sentence improvements.



## CHAPTER 10 Conclusion

This chapter summarises important strategies for doing well in the IELTS exam, covering key points and tips for each section: listening, reading, writing, and speaking.

We want you to do well in your IELTS test, so in this guidebook we've put together some essential tips and techniques. Let's quickly revise key strategies.

### IELTS LISTENING SECTION TIPS

- Read the questions **BEFORE** the recording begins.
- Focus on listening for answers rather than trying to understand everything.
- Pay attention to how many words and/or numbers you can have for each answer.
- Predict the answers. It's always easier to find the right answer if you know **WHAT** to listen for.
- Look for keywords, think of their synonyms, and listen for them.
- Listen for signpost words in the recording. They will help you to identify the different stages of the lecture.

### RULES TO REMEMBER

- You will hear each recording **ONLY ONCE**.
- Questions always come in order.
- For IELTS computer test: **NO** extra time to transfer your answers.
- For IELTS paper test: **10 minutes** at the end of the Listening section to transfer your answers to the answer sheet.



## IELTS READING SECTION TIPS

- Read the questions **BEFORE** you read the text.
- First skim through the passage.
- Identify keywords and look for synonyms and paraphrases in the passages.
- You don't need to understand every word.
- Remember that you will have no extra time to transfer your answers.

## RULES TO REMEMBER

- As the test progresses, the sections will become more difficult.
- You should answer every question.
- You will not lose points for incorrect answers.



## IELTS WRITING SECTION TIPS

- Divide your ideas into paragraphs.
- Write your answers in full; answers written in note form or in bullet points will lose marks.
- Don't use clichés.
- Express your position clearly and fully answer the questions.
- Paraphrase sentences from the prompt.
- Check your spelling, grammar, and punctuation.

## RULES TO REMEMBER

- You **MUST** complete both tasks.
- Always write over 150 words for Task 1 and over 250 words for Task 2. Otherwise, you will lose points.



## IELTS SPEAKING SECTION TIPS

- Practise speaking every day.
- During the test, be friendly, open, and direct.
- Fully answer the questions.
- Avoid repetition and memorised answers.
- Use cohesive devices.
- Don't speak like a robot. Smoothly link words together, blending sounds to make our speech flow more naturally.
- Don't overuse fillers.
- You CAN pause for a moment to think, but don't just fall silent.
- Don't go off topic.
- It's fine if you have a slight accent.
- Say more when answering questions in Part 3 than in Part 1.



**Congratulations** on completing this IELTS prep guide! Throughout this book, we covered strategies, tips, and question types crucial for success. As you've journeyed through the pages, you've gained insights into each section: Listening, Reading, Writing, and Speaking.

Remember, success in IELTS isn't just about your score; it's about the progress you make. Practice, mock tests, and learning opportunities all help you grow.

Stay confident and positive. Approach each section with determination. With dedication and the guidance here, you're on your way to your desired score. Best of luck!

A great IELTS score can change your life. It opens doors to jobs, education, and new possibilities. Believe in yourself—you've got this!

**GOOD LUCK  
ON YOUR TEST!**



Just a quick reminder!



Use the promo code

**IELTSBOOK**

to get a **\$20** discount.

