

STUDY IELTS

First Edition

A course for academic purposes

Nitin Khajuria

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Preface

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IELTS is one of the most widely conducted exams in the world. Fuelled by globalization the IELTS exam takers show a constant rise, making it the most popular English Proficiency Exam in the world. An estimated 1.2 million students appeared for IELTS examination worldwide in the year 2011-12. A network of test centers worldwide reach out to the students everyday Established in 1989, IELTS is jointly managed by University of Cambridge ESOL Examinations, the British Council and IDP Education Pvt. Ltd. There are two versions of the IELTS: the **Academic Version** and the **General training**.

This book is intended to help the clients of Daffodils Study Abroad Pvt. Ltd. to enhance their understanding of the IELTS examination, thus enabling them to smoothly sail through the test.

A special feature of the book is the Tips. While this book was being compiled, I realized that during the sessions in classrooms with the students, they showed a keen interest in Tips and Hints, which ideally, did help them to enhance their performance. After going through numerous blogs and personal counseling, I have compiled two sets of Tips. In this book, they are given as the Trainer's Tips and hints and the second, Module Tips and hints.

Great care has been taken to select questions with sample answers where the remarks are also given by the examiner. Moreover the most frequently asked questions from the areas are covered in the exercises, which you will find in Reading and Writing sections.

A point to be noted here is that this book and the IELTS exam are for students from the age of 16 years and above. Hence a lot of material may not be comprehended by our young readers.

The exercises are, therefore anchored in contexts both of topical interest and relevance to the IELTS test.

Consequently, students gain practice at dealing with IELTS- type tasks, while simultaneously acquiring knowledge about the test.

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Part 1

1.1 How to use this Book.

Simply follow the instructions page by page. Clear directions are given as to the order in which to do things. If you follow this order, you will:-

- Complete one part of a paper, perhaps under exam conditions, and then either.
- Do the further practice and guidance pages relating to part. You then check the model answers to the questions in those pages and review the model answers given to the questions in the test in the light of what has been learnt from doing the further practice and guidance pages. After that, you can check the model answers to the questions in the test and go through the explanations.

Or

- Check the model answers to the questions in the test and go through the explanations if there are no further practice and guidance pages and Then
- Move on to the next part of the test.
- Vary the order.
- You may wish to do some of the further practice and guidance pages before answering the questions in the test that they relate to.
- Read and understand the tips provided by the Author. These tips can help you a lot in longer run.

1.2 Understanding the Pattern of the IELTS question paper.

The following is a brief summary of what the exam consists of. Additional details of what is tested in each paper are given in the relevant practice.

The Listening Module

(30 minutes)

Contents	Situations	Question Type
<ul style="list-style-type: none"> • There are four separate sections 	<ul style="list-style-type: none"> • The first two sections are of a general, social nature. There will 	The question types may include:

<p>which you hear only once.</p> <ul style="list-style-type: none"> • There are usually 40 questions. You have time to read the questions and time at the end to transfer your answers to the answers sheet. • As the test progresses the difficulty of the questions, tasks and text increases. 	<p>be a conversation between two people and then usually a monologue or an interview.</p> <ul style="list-style-type: none"> • In the third and fourth sections, the contexts are of an educational or training nature. There will be a conversation of up to four speakers and then a talk/lecture of general academic interest. 	<ul style="list-style-type: none"> • Multiple-choice questions. • Sentence completion • Short-answer questions • Completion of tables/charts/summary/notes/flow chart • Labeling a diagram/plan/map • Classification • Matching.
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The Academic Writing Module

(60 minutes).

There are two compulsory writing tasks.

Contents	Situations	Question Type
<p>Task 1</p> <p>You are advised to spend 20 minutes and write a minimum of 150 words.</p>	<p>You will be asked to describe a diagram or data i.e. a graph table or chart.</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • Organize, present and compare Data. • Answer the question which is Asked. • Use English grammar and Vocabulary. • Use language that is appropriate in style, register and content. • Write in a way that your reader can follow.
<p>Task 2</p> <p>You are advised to spend 40 minutes and write a minimum of 250 words.</p>	<p>You will be asked to express and justify your opinion of a point of view, problem etc. or to discuss a problem.</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • Write in an appropriate style. • Present a solution to the problem. • Present and justify your opinion. • Compare and contrast evidence and opinions. • Evaluate and challenge ideas.

The Academic Reading Module.

(60 minutes)

Contents	Texts	Question Type
<p>There are three reading passages with a total of 1,500 to 2,500 words.</p> <p>There are 40 questions. You must write your answers on the answer sheet within the 60 minutes.</p> <p>As the test progresses, the difficulty of the questions, tasks and text increases.</p>	<p>The texts are of the type you find in magazines, journals, textbooks and newspapers.</p> <p>The topics are not specified to any one discipline. They are all accessible to candidates who are entering undergraduate or postgraduate courses.</p> <p>There is at least one article, which contains detailed logical argument.</p>	<p>The questions types may include:</p> <ul style="list-style-type: none"> • Multiple-choice questions • Sentence completion • Short-answer questions • Completion of tables/charts/summary/notes • Choosing headings from a list • Identification of writer's views or attitudes (yes/no/not given). • Classification. • Matching lists. • Matching phrases. • Labeling a diagram.

The Speaking Module

(11-14 minutes)

Contents	Task Type	Assessment Criteria
<p>There are three sections:</p> <p>Part 1 (4-5 minutes) Introduction and interview.</p>	<p>The examiner will introduce himself /herself, check your identification and then ask you questions about yourself, your home, interests etc.</p>	<p>In all parts of the speaking module, you will be assessed on your:</p> <ul style="list-style-type: none"> • Fluency and coherence. • Vocabulary. • Grammatical range and accuracy. • Pronunciation.
<p>Part 2 (3-4 minutes) Individual long turn.</p>	<p>You will be given a card with a subject on whom you will be asked to prepare a short talk of 1-2 minutes. You will be given pencil and paper to make notes.</p>	
<p>Part 3 (4-5 minutes) Two-way discussion.</p>	<p>You will take part in a discussion with the examiner on a subject related to the one in part 2.</p>	

1.3 Understanding the Answer sheets.

Candidates....

- may use upper or lower case in writing their answers.
- should take care when writing their answers on the Listening Answer Sheet as poor spelling and grammar are penalized.
- may use both UK and US varieties of spelling.
- should write only one answer for questions where the answer is a single letter or number. If more than one answer is written, the answer is marked wrong.
- will be penalized if they exceed the word limit. If a question specifies an answer using **NO MORE THAN THREE WORDS** and the correct answer is *black leather coat*, the answer *coat of black leather* is incorrect.
- should transfer only the necessary missing word(s) on to the Answer Sheet where they are expected to complete a gap. For example, if a candidate has to complete ‘*in the....*’ And the correct answer is ‘*morning*’ the answer ‘*in the morning*’ would be incorrect.
- must transfer their answers on to the Answer sheet within the time allocate in both Reading and Listening papers.

IELTS Result

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After you have completed the IELTS test, you will receive a Test Report Form which gives your score in detail. For each module of the test (Listening, Reading, Writing and Speaking) you will receive a band score of whole or half numbers between 0 and 9. These individual module scores are then added together and averaged for an overall band score reported as a whole band or a half band (e.g. 6.5). Given below is a summary for each band level.

Band 9- Expert user

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8- Very good user

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7- Good user

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstanding in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6- Competent user

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstanding. Can use and understand fairly complex language, particularly in familiar situations.

Band 5- Modest user

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4-Limited user

Basic competence is limited to familiar situations. Have frequent problems in understanding and expression. Is not able to use complex language.

Band 3- Extremely limited user

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2- Intermittent user

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

Band 1- Non-user

Essentially has no ability to use the language beyond possibly a few isolated words.

Band 0- Did not attempt the test

No assessable information provided.

An IELTS overall band score for 6.0 or 6.5 is usually required for entry to universities and colleges in Australia, New Zealand, Canada and the United Kingdom. However, some institutions may ask for a higher score.

1.4 Rules, Regulations and Guidelines for student

- ✓ The class timings are strictly enforced. You are requested to be seated 5 minutes before the class timing. Late comers will not be allowed to attend the class. You must carry required stationery.
- ✓ **You will be provided with the writing and speaking kit during the class/initial batch.**
- ✓ All working days shall be counted towards your respective attendance. No leaves shall be adjusted and the course completion date remains unchanged.

- ✓ The institute shall be responsible for your results only if you are regular, are attending the entire session, are submitting your assignments for correction and are punctual.
- ✓ The respective teachers shall record your scores daily. The students should also monitor their daily basis.
- ✓ Ask all your doubts, mistakes in the classroom from your teacher. The more you speak and discuss with your teachers, the better your performance would be. You need to improve on a continuous basis, cramming in the end will not help.
- ✓ Mobile phone should be switched off in the class room. If you have to make a call, it should be done outside the institute. The student's mobile may be confiscated/may be asked to leave for the day if their mobile phone causes a disturbance.
- ✓ The candidates are advised to use only English Language for their communication while in the institute.
- ✓ The students shall maintain discipline in the institute. Any damage to the institute's infrastructure shall be recovered from the student responsible for such act.
- ✓ The fee deposited is non-refundable, non-transferable and non-adjustable.
- ✓ Class timings may be changed only in consultation and approval from your teacher.
- ✓ Regular classes are held as per your chosen schedule Monday to Friday. On Saturdays, regular classes are not held, there may be troubleshooting classes or a different schedule for you to follow. Kindly make sure you are aware of the schedule in advance.

1.5 Exam Booking Terms and Conditions.

- ✓ IELTS examination is conducted by two companies i.e. British council and IDP.
- ✓ You should book your IELTS exam date after consulting your trainer. The institute will help you to fill up your IELTS examination forms for both British council and IDP centers.
- ✓ IELTS examination is conducted throughout INDIA. You can choose your center as per your convenience.
- ✓ Documents required for booking of IELTS examination are 2 photographs (passport-size) with 80% zoom and white background, photocopy of passport and a draft of examination fee. Check with the counselor for further details.
- ✓ On the date of Examination you are required to carry your original valid passport and the acknowledgment card to the IELTS examination center.
- ✓ Listening, Reading and Writing will be conducted on the same day without any break in between.
- ✓ Speaking test will be conducted few days earlier or later than your IELTS exam date.

1.6 Module Tips.

Reading.

Like any other module there are no short cuts to a good reading test score - the only route is hard work. The advantage here lays in the fact that you can practice reading where you want and when you want. The following tips will help you approach the reading test.



- Just having a very basic gist of what a text is about before you start reading will make it easier to understand. Looking at graphs, tables and any illustrations will often give you a good idea of the topic of the text.
- Remember - there is no transfer time for the reading test. Make sure you put your answers down on the answer sheet - not the question paper. (See an example of the answer sheet below.)
- The reading test is designed to be general and designed for people with a variety of educational backgrounds. This means you don't need any specialist knowledge to understand any of the texts. However, some readings may be more familiar than others.
- If you are reading and answering texts out of sequence, take special care to ensure you don't write your answers in the wrong places on the answer sheet.
- If you are not sure of the answer to a question, it is natural to read text carefully to try to find the answer. If you dwell on a question in this way, you may run out of time. Remember, the reading test is 60 minutes long and there are 40 questions. If you spend one minute of each question that gives you 20 minutes to read a lot of text. If you really cannot find the answer

to a question easily, move on to the next question.

- Although there is no grammar component to the IELTS Test, grammar is important. As with the listening test, you can predict possible answers using the grammar of a question and using the reading text to check which answer is correct. Look at this example.

There have been at least 500..... To correct this problem.

i) Attempts ii) Versions iii) Tries iv) Table Monolith.

The fact that '500' precedes the missing word might suggest it should be a plural noun or an adjective. There are no adjectives in the answers and only three plural nouns: Attempts, Versions, and Tries. Now you can use the text to check the answer.

- As with the listening test, do not deduce the answer. This is especially true in True/False/Not given questions. The answers are in the text, you do not need to work them out. For example:

"The introduction of new government policies gave people better lives: they had jobs and more money to spend."

Now look at the answer:

'The introduction of new government policies had positive long-term benefits on people's lives'.

True / false / not given

if people had jobs and more money, surely this is better for them, and so it is natural to consider this a 'True' statement. However, the key here is '*long-term*'. From the text, it is impossible to say whether the new jobs lasted 20 years or one day. If you don't make assumptions it is impossible to answer question. As a result the correct answer should be: Not given.

- True / False / Not given questions are by far the most difficult types of question to answer as they are designed to trick people into thinking about the answer and giving their deduction as an answer.

- Many students are generally very good at reading tests - they are very good at spotting the key words in a question, finding those keywords in a text, reading around the key words and finding the answer to the question. However, as with the listening test, in the IELTS reading test the words in the questions are often not the words you will find in the answer. As a result you have to look for synonyms of key words as well as the actual keywords.

Consider a word like 'correct' - among others, possible synonyms include:

- i) Right.
- ii) Accurate.
- iii) Exact.
- iv) Truthful.
- v) Spot on.
- vi) Proper.
- vii) Acceptable.
- viii) Accepted.

Depending on the context, only some of these synonyms might apply. You need to be aware of for these words as well as the keywords you are looking for. In addition, consider antonyms - words with the opposite meanings. A sentence like 'It wouldn't be.

- 'Wrong' would mean 'correct' in certain contexts. As you can see, you will need a fairly deep understanding of vocabulary. If aren't going to finish, guess some of the answers. It is surprising how many students leave multiple choice answers blank because they don't know the answer. If you have the choice of A, B, C or D, you have a 20% chance of getting the question right so just put one of the answers in!
- If you really don't know the answer to a True / False / Not given question, and you want to guess the answer, DON'T choose "Not given" - it's the least frequent answer.
- If a reading text is very specific in topic (e.g. the development of the computer chip), don't think to yourself that you don't know anything about that topic and therefore can't answer the questions - the more specific the topic, the more factual and straightforward it will be to allow

everyone to have a chance at answering the questions.

- Some texts contain an opinion which you have to recognize. Remember that sentences starting with phrases like 'While it can be argued that...' do NOT express the author's opinion, they are more often a statement of someone else's opinion.
- You might get a text with masses and masses of long, complicated words. Very often these words are key to the meaning of a sentence and therefore key to answering a question. However, equally often these words are unnecessary - they are adjectives or adverbs that provide greater description rather than play a part in meaning. If you start focusing on words you don't understand, you will run out of time. If the some words are too difficult, ignore them. Try this as an exercise - get a copy of an English language newspaper and find an article with lots of words in it you don't understand. Physically cross all the words out and then read the article to see if you can understand it. Chances are you will be able to.
- If you get a text with a lot of dates, circle them as you go along - chances are the dates are going to be important. If you circle them you can find them again easily.
- Likewise with names; even if there aren't a lot of names, circle the ones you find so you can find them again easily.
- Don't worry about writing on the question paper if you need to.
- The biggest tip of all: read a lot. Every day read something. The more you read the easier it will be. Study the sentence structure and punctuation of what you read, but most of all, try to grasp the ideas in what you read. Look at a piece of writing and write down some predictions about what the reading will be about. As you read check off these predictions - which ones were right and which ones wrong?
- If you are really running out of time leave all the True / False / Not given and Multiple Choice questions until the end because you don't have to read anything to answer them.
- To know whether you should read the IELTS Reading passage first or the questions first, **experiment with both strategies** and see what works best for you. Many students have

found it helps to **skim** through the questions first to get an idea of what to pay attention to in the reading passage. This method may work for you too, but in reality, it depends on a number of factors. These include how well or how quickly you read, the type of questions, how difficult they are, how much time you have, and so on. So, **never mind what your teacher recommends**, or what your best friend is going to do. Try both ways and see what helps **you** the most.

- **Read the IELTS Reading instructions carefully:** Don't try to save time by skipping this part. The instructions give you critical information about how many words the answer should be what exactly you need to do, and so on. Always read the instructions, even if you have done hundreds of practice tests already!
- In many cases, the **questions follow the order of the information** in the reading passages. This will help you find the required answers quickly.
- **Spelling matters**, so take care while writing in the short answers. You will lose points for incorrect spelling. Take special care when copying words from the text.
- **Grammar counts** too, so make sure you pay attention to this aspect as well.
- In sentence completion tasks, **focus on the meaning** to select the right answer.
- **Do many practice tests** to familiarize you with the test format, the types of questions, the level of difficulty and more.
- **Read widely** from a variety of sources to strengthen your general reading skills and enrich your vocabulary.
- Look out for key **synonyms** used in the text or question, to help you identify where to find the answer quickly.
- **Use only the stated number of words** in your answer or you will lose the mark. Hyphenated words count as one word.

Writing

- **Work with a teacher:** Write several sample essays and have them corrected by a teacher. You cannot prepare for the writing section of the IELTS alone, as you have no way of receiving feedback on your errors. If you are short on money, at least invest in a teacher or class to prepare for the writing and speaking sections of the IELTS, and then do the listening and reading sections on your own by working with a good preparatory IELTS guidebook.
- **Read the questions:** Very carefully. Often the question will ask you to do three or four different things, aside from the main question. Jot them down and make sure you address all of them in your answer. *The IELTS examiner will be checking for this.*
- **Practice writing tasks:** Within the given time limits. It really doesn't matter if you can write a beautiful answer in two hours. Always recreate the conditions of the exam as closely as possible, when doing any kind of practice exercises.
- **Plan before you write:** Even though you feel under pressure for time, spend the first few minutes planning your writing. Decide what you're going to say and how you'll expand on it. When you know *what* to write, you can concentrate on *how* to write it best. Experiment with the great variety of outlining and mind-mapping techniques to help you sketch out a plan quickly.
- **Write in an organized way:** When you've planned in advance, you'll end up with a more organized, logical piece of writing, which will earn you higher marks. There are many ways to be organized – linear, circular, etc. – but in the end the final product must be cohesive.
- **Stay on topic:** You will be penalized if you stray off topic. This is where the initial few minutes of planning can help you a great deal.
- **Divide your writing:** Divide your writing into paragraphs. It is confusing to be faced with a block of writing, with no divisions. You wouldn't expect to read a magazine article or book like this. Always divide your writing into paragraphs.

- **Write clearly:** This is not the time or place to experiment with new vocabulary or idioms. Use simple, clear English to get your ideas across in a powerful way.
- **Write legibly:** Though marks are not granted or taken away for poor or messy writing, the examiner should be able to read what you have written without undue difficulty.
- **Spell correctly:** Yes, this does affect your score so avoid careless mistakes. A careless mistake is when you have spelt the same word in various ways in the same piece of writing or when you misspell a word which is already given in the exam topic and all you have to do is copy it correctly. That's not okay. Watch for this when you're practicing and resolve to overcome it.
- **Don't use slang:** This is the time to show off the best English you know. Find the correct way to express your thoughts and convey your ideas, without resorting to slang. Be aware that certain expressions, such as "kids" instead of "children" and "guys" or "gals" instead of "men" or "women", also fall into the category of slang and should be avoided.
- **Don't use contractions:** Don't use contractions in the Academic Writing tasks. In English, contractions are used in informal writing, and the Academic tasks demand formal writing.
- **Use rich vocabulary:** You have learned English for many years and this is the time to use what you know. Stay away from over-used adjectives such as "good" or "bad". Instead, use more dramatic, expressive words, such as excellent, wonderful, superb, or adverse, horrible, terrible, etc. Choose the more precise word over the more general one. This will make your language come alive, in speech or in writing, and earn you higher marks.

- **Don't write more or less words than you need to:** Writing too many will take too much time, and there is a greater possibility of making mistakes. Writing too few is worse – it will cause you to lose marks.
- In the essay, **don't repeat major chunks of the question** in your answer. Instead, state what you understand of the questions and what you plan to include in your answer.

Listening.

- **The accents of the speakers on the tape are primarily British.** This means you **must** become accustomed to understanding the nuances of such accents. If you have been watching a lot of American television, (shows such as *Friends*, for example) it will not really help you. British accents are quite different and it is better to spend time in the months before the test listening to British radio stations and pod casts or watching the BBC, British shows, and movies. This is one of the **major differences between the IELTS exam and the TOEFL**, which features more American accents.
- **Get used to the way letters and numbers are pronounced in British (and American) English.** Sometimes, in the listening section, you are asked to write down the spelling of a name, place, or address. If you make a mistake in the spelling while writing it down, you will get the answer wrong.
- **The expressions used also tend to be taken from British rather than American English.** This means you may hear unfamiliar idioms, which can confuse you. Speakers may also use British words for common items such as "flat" for "apartment", "lorry" for "truck", or "advert" for advertisement. Make sure you study the most common differences in British and American vocabulary and listen to as many IELTS exercises as possible before your exam to prepare you for the actual test experience.
- **Learn to distinguish opinion from fact.** In the third and fourth listening passages, you will probably be tested on what one of the speakers thinks or what his / her view is. This may or

may not be stated outright, but as an underlying theme in the whole conversation or in the tone of the speaker's voice, rather than the words themselves.

- **Don't worry if your classmates or friends get higher listening scores than you.** Each one has his or her strengths and weaknesses, just like you. Each one also has his/her own language goals. Just focus on your own needs and don't compare yourself to others.
- **Follow instructions very carefully.** If the instructions state, "Write no more than three words", then you must not write more or you will receive no marks for your answer, even if some of the words you wrote were part of the correct answer. Similarly, read each instruction carefully. Sometimes, you are asked to circle two answers, sometimes three, and so on. You must read the instruction each time as it may differ from the previous ones. Remember, the ability to follow instructions in English is a test in itself.
- **The questions follow the oral text.** Remember this - it will make it easier for you to focus on the current question, or to know when you've been left behind, in case the speakers have gone on to providing the answer to the following questions.
- **Familiarize yourself with charts, graphs, flow-charts, bar charts and pie charts, etc.** These often appear as part of the answer choices in the fourth section. The more comfortable you are with interpreting the data represented in them, the easier your exam will be.

Speaking.

- **Give a full answer.** Don't just give one word answers. Include more information. For example, when asked where you're from, instead of just saying the name of the place, speak in a sentence which states the name, the location, and how long you've been there. This shows the examiner you are confident speaking in English. But don't speak too long or the examiner will think you've misunderstood the question!
- **Speak clearly and don't worry about your accent.** Everyone has an accent when they speak English. The important point is that you enunciate the best you can so the examiner can understand you. Rehearse in advance to overcome any obvious pronunciation problems. If you make a mistake, don't worry, just correct yourself and keep going.
- **Use descriptive words.** Don't use boring words like good, bad, nice, or okay. **Use exciting words that convey emotion.** Practice using higher level words for every simple word you know – such as thrilled instead of happy, or depressed instead of sad.
- **Speak up.** Sometimes, students mumble and speak very softly because they are nervous or unsure of their words. Use simple, correct language rather than complicated vocabulary and speak loudly enough that the examiner does not have to strain to hear you. This indicates self-confidence and command of the language.
- **Don't use slang.** You have 11 minutes to display the best English you know in all the years that you have been learning English! Choose to be formal rather than informal.
- **Keep a steady pace.** Don't speak too fast or too slow.
- **Don't try to memorize answers to sample subjects.** The examiner has enough experience to recognize that you are not speaking naturally and spontaneously and will change the

subject or give you a lower score. Use the sample subjects to give you practice speaking on a variety of topics, but not to memorize.

- **Explain names or words which are in another language.** For instance, if you are asked to speak about a festival, which involves using words in your language, say the words clearly and give the meaning if any afterwards, so the examiner can follow your explanation.
- **Ask questions, if necessary, in Part 3 only.** You cannot ask questions in Parts 1 and 2, but you can do so, if necessary in Part 3.
- **Practice speaking with a watch.** Get an idea of how long two minutes is and approximately how much content you will have to cover.
- **Stay on topic.** Don't change the subject or the examiner will think you have misunderstood and may give you a lower mark.
- **Have daily discussions with friends.** Take turns asking each other questions about current events and develop your ability to speak about various topics, using varied sentence structure and vocabulary.

Part 2. Writing

2.1 Introduction

The purpose of the IELTS Writing Module is to:

- Establish your ability to answer a task correctly using facts and figures.
- Establish your ability to answer questions where facts and figures are not given and where your opinions, thoughts, and views need to be expressed.

2.2 Types of Tasks

The Writing Module always has the same format:

The test is 60 minutes long, there are always two sections (or 'Tasks').

Task One

In Task one you are asked to write approximately 150 words in 20 minutes. It is important to remember that you are not stopped after 20 minutes and told to go on to Task Two. It is your job to manage timing the test yourself.

In Task One you are given a 'Visual Representation' of some information. This could be given in a number of formats:

- i. Table.
- ii. Graph.
- iii. Pie chart.

- iv. Diagram.
- v. Illustration.

You are usually asked to write some form of report to a teacher or a university lecturer using the information given. Less frequently you are asked to describe a process based on a diagram or an illustration.

Task Two

In Task Two you are asked to write approximately 250 words in 40 minutes. You will be asked to write a short essay that expresses your opinion on a issue, or shows how to solve a problem, or requires you to speculate about future trends. Again, like the Reading Module, the topics you are given are 'General Interest' meaning that even if the question is related to a specific area of knowledge (e.g. science) you do not need specialist scientific knowledge to write about it.

Task Two is more important than Task One in that there is more 'weighting' towards Task Two. If your performance in Task One is not as good as it is in Task Two, you can still receive a good writing score.

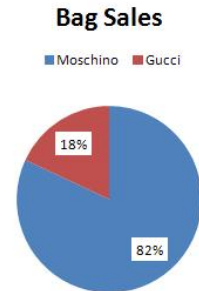
Assessment

Your writing is marked by a native English speaker who trained in assessment of IELTS writing tasks. Traditionally, scores were full bands only (i.e. Writing Band 6, etc.), but recently, half bands were introduced. It is now therefore possible to get a score of 5.5, 6.5, etc. for your writing score.

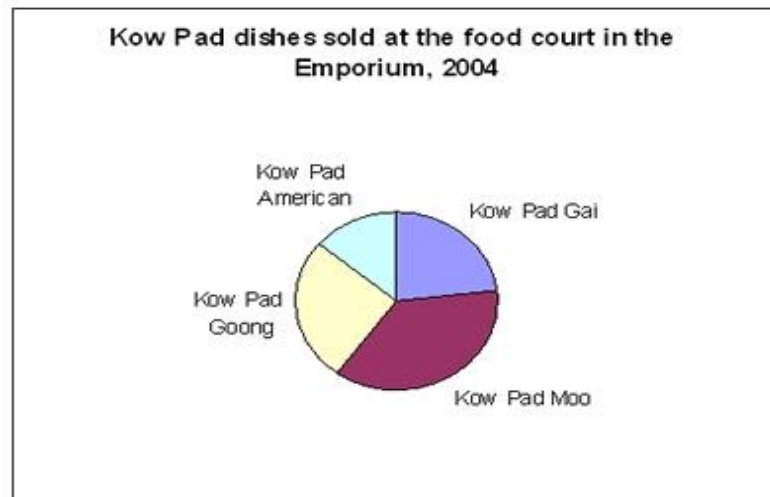
2.3 More about Task One.

Useful Language for Charts/Graph

You can get a higher band score for your answer to a chart/graph question by using some phrases to describe proportion or how much of the chart is taken up by each category. Have a look at the example below:



You could write: *"The great majority of sales were of Moschino bags at 82%, whereas Gucci sales accounted for only 18%."* Your writing should be in such a way that it gives the examiner a very clear idea of what the chart looks like even when there are no figures/percentage given. For example:



You could write: *"The **majority** of dishes sold were Kow Pad Moo at around **one-third** of all sales. Kow Pad Goong and Kow Pad Gai accounted for just over and just under **one-quarter** of sales respectively. Finally, only **a few** dishes of Kow Pad American were sold."*

Useful language:

<i>A few/small/large proportion of,</i> a fair amount of, the (vast/great) <i>majority of.</i>	Just under/over <i>one quarter,</i> around/about <i>one-third.</i>
--	---

- **Tip:** Don't overuse the phrases - only use them when it is necessary.

Understanding what you are writing about

A common problem with many candidates is that they either...

- copy the title of the task in their introduction or...

- misunderstand what is being represented in the chart / diagram / graph etc.

The following exercises will help you to understand how to write a better answer.

Look at the line-graph below and read the title carefully:



Now, answer the questions below:

What is being shown? _____.

Where did they visit? _____.

When did they visit? _____.

What is the value of the vertical axis? _____.

What does the horizontal axis refer to? _____.

Tourists are... a) things b) people c) places

What is the main verb in the title? _____.

Can you think of words with similar meanings for the following words?

a) Visit _____.

b) Tourist _____.

➤ **Tip:** Before you start to write your Task 1 answer, spend 2-3 minutes identifying the following areas of the task:

1) What is being shown.

2) Where it refers to.

3) When it refers to.

4) How it is measured.

5) Who or what is involved (e.g.: “tourists” are people).

6) What the main verb is.

7) Any words that you know with the same or similar meanings to the nouns, verbs and adjectives in the title.

Task One-Sample Questions with Model Answers.

1. Complete the description of the table using an appropriate word, words or number.

reasons for shopping at ASDA supermarket	no. of men	no. of women
close to home	25	20
good reputation	17	22
24-hour shopping	4	0
parking facilities	21	20

friendly staff	6	6
competitive prices	14	17







The table shows the main reasons why ASDA is a popular supermarket for shoppers. The top three

Reasons are its, its reputation and its parking facilities. Of these, the most important reason why men shop at ASDA is that the shop is close to their home – Men rated this as an important factor., however, prefer ASDA to other supermarkets mainly because..... They rated the location of the supermarket second. A significant number of both men and women also choose to shop at ASDA because..... Good parking facilities.

The women..... This was as important as the location of the supermarket. On the other hand, the attitude of the staff does not seem to be an important factor..... Only six women and six men rated this highly. Surprisingly, almost no one said they prefer..... at ASDA because it is open 24 hours a day.

2. The table below shows the number of medals won by the top ten countries in the London 2012 Olympic Games. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

Rank by Gold	Country	Gold	Silver	Bronze	Total
1	 United States	46	29	29	104
2	 China	38	27	23	88
3	 Great Britain	29	17	19	65
4	 Russia	24	26	32	82

5		South Korea	13	8	7	28
6		Germany	11	19	14	44
7		France	11	11	12	34
8		Italy	8	9	11	28
9		Hungary	8	4	5	17
10		Australia	7	16	12	35

The table shows the number of medals won by the top ten countries in the London 2012 Olympic Games. The USA won greatest number of medals overall with the total of 104. They won more gold medals than silver and more medals than any other country in both categories. China had the second number of medals at 88, and like the USA, China won fewer silver medals than gold medals.

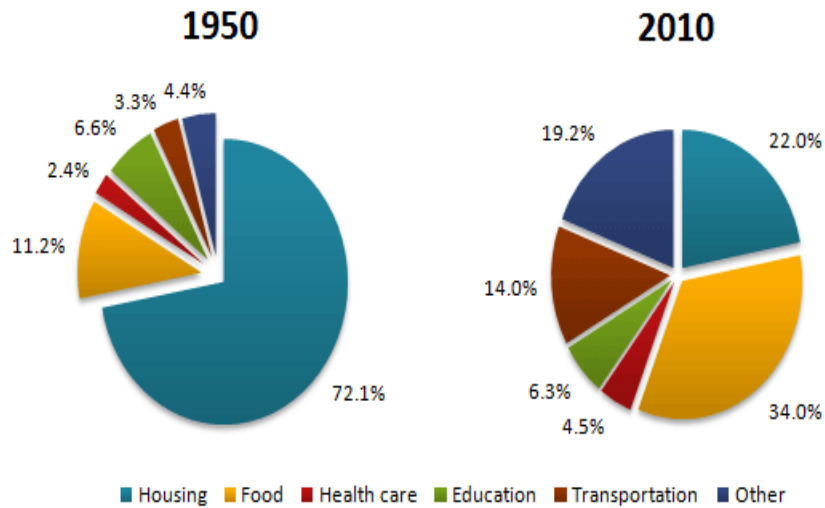
While Russia's silver medal total was better than Great Britain's, they did not do as well as Great Britain in the gold medals, winning just 24. In fact Great Britain had a lower overall medal total than Russia but, as the table is based on the number of gold medals won, they were placed third. Similarly, Germany was significantly more successful at winning medals than South Korea, with a total of 44 compared to South Korea's 28, but because South Korea won two more gold medals than Germany they were ranked higher. Australia gave the worst performance in this group, winning only seven gold and sixteen silver medals.

3. The charts /graph below show the average household expenditures in a country in 1950 and 2010.

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

Write at least 150 words.

Average Household Expenditures by Major Category



Look at the phrases in *italic*. Choose the phrase which sounds more formal.

Model Answer-

The two pie charts give information about *what households spent their money on / household expenditure on goods and services* in 1950 and 2010. It is immediately obvious that *there are some quite significant differences / some things are significantly different* between the two charts.

In 2010 *the largest proportion of expenditure was / most money was spent* on food whereas in 1950 it was on housing, with food for just 11.2%. There is a great difference in terms of *the amount of money people spent on housing / housing expenditure* between the two years. In 1950 72.1% of *the total household budget / the total of what households spent* went towards housing, compared to only 22% in 2010.

There has been a notable increase in / People have notably increased the amount of money spent on transportation between the two dates. In addition, the charts show *a significant rise in the proportion of money spent on health care / that people spent more on health care* in 2010 compared to 1950.

There are some similarities, however. For example, in both 1950 and 2010 *people spent a similar proportion on education. / The proportion of education expenditure was roughly the same.*

4. The table below shows the average band scores for students from different language groups taking the IELTS General Test in 2010.

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

Write at least 150 words.

	Listening	Reading	Writing	Speaking	Overall
German	6.8	6.3	6.6	6.9	6.7
French	6.3	6.1	6.5	6.6	6.5
Indonesian	6.3	6.1	6.1	6.7	6.3
Malay	6.2	6.4	6.0	6.6	6.4

Model answer:

The table illustrates the breakdown of scores for the IELTS General Test in 2010. It shows separate scores for all four sections (Listening, Reading, Writing and Speaking), together with the overall score for students from four different language groups around the world.

From an overall perspective, German speakers achieved the highest grades with an average score of 6.7 across all four sections. Moreover, they scored the highest of all four language groups in three sections of the four sections (Listening, Writing, and Speaking).

French speakers scored the second highest scores overall, closely followed by Malay and Indonesian speakers. Although French speakers did not do so well in the Reading, Speaking and Listening sections compared to Indonesian and Malay speakers, there was a significant

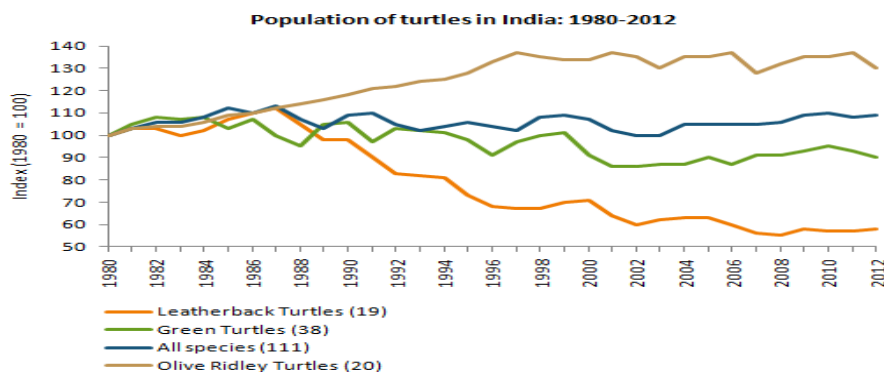
difference in their grades for the Writing section. These grades were high relative to Indonesian and Malay candidates. Surprisingly, Malay speakers, who achieved the second lowest results overall, achieved the highest results of all four language groups for the Reading section.

As a final point, it is interesting to note that the scores for each section show that all students on average scored the highest marks for the Speaking section and the lowest marks for the Reading section.

5. The graph below shows the population figures of different types of turtles in India between 1980 and 2012.

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

Write at least 150 words.



Model Answer:

The total number of all species of turtles in India has been relatively stable over the last two decades, although there were significant drops in numbers between 1987 and 1989 and again in 1992 and 1996. Since 2004 there has been an improvement in numbers of all species, although the graph shows a slight decrease in 2010.

In contrast, the population of Leatherback turtles has suffered a severe decline, particularly in

1988 when numbers fell dramatically. The rate of decline in the population appears to have slowed and it has remained relatively stable since 2009.

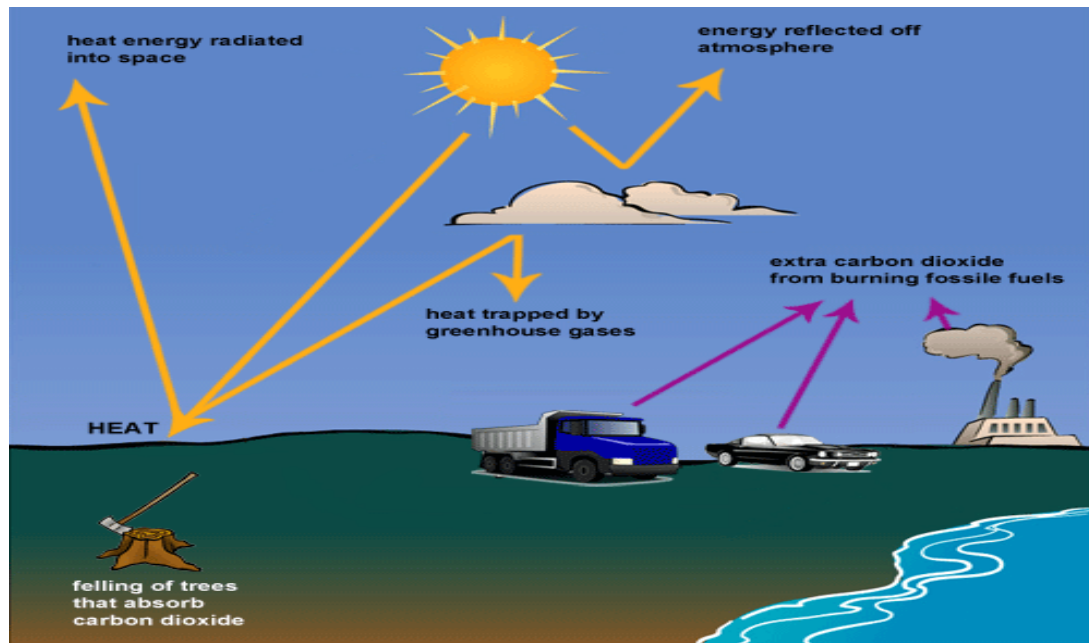
There was also a fall in the number of Green turtles of around 30% between 1984 and 2002. The population increased slightly in 2010 but it had dropped again by 2012.

It is only Olive Ridley turtles that have seen a steady increase in population over this period. Their numbers dropped slightly in 2007 and again in 2012 but the overall trend has been a positive one. (162 words)

You should spend about 20 minutes on this task.

6. The following diagram shows how greenhouse gases trap energy from the Sun. Write a report for a university lecturer describing the information shown below.

Write at least 150 words.



Complete the answer by filling the gaps with a word or phrase from the box below.

lead to	release	Result in	subsequently
Fell	reach	less	decades
Amounts	as a result of		

Energy from the Sun..... the Earth as heat. Some of this heat energy is..... Radiated into space, while some of it is trapped by greenhouse gases in the atmosphere and reflected back to Earth. This is a natural process, but in recent....., human activities have..... An increase in the..... Of greenhouse gases in the atmosphere which is now trapping too much heat.

One of the main greenhouse gases is carbon dioxide, and extra quantities of this..... Into the atmosphere..... Burning fossil fuels as a source of energy in power stations, factories and homes. Exhaust gases from cars and lorries..... Further emissions of carbon dioxide.

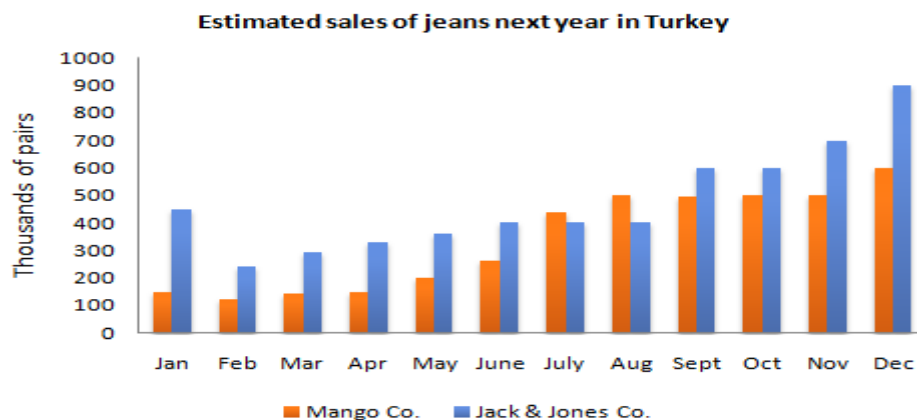
Plants serve to remove some of the carbon dioxide from the atmosphere by absorbing it through their leaves. However, as large areas of forest..... In the Amazon and elsewhere, Carbon dioxide is removed in this way.

You should spend about 20 minutes on this task.

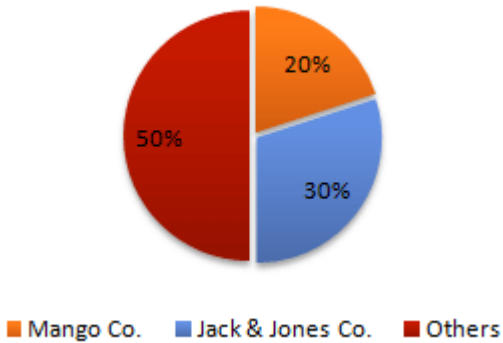
7. The bar chart below shows the estimated sales of jeans for two companies next year in Turkey. The pie chart shows the projected market share of the two companies in jeans at the end of next year.

Write a short report for a university lecturer describing the information shown below.

Write at least 150 words



Projected market share



Model answer 1:

The bar chart shows the estimated sales of jeans in thousands of pairs for two companies in Turkey next year.

It is anticipated that purchases of jeans at Mango Co. will rise from 150,000 pairs in January to approximately 500,000 pairs in August, and will remain there until November. For December, sales are expected to be in the region of 600,000 pairs.

Meanwhile, it is estimated that the sales of jeans for Jack & Jones Co. will begin the year at around 450,000 pairs in January, falling to about 250,000, before increasing to around 400,000 in June. For the next two months until August, sales are forecast to remain steady at this level, after which they are expected to rise steadily to hit a peak of approximately 900,000 pairs in December.

The pie chart shows that, at the end of next year, the anticipated market share for Mango Co. and Jack & Jones Co. is 20% and 30% respectively.

As can be seen from the chart, the overall sales trends for both companies are forecast to be upwards.(178 words)

Model answer 2:

The bar chart shows the predicted sales of jeans in thousands of pairs for two companies in Turkey; Mango Co. and Jack & Jones Co. for next year.

The most striking feature is that sales will increase for both companies, It is anticipated that sales of Jack & Jones Co. will start at 450,000 pairs in January decreasing by 200,000 pairs following month with a gradual recover over the subsequent four months reaching 400,000 pairs in June. Those of Jack & Jones Co. are predicted to be stable until August picking up to 600,000 pairs in September and October.

Sales of Jack & Jones will reach a pick of 900,000 in December, For those of Mango Co. is forecasted a gradual increase with the largest sale of 600,000 pairs in December. In the beginning of the next year those of Mango Co. will stand at 150,000 pairs falling back to 100,000 pairs in February, rising steadily to 250,000 in June, In subsequent months sales will reach 450,000 pairs increasing to 500,000 pairs in August, staying stable until November,

Regarding the pie chart the sales of Jack & Jones Co. will share 30% of market whereas those of Mango Co. 20%. 50% of market is set to be shared by other companies.(211 words)

This answer would probably exceed Band 8

You should spend about 20 minutes on this task.

8. The table below shows the monthly expenditure of an average Australian family in 1991 and 2001.

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

Write at least 150 words

	1991	2001
	Australian Dollar Per Month	
Food	155	160

Electricity and Water	75	120
Clothing	30	20
Housing	95	100
Transport	70	45
Other goods and services*	250	270
Total	675	715

*Other goods and services: non-essential goods and services

Model answer:

The table shows changes in the spending patterns of an average Australian household between 1999 and 2001. In general, Australian household spending was high in 2001 than in 1991 but the difference was not significant (AUD \$715 per month and AUD \$675 per month respectively).

The amount of monthly spending on electricity and water saw a dramatic increase over the 10-year period from \$75 to \$120. Yet in terms of the expenditure on non-essential goods and services, the rising trend was less obvious with a minor increase of \$20. At the same time, the amount of money spent on food and housing rose only slightly from \$155 to \$160 and \$95 to \$100 respectively.

However, there was a decrease in expenditure on the other two items. Australians spent one third less on clothing, which fell from \$30 to \$20. Similarly, expenditure on transport dropped from \$70 in 1991 to \$45 in 2001.

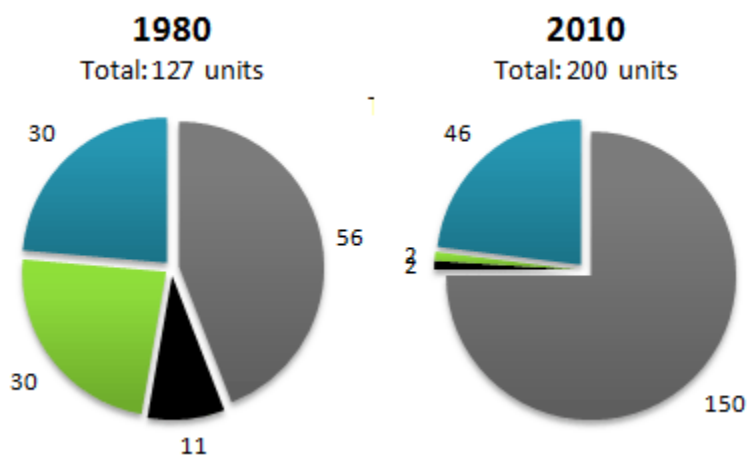
It seems that food and “other goods and services” were the two biggest items of expenditure. Altogether, they accounted for more than half of the total household spending. By comparison, Australians spent little on dressing up.

9. The pie charts below show electricity generation by source in New Zealand and Germany in 1980 and 2010.

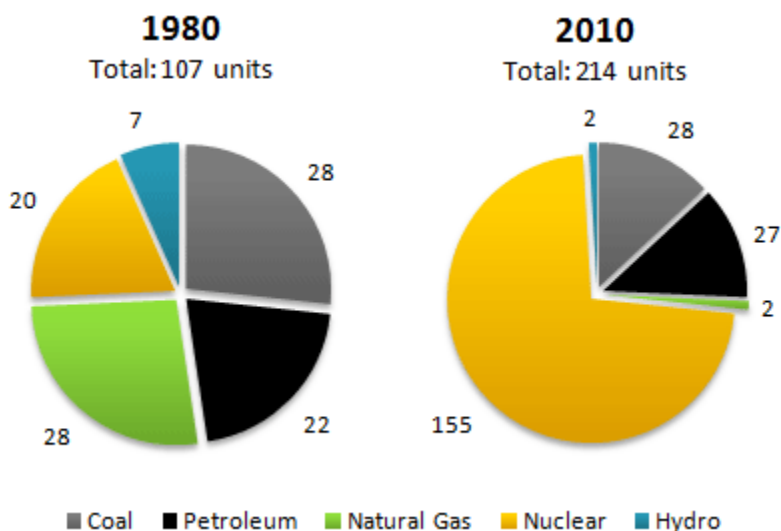
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words

Electricity Generation by Source in New Zealand



Electricity Generation by Source in Germany



Model answer:

The charts compare the sources of electricity in New Zealand and Germany in the years 1980 and 2010. Between these years, electricity generation almost doubled, rising from 127 units to 200 in New Zealand, and from 107 to 214 units in Germany.

In 1980 New Zealand used coal as the main electricity source (56 units) and the remainder was produced from natural gas, hydro power (each producing 30 units) and petroleum (which produced only 11 units). By 2010, coal had become the fuel for more than 75% of electricity produced and only hydro continued to be another significant source supplying approximately 20%.

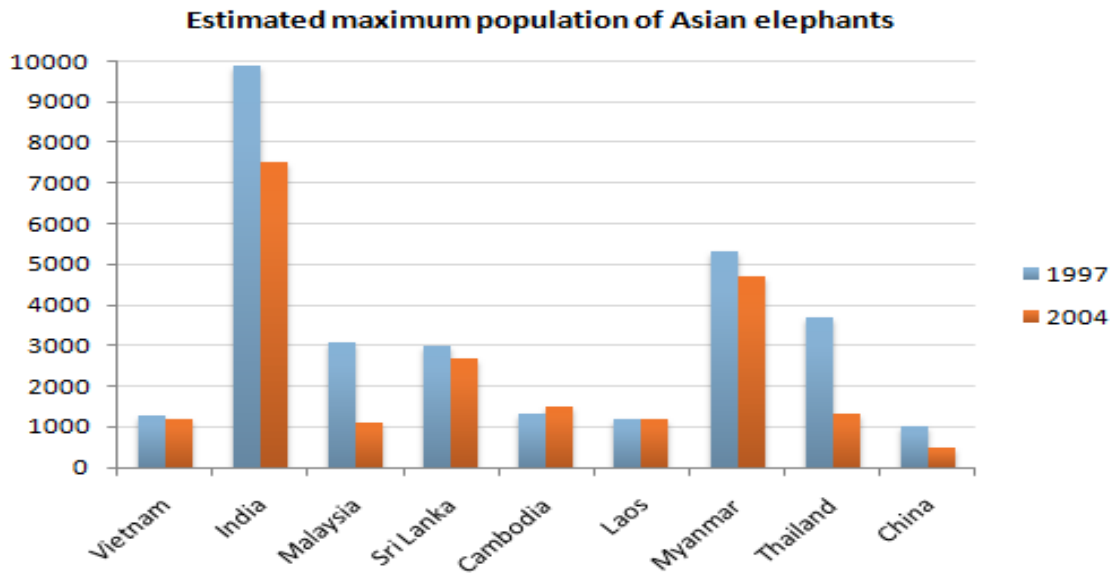
In contrast, Germany used coal as a source for only 28 units of electricity in 1980, which was matched by natural gas. The remaining 49 units were produced largely from petroleum and nuclear power, with hydro contributing only 7 units. But by 2010 nuclear power, which was not used at all in New Zealand, had developed into the main source, producing almost 75% of electricity, at 155 units, while coal and petroleum together produced only 55 units. Other sources were no longer significant.

Overall, it is clear by 2010 these two countries relied on different principal fuel sources: New Zealand relied on coal and Germany on nuclear power.

11. The graph below shows the changes in maximum number of Asian elephants between 1994 and 2007.

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

Write at least 150 words.



Model Answer:

The graph shows the estimated maximum population of elephants in a range of Asian countries in both 1997 and 2004.

In most of the countries included in the graph, the population fell. This was most noticeable in Malaysia and Thailand, where the number of elephants was thought to be less than half the figure in 1997. In the former, the number of elephants dropped as low as 1000. India remained the country with by far the largest elephant population, but experienced a dramatic fall in numbers so that in 2004 there may have been as few as 7500. Despite its size, China had a very small population of at most 500 elephants by 2004.

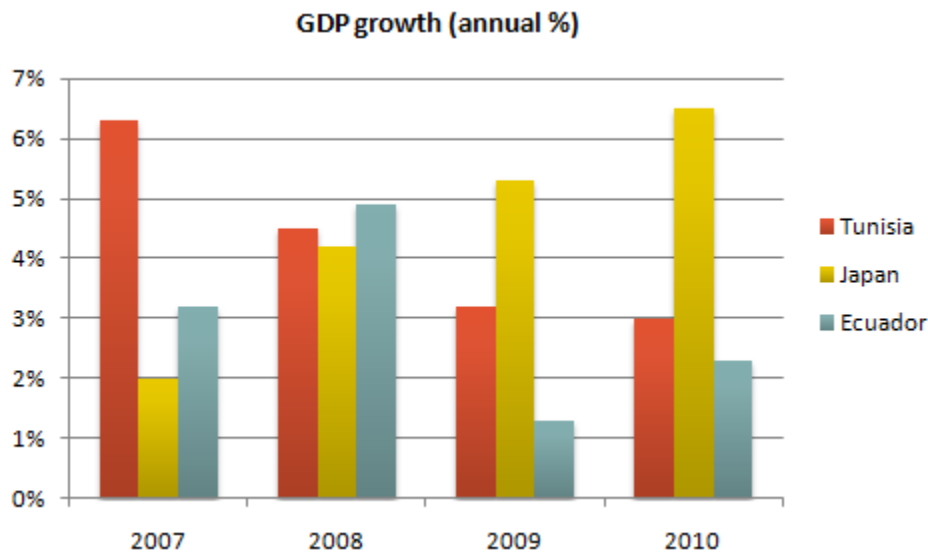
Although the trend was downwards overall, elephant populations were thought to have remained stable in Laos and Vietnam at approximately 1200. The only country where elephants showed signs of recovering was Cambodia, where numbers may have risen by up to 200.

(155 words)

12. The chart below shows the GDP growth per year for three countries between 2007 and 2010.

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

Write at least 150 words.



Model Answer:

The chart shows the annual GDP growth for three countries from 2007 to 2010. By the year 2007 the figure for Tunisia was by far the highest at close to 6.3% per annum.

This figure is double that of Ecuador and three times that of Japan on a global level.

However by 2008 this trend has changed considerably; the Japanese doubled their annual GDP over this period and there was also an increase in the GDP of Ecuador, while Tunisia fell to 4.5% per year. In 2009 and 2010, the downward trend for Tunisia continued falling to a low of 3% at the end of this period.

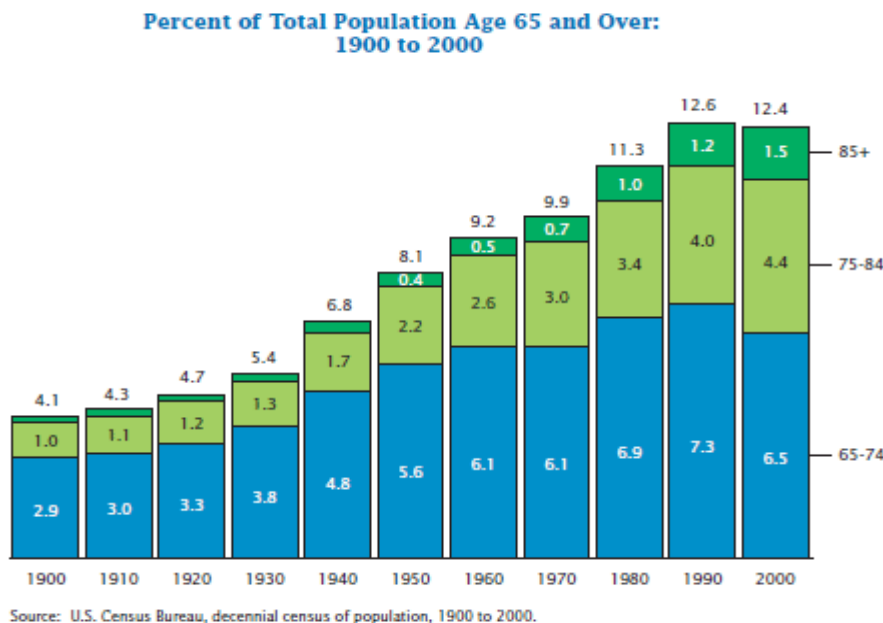
For Ecuador, the GDP fell sharply to just under 1.5% in the year 2009 and rose only slightly in 2010 to 2.3%. ON the other hand, for Japan, the GDP figure rose significantly throughout this time and by the year 2010 had more than matched the GDP figures for Tunisia of the year 2007.

(162 words)

13. The chart below shows the percentage of total US population aged 65 and over between 1900 and 2000.

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

Write at least 150 words.



Model Answer:

The chart shows the percentage of total population aged 65 and over in the U.S. between 1900 and 2000. In the year 1900 just over 4% of the population was aged over 65. However, by 1960 this figure had doubled.

The number of people aged between 75 and 84 remained fairly steady between 1900 and 1930, making up only 1-1.3% of the population. The figure began to rise more significantly in 1940 and by 1970 it had tripled to reach 3% of the population.

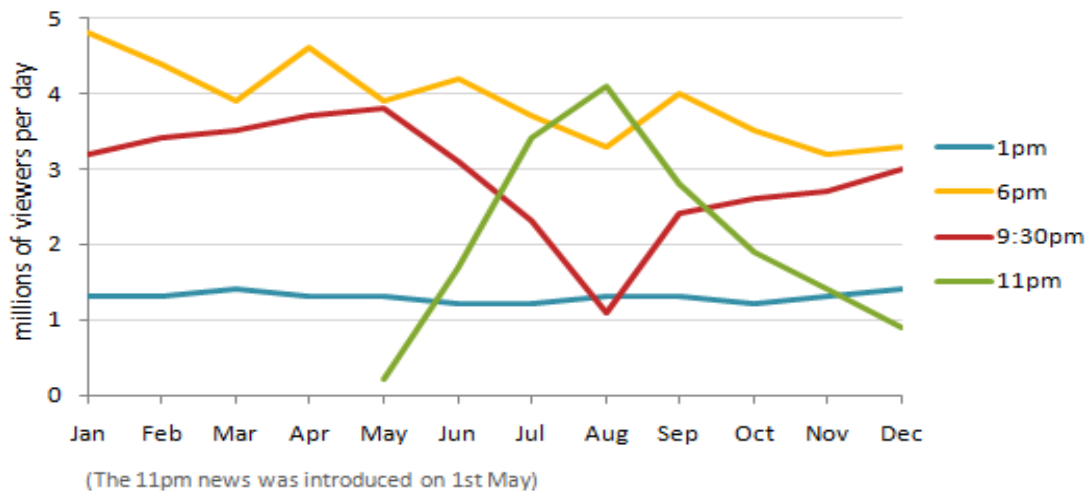
Although there was no change in the number of people aged 65 -74 between 1960 and 1970, the number of people aged 75 and over increased during this time. By the year 2000, 12.4% of the US population had reached the age of 65 or more, although this was slightly lower than in 1990 when it peaked at 12.6%.

The chart shows that today people in the U.S. can expect to live longer than in 1900. By the year 2000 more than 12% of the population had managed to live to the age of 65 and over compared to only 4.1% in 1900.(187 words)

Complete the answer by filling the gaps with a word or phrase from the box below.

Steadily	hovering	trend	meanwhile
Rocketed	fluctuated	peak	plummeted
Period			

Channel one news viewing figures



The chart shows the average daily viewing figures for Channel One News over a 12-month..... The figure for the 1pm News remained fairly stable, at around 1.3 million throughout the year. The figure for the 6pm News began the year at 4.8 million. It....., but the general..... Was downwards, and it ended the year at 3.4 million.

The figure for the 9:30 News gradually increased from 3.2 million viewers per day in January to a..... of 3.8 million in May. However, this month saw the introduction of the 11pm News, and the figure for the 9:30 News, hitting a low-point of 1.1 million in August. In the same period, the figure for the 11pm news..... From 0.2 million to 4.1 million. At this point, the trend reversed. From August onwards, the figure for the 9:30 news grew....., reaching 3 million by the end of the year., the figure for the 11pm News declined sharply, and in December fell below the 1 million mark.

You should spend about 20 minutes on this task.

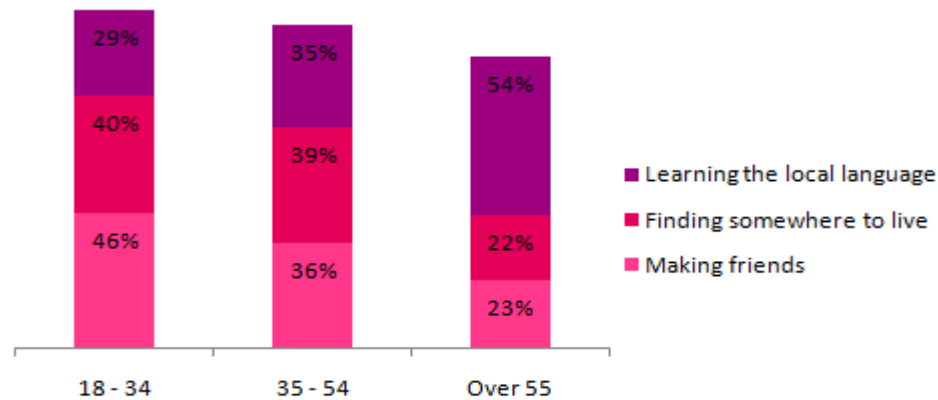
14. The chart below shows information about the challenges people face when they go to live in other countries.

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

Write at least 150 words.

Integration challenges (%) age group

Average percentage number of reported challenges per person



The chart shows the challenges people face when they settle in a new country and how the challenges vary according to people's ages.

The most challenging aspect for young people aged 18 to 34 is making new friends, a problem experienced by 46% of the people in this age group. However, only 36% of 35 - 54 year olds find it hard to make friends, while even fewer people over 55 (23%) have this problem.

54% of the older age group finds learning the local language the biggest obstacle when settling. In comparison, the youngest age group finds this easier, and the percentage of people who have problems learning the language is much lower, at only 29%.

In contrast to their language-learning difficulties, only 22% of people in the oldest age group have trouble finding accommodation. However, this is the second most significant problem for the other two age groups with 39% to 40% of the people in each group finding it hard.

In general, all age groups experience the same problems to some extent, but people over the age of 55 reported that they face markedly fewer challenges settling in a new country than their younger respondents.

15. The charts A and B show the share of the UK and Australian cinema market in 2001 and cinema admission in the UK and Australia from 1976 to 2006.

Write a report for a university lecture describing the information shown below.

Chart A Films screened in the UK and Australia, 2001

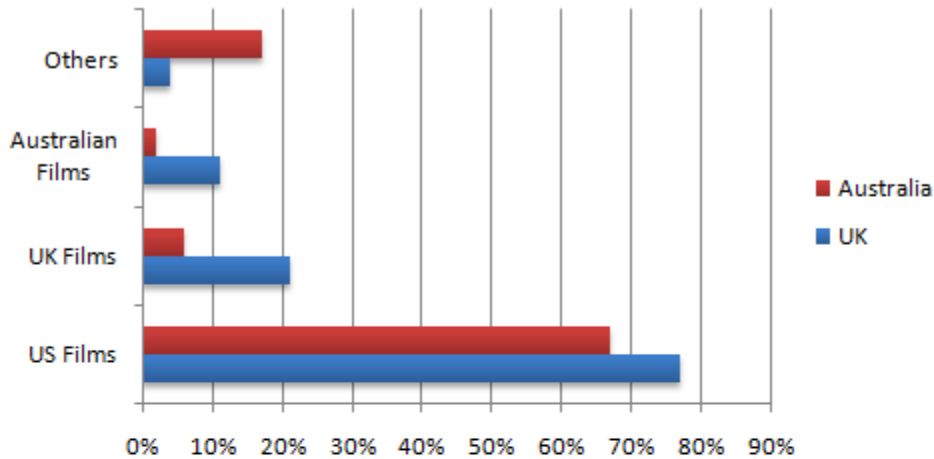
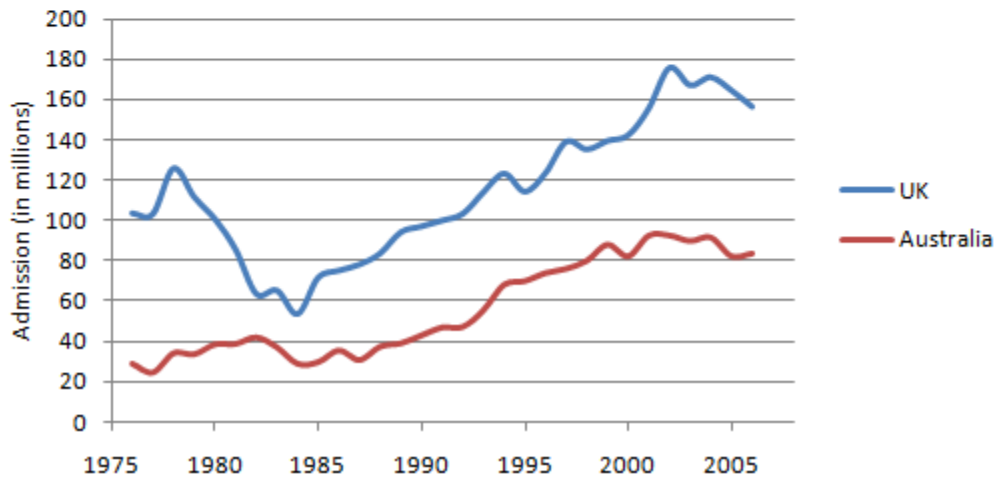


Chart B UK and Australian cinema admissions, 1976 to 2006



Sources: Admission data: BFI, Motion Picture Distributors Association of Australia (MPDAA).

Read this sample report and fill each space by choosing one of the words in the box.

accounted	increased
compared	opposed
dropped	predominated
stood	recovered
fell	

Chart (A) shows the cinema industry's share of the Australian and UK cinema market by origin

in 2001. In both countries, films made in the United States..... With 77% of the market in the UK..... to 67% in Australia. UK films..... For 21% of the UK cinema market and 6% of the Australian market. On the other hand, while 11% of the films shown in Australia were Australian, no Australian films were shown in the UK. Films from other countries had 16% of the market share in Australia as..... to just 2% in the UK.

Chart (B) shows cinema admissions in the UK and Australia since 1976. In both countries cinema admissions..... in the early 1980s. In Australia admissionsfrom just under 40 million in 1980 to about 30 million in 1984–6 while in the UK the decrease was far more dramatic (from 100 million in 1980 to less than 60 million in 1984). Since then, however, the industry has..... in both countries. In 2001, cinema admissions in the UK..... at over 150 million, whereas in Australia they reached 90 million.

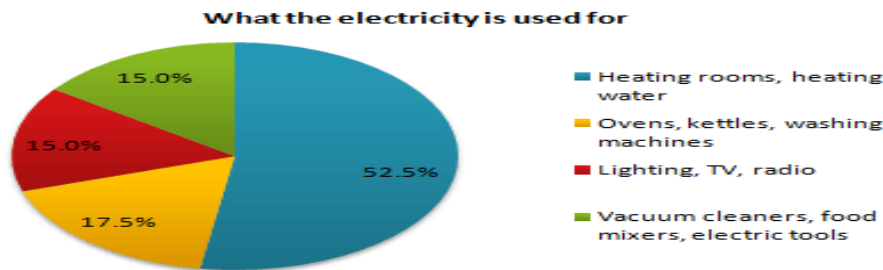
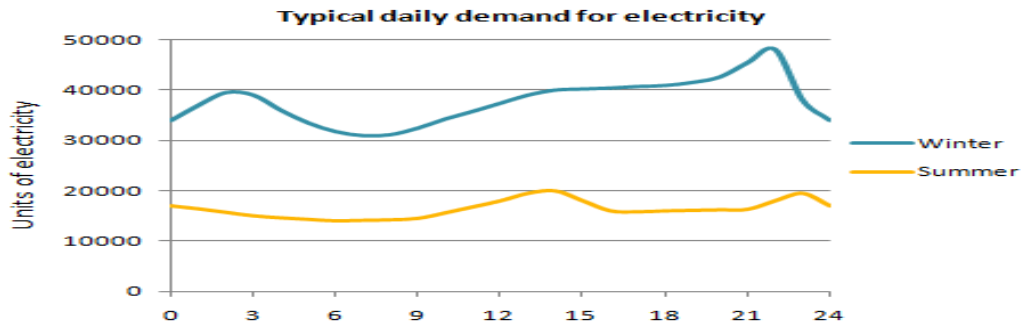
Overall, the charts show that the cinema has..... in popularity in both countries over the last 15 years, but that the origins of the films projected in Australia are more diverse than in the UK.

You should spend about 20 minutes on this task.

16. The graph below shows the demand for electricity in England during typical days in winter and summer. The pie chart shows how electricity is used in an average English home.

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

You should write at least 150 words.



Model Answer:

The Demand for electricity in England during typical days in winter and summer is illustrated in the graph. The use of electricity in an average English home is shown in the pie chart. From the graph it is generally obvious that the demand is in its maximum around 2100 in winter times and in its minimum around 400 being almost constant between 1200 and 2100 in winter times.

During summer times on the other hand the demand reaches its top point around 1300 and the bottom point around 900 being almost constant between 1550 and 2000.

In winter times the curve gradually increases to reach 40000 units of electricity by 3 o'clock in the morning. This is followed by gradual decline to its lowest limit of 30000 units at 9 o'clock. A gradual rise is obvious again to reach a stationary level between 3 o'clock and 9 o'clock of about 40000 units again. Then there is a sharp rise in the next hour to reach its maximum before collapsing again to a lower level by the end of the day.

In summer time the curve gradually decrease to reach its lower limit around 9 o'clock of a bit more than 10000 units. A gradual increase is noticed to reach its top of 20000 after which a stationary phase is obvious between 3 o'clock and 10 o'clock at night of about 15000 units.

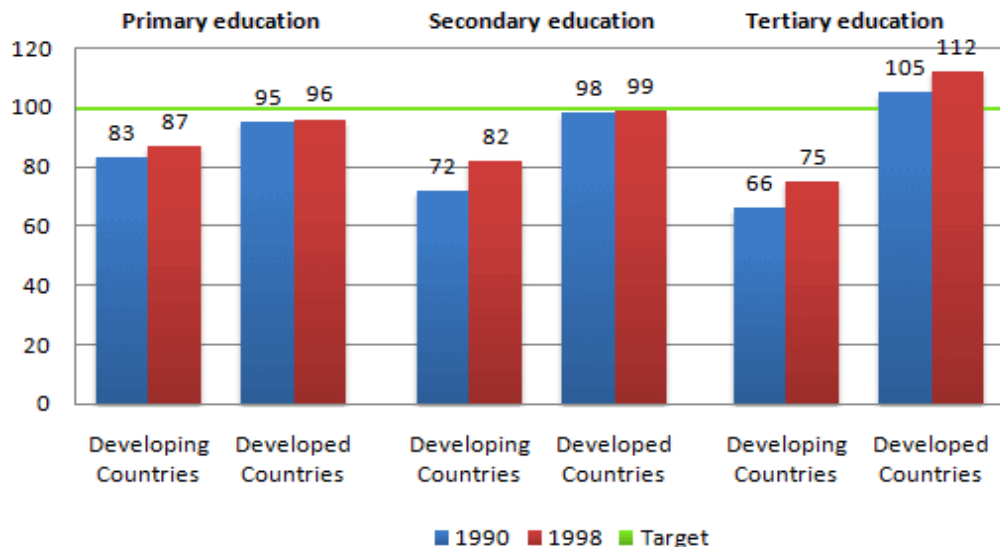
The pie chart on the other hand shows that 52.5% of the electricity is used for heating rooms and

water. 17.5% is consumed for ovens kettles and washing machines 15% is used in lighting TV and radio and finally 15% is consumed in the sue of vacuum cleaners food mixtures and electric tools.

17. The chart below shows the number of girls per 100 boys enrolled in different levels of school education.

Write a short report for a university lecturer describing the information shown below.

You should write at least 150 words. You should spend about 20 minutes on this task.



Source: http://millenniumindicators.un.org/unsd/mi/pdf/Goal_3-final.pdf

Model Answer:

The chart shows the number of female students per 100 male students in primary, secondary and tertiary education.

On Average, more boys than girls were enrolled in school both in 1990 and 1998 in all the countries, except in tertiary education in developed countries. The number of girls per 100 boys was bigger in 1998 than in 1990 in the two country groups and in all the educational stages.

Turning to the detail, there were more boys than girls in primary and secondary education. As can be seen, developing countries saw a bigger discrepancy between the numbers of male and female students than developed countries, with the number of girls per 100 boys at 83 in 1990

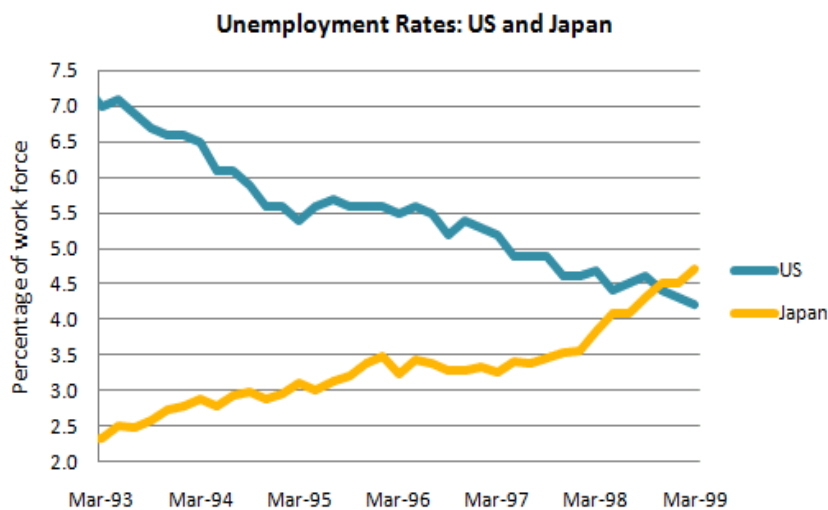
and 87 in 1998 in primary education.

However, in developed countries, the balance of the two was much closer to the ideal, particularly in secondary education, with 98 girls per 100 boys in 1990 and 99 in 1998.

Regarding tertiary education, the balance was even worse than in any other levels of education in developing countries with 66 girls enrolled for every 100 boys in 1990 and 75 in 1998. On the other hand, in developing countries, the number of girls overtook that of boys at 105 per 100 boys in 1990 and 112 in 1998.

You should spend about 20 minutes on this task.

18. The graph below shows the unemployment rates in the US and Japan between March 1993 and March 1999. Write a short report for a university lecturer describing the information shown below.



1993 and March 1999.

Model Answer:

According to the results of the labor-force research published recently, the following conclusions can be drawn from it:

In March, 1993, the United States had seven percent of their workforce which might not seem disastrous until compared with Japan, where 2.5% were unemployed. However, the unemployment rate in the United States began declining slowly since March 1993, and reached 5% mark in the middle of 1996. Japan turned out to be less lucky, as their unemployment rate

doubled in three years. From then on, the percentage of unemployed workforce in the United States remained roughly the same — about 5% until March 99, although there were minor falls and rises in the unemployment rate.

As for Japan, the percentage of unemployed fell rapidly by 0.5—0.6% after March 1996, but from summer 1996 and onwards it grew steadily and without any falls to reach 5.0% boundary in March 1999.

The major conclusion that I've drawn using the graph, is that number of unemployed in USA decreased by about 2.0% in the course of six years, while in Japan it actually increased by 2.5% percent. As a result, in March 99, both Japan and US had about 5% of their work force unemployed. You should spend about 20 minutes on this task.

19. The tables below give information about the amount of beer and fruit juice consumed per person per year in different countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

Beer	
Country	Amount*
1 Ireland	155 litres
2 Germany	119 litres
3 Austria	106 litres
4 Belgium	98 litres
5 Denmark	98 litres
6 United Kingdom	97 litres
7 Australia	89 litres
8 United States	85 litres
9 Netherlands	80 litres
10 Finland	79 litres

Fruit juice	
Country	Amount*
1 Canada	52.6 litres
2 United States	42.8 litres
3 Germany	38.6 litres
4 Austria	37.3 litres
5 Sweden	35.5 litres
6 Australia	34.4 litres
7 Finland	33 litres
8 United Kingdom	29.3 litres
9 Netherlands	28.1 litres
10 New Zealand	24.8 litres

*Litres per person per year

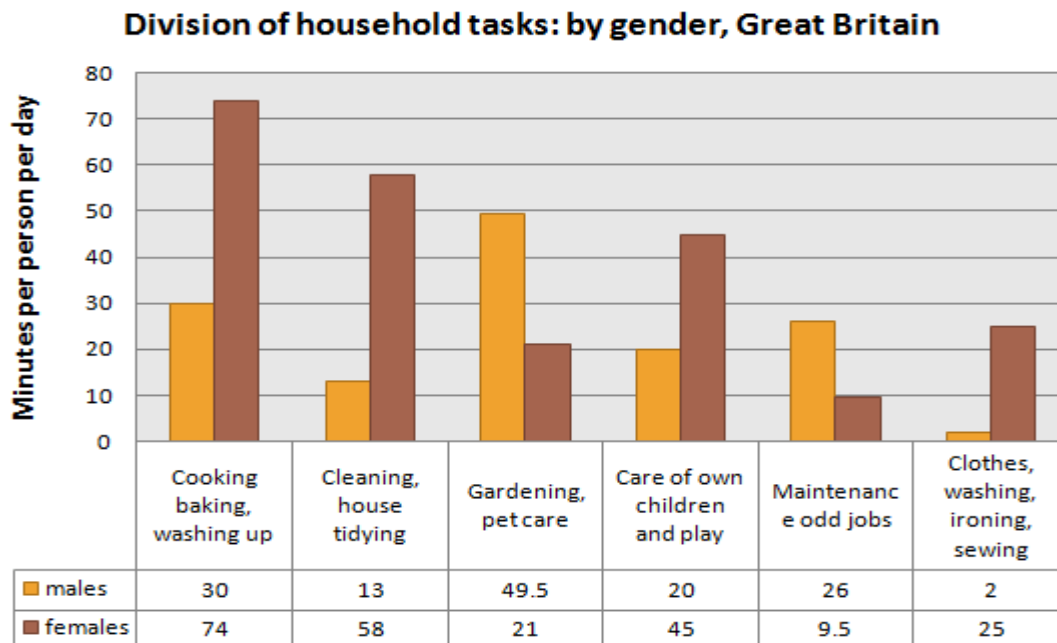
Model Answer:

The tables show the amount of beer and fruit juice consumed per person per year in countries around the world. Beer is most popular in Ireland, with the average Irish drinking 155 liters per year. Germany ranks second with 119 liters per person. In fact, the top six countries in terms of consumption of beer are all European. Australia and The United States come next in seventh and eighth positions, with Netherland and Finland consuming the least beer of the countries mentioned. Finnish people only drink an average of 79 liters of beer a year.

The country which consumes by the greatest quantity of fruit juice per capita is Canada. Canadians drink an average of 52.6 liters each a year, that's almost double the consumption of New Zealand, which is placed at the bottom of the table. Another North American country, The United States, come second in the table, while German drinkers are ranked at number three, consuming an average of 38.6 liters annually. Swedes drink approximately the same quantity of fruit juice as Australians, which is 35.5 liters per year. The Finnish and the British drink 33 and 29.3 liters per year respectively.

20. The chart shows the division of household tasks by gender in Great Britain.

Write a report for a university lecture describing the information shown below.



Source: Office for National Statistics on behalf of the Controller of Her Majesty's Stationery Office.

Study these three sentences and then write three similar sentences about other parts of the chart.

1 Women spend *over twice as much time* doing kitchen tasks as men.

2 Men spend 30 minutes a day doing kitchen tasks *whereas / while* women spend 74 minutes a day.

3 Women are *more active* in the kitchen *than* men (74 minutes a day for women *as opposed to* (30 minutes for men)).

Sample Report

Look at the following sample answer to the writing task. Write a word in each space.

The chart shows the average number of minutes per day men and women in Great Britain spend on jobs around the house.

In total, men spend just..... Two-and-a-half hours on household tasks whereas women spend slightly..... Than four hours. Women spend more than..... as much time doing kitchen tasks such as cooking and washing up..... Men (74 minutes for women as opposed 30 minutes for men. Women are also more active in cleaning the house- it takes 58 minutes of their day compared..... 13 minutes for men - and childcare, where women put in more than twice as..... Time as men.

On the other hand, men are..... Active in gardening and pet care, where they spend twice as..... As women and maintenance and DIY, on which they spend 15 minutes more..... Women. Women account for almost all the time spent on washing and ironing clothes. This takes them 25 minutes; men spend just 2 minutes on this task.

Overall the figures show that women spend more time on routine domestic chores than men, men do more household maintenance, gardening and pet care.



2.4 Chart and Graph FAQs

1. How to give a good answer to Chart/Graph questions?

Many candidates write about every detail in a Chart/Graph in a list format. This means that their sentence structure is very limited thus they can't get more than a Band 5.

2. Are Chart/Graph questions more difficult?

No, not really - they might appear more complicated visually because of the way they represent information and also because charts/graph are normally in questions with more than 1 set of data, but they are no more difficult (or easy!) than other Task 2 questions.

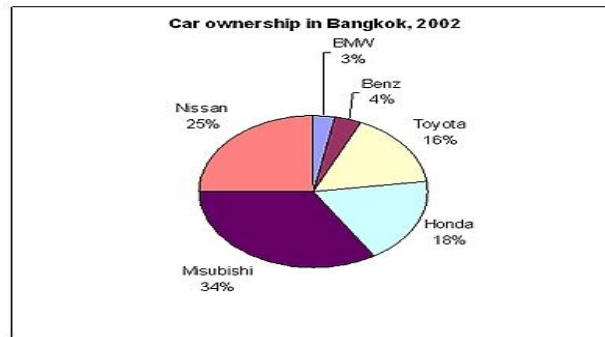
3. Do I have to include all of the information in a Chart/Graph?

No, you don't. Charts/Graph often have categories such as 'miscellaneous' and 'others'; you don't have to include these areas in your answers because it's not really clear what they refer to and they are normally included just to make up 100%. Also, writing "...in addition miscellaneous accounted for 7% of all car sales..." doesn't really make any sense.

4. How should I organize my answer...

i) if there's only 1 chart/graph?

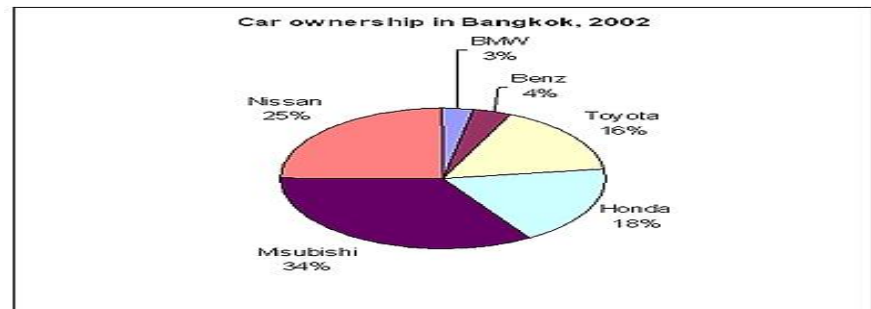
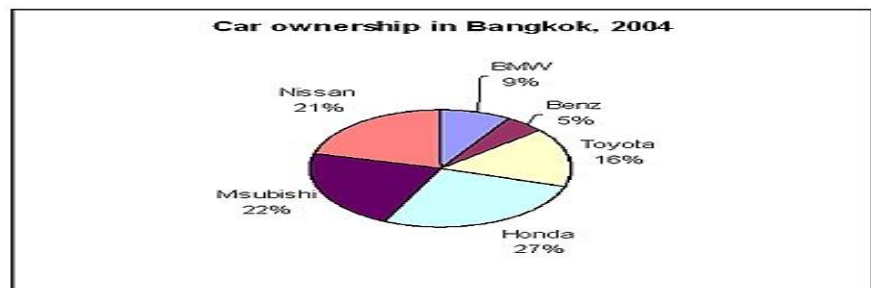
It's probably best to look for 2 or 3 groups within the chart/graph, for example: small / medium / large. Take a look at the chart below:



ii) If there are 2 charts?

If there are 2 charts that are related, then you should compare them. Look at the example below:

In this chart you can put BMW and Benz into the 'small' group, Toyota and Honda into the 'medium' group and Nissan and Mitsubishi into the 'large' group.



Here, you can compare between car makes that increased (BMW and Honda), the ones that decreased (Mitsubishi and Nissan) and those that remained stable (Benz and Toyota).

If you get 2 pie charts that are not related, deal with them separately in 2 paragraphs - don't try to compare or you could get into a mess.

iii) If there is a pie chart and another kind of chart or table?

The same as above: if they are related, then try to compare them, but if they are not then deal with them separately.

Writing Task One - Useful Expressions:

Pictorial, chart, depict, rose, boomed, climbed, slumped, dropped, declined, remained stable, fluctuated, peaked, dramatic, significant, marked, moderate, minimal, slightly, gradually, the highest, the greatest, the lowest, the most, as many, twice as many, not as many, much more, slightly more, considerably, in favor of, opposed, had a neutral stand..

More about Task Two.

Understanding what you need to write about?

A very common problem with many candidates is that they just write about the general topic-area of the task without actually answering the question directly.

After you do the exercises below, you will be able to answer Writing Task 2 questions more accurately.

Task 2 is split into two parts...

1) The statement and 2) The question

Together they make up the task.

Example:

Statement:	More and more students are taking a year off after finishing school to travel or work before they go to university. However, some people don't agree with this.
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Question:	What are the advantages and disadvantages of this?
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How to Identify the important information given in the Task Two.

What you need to do is to read the statement carefully and underline what you think are the keywords. Keywords in Task 2 statements are usually nouns, verbs, modifiers (e.g.: more / less/ a few / some) and negatives (e.g.: not / don't).

Statement:	More and more students are taking <u>a year off</u> after finishing school to <u>travel</u> or <u>work</u> before they go to <u>university</u> . However, some people <u>don't agree</u> with this.
Question:	What are the <u>advantages</u> and <u>disadvantages</u> of this?

➤ **Tip:** *You should underline around 30% to 40% of the statement. It is very easy to underline about 80% at first because you're not sure exactly what to do and all the words appear to be very important. Don't worry too much if you're underlining over 50% at first because as you practice further, the number of words you underline will decrease as you become more confident.*

Underline the Important Information:

(I)

Statement:	Some people believe that governments should look after their citizens' health and education, while others think it is up to individual people to take care of these matters.
Question:	Should health-care and education be free for everyone?

(II)

Statement:	Many millions of dollars are spent each year on space exploration, while on
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	Earth many people can't afford to eat. This money is wasted and should be redirected to more useful projects that help people in need.
Question:	To what extent do you agree with this statement?

(III)

Statement:	The increasing use of the Internet as a means of education is changing people's study skills.
Question:	In what ways is the Internet affecting the way people read, write and access information?

Answer:

This answer key is suggested only. If your ideas are similar, or you have underlined additional words, don't worry:

(I)	
Statement:	Some people believe that <u>governments</u> should <u>look</u> <u>after</u> their citizen's <u>health</u> and <u>education</u> , while others think it is up to <u>individual</u> people to <u>take care</u> of these matters.
Question:	<u>Should</u> health-care and education <u>be free</u> for everyone?
(II)	
Statement:	Many millions of dollars are spent each year on <u>space exploration</u> , while on Earth many people can't afford to <u>eat</u> . This <u>money is wasted</u> and should be redirected to more useful projects that help <u>people in need</u> .
Question:	To what extent <u>do you agree</u> with this statement?
(III)	

Statement:	The increasing use of the Internet as a <u>means of education</u> is changing people's study skills.
Question:	In <u>what ways</u> is the Internet <u>affecting the way</u> people read, write and access information?

What do the Writing Task Two Questions Mean?

Many candidates don't really read questions carefully and, as a result, often write answers that don't directly answer the question. Sometimes, candidates can miss out an important part of the answer, which leads to a lower score.

Look at the following example questions:

1. To what extent do you agree with this statement? Discuss.
2. What are the causes of pollution and suggest some possible solutions.
3. What are the qualities of a good teacher?
4. What are the arguments for free education for everyone and outline some ways in which this might be possible.
5. Do you agree or disagree with the statement?
6. What are the arguments for and against compulsory education to the age of 18?

Can you match them with the categories below?

Categories of Questions:

- a) A question asking you to talk about both sides

- b) A question asking you to divide your answer into two parts
- c) A question asking you to make a list of relevant points

Answer:

1. *To what extent do you agree with this statement?*

Be careful! A lot of candidates think that they only have to write about one side of the argument in ‘To what extent...’ questions. ‘To what extent’ means ‘how much’, so you might only agree 40% for example, therefore you will need to write most of your answer on the ‘disagree’ side, even though the word ‘disagree’ isn’t in the question?

2.

Discuss.

Quite easy this one, when you ‘discuss’ something it means to look at all relevant sides of an argument.

3. *What are the causes of pollution and suggest some possible solutions.*

If the question has the word ‘and’ in it, then it is going to be a two-part question.

Two-part questions need two-part answers: One paragraph on the first part and the second paragraph on the second part. Usually, at least one part is concerned with ‘causes’, ‘effects’ or ‘solutions’. Often, as in question 5, one part of the question deals with one side of an argument (‘for’, ‘against’, ‘agree’ or ‘disagree’); if this is the case, you should write about that side ONLY, otherwise, if you write about both sides, you won’t have enough time to write about the second part of the question.

4. *What are the qualities of a good teacher?*

If the question starts with ‘what are the...’ and mentions only one thing (i.e.: ‘good’, ‘bad’, ‘advantages’ or ‘disadvantages’), then it is a ‘list’ question. With ‘list’ questions all you need to do is provide a list of things that support the question – in this case a list of qualities that make a

good teacher. Normally, candidates will spend one paragraph on each point and explaining it in detail, so they might have three or four body paragraphs

5. What are the arguments for free education for everyone? Outline ways in which this might be possible.

See

Point.3.

6. Do you agree or disagree with the statement?

‘Do you _____ or _____?’ questions are asking for both sides of an argument, they are not ‘yes/no’ questions. It is highly unlikely that you will completely agree or disagree with a particular topic, so you are expected to write about both sides.

7. What are the arguments for and against compulsory education to the age of 18?

Questions starting with ‘what are the...’ followed by two points. The answer should talk about both points. These points are usually opposites: ‘for’, ‘against’, ‘good’, ‘bad’ etc. Be careful not to confuse these questions with ‘list’ questions.

How do I organize my answer?

Overall organization plans for Task 2:

1) an answer showing both sides of an argument, e.g.:

- **INTRODUCTION** (30-50 words).

- **BODY PARAGRAPH 1** – Arguments ‘for’ (80 words).

- **BODY PARAGRAPH 2** – Arguments ‘against’ (80 words).

- **CONCLUSION** (30 words)

2) An answer listing points (you should write about 3 to 5 points).

- **INTRODUCTION** (30-50 words)

- **BODY PRAGRAPH 1** – Point 1

- **BODY PRAGRAPH 2** – Point 2

- **BODY PRAGRAPH 3** – Point 3

- **CONCLUSION** (30 words)

3) An answer for a two-part question

-**INTRODUCTION** (30-50 words)

- **BODY PARAGRAPH 1** – Arguments ‘for’

- **BODY PARAGRAPH 2** – Suggestions

- **CONCLUSION** (30 words)

Linking Phrases.

Show a 1st idea	Show another idea	Show the opposite side	Show an example	Summaries	Show a final idea
- <i>On the one hand</i> - <i>Firstly</i> - <i>To begin with</i>	- <i>Furthermore</i> - <i>In addition</i> - <i>Moreover</i> - <i>Also</i>	- <i>On the other hand</i> - <i>However</i> - <i>In contrast</i>	- <i>For example</i> - <i>Such as</i> - <i>an example of this</i>	- <i>All in all</i> - <i>To sum up</i> - <i>In summary</i> - <i>To conclude</i> - <i>In conclusion</i>	- <i>Lastly</i> - <i>Finally</i>

Many candidates' over-use or misuse linking phrases in a Task 2 answer. They will also sometimes confuse phrases that are more appropriate to Task 1 answers.

Read the following two paragraphs.

How are they different?

Paragraph

1:

There are many causes of air pollution. There is the use of private cars. This can cause many breathing problems because of fumes. Other forms of transport cause air pollution; these are buses, boats and motorcycles. Factories produce gasses that go into the air causing pollution. These things make people's health suffer.

Paragraph 2:

One the one hand, there are many causes of air pollution. Firstly, there is the use of private cars.

This can cause many breathing problems because of fumes. Furthermore, other forms of transport cause air pollution, for example buses, boats and motorcycles. In addition, factories produce gasses that go into the air causing pollution. All in all, these things make people's health suffer.

Highlight the linking words and phrases that are used in paragraph 2 and then put them in the correct column below according to how they are used. When you have finished, try adding some more linking words and phrases that you know.

Show a 1st idea	Show another idea	Show the opposite side	Show an example	Summaries	Show a final idea

➤ **Tips:**

1. Don't over-use linking phrases. Use them sensibly where they are needed.
2. Don't try to be clever by using more unusual words and phrases, you'll probably misuse them and get a lower score.
3. Don't use the same phrases again and again. Don't try to learn long lists of phrases because you only need a few for your answer in the test. The examiner is looking for a variety of phrases, so just make sure you keep it simple and use a few common ones that are used with simple structures.
4. Don't confuse words and phrases that link ideas between sentences or paragraphs with those that link within the same sentence.

2.6 Task Two- FAQ's

What kind of questions can I expect in Task Two?

Most questions in Writing Task 2 are designed to get you to give an opinion on a topic. The topics are non-specialist, so you don't need to be an expert in the different areas. The topics that are chosen are ones that it is not easy to decide which side of the argument you agree with: The arguments for and against are not clearly "black" or "white", but more "grey" – so you will probably agree with some points on both sides of the argument. For example: "Education should be free for everyone. To what extent do you agree or disagree with this statement?"

What if I completely agree or disagree with the Topic?

This is unlikely to happen. If it does, you should still try to offer opinions for both sides because this way your organization will be better and the language you use will be more varied. You don't have to agree with what you write about; you need to show the examiner that you are aware of both sides to an argument.

Are there any Task Two questions that don't need both sides of the argument in the answer?

Yes, there are:

1) List questions: These are questions that ask you to write a list of points that are related to a topic. For example: "What are the factors that are essential in making someone a good teacher?" Here, all you have to do is to write about each point, you do not have to balance an argument. However, list questions do not happen very often in the test.



2) Two-part questions: Some questions have two parts. You can usually tell if a question is in two-parts because they have the word "and" in them. For example: "What are the arguments for reducing traffic and suggest some ways in which this can be done?" Here you need to write 1 paragraph on the arguments 'for' and then another paragraph on suggested ways to reduce traffic.

2.7 Sample Essay Topics with Model Answers

Below are some IELTS Essay topics. Write as many essays as you can. The more practice you get, and the more familiar you become with the type of topics given, the better you will do in the exam.

Even if you think you are a poor writer today, you can learn how to take your simple essay and transform it into something much more effective. Adding some of the winning elements from the sample essays below, will give you the extra marks you need to become a high-scorer in the IELTS.

Essay 1.

Using a computer every day can have more negative than positive effects on children. Do you agree or disagree?

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

Essay 1. High Score – Band 8-9

In today's modern world, computers are an essential part of everyday life. Around the globe, children often use computers from a very young age. Although it is important for children to participate in various well-balanced activities, in my opinion, children who use the computer daily are actually developing a critical skill for future success. The bases for my views are personal, academic, and professional.

From a personal point of view, computers are an invaluable resource to help young people explore the world around them. For example, children who use Internet to satisfy their curiosity about diverse topics are already becoming independent learners. No child with a computer is ever bored! By starting early in their lives, children feel totally at ease around computers; they are also able to take advantage of the wide range of services computers provide.

From an academic viewpoint, children have no choice but to master this technological invention. For instance, when I was in university, students brought their laptops to class to take notes, do research and exchange information. They wrote assignments, created presentations and developed databases. Children who build early confidence and experience in these abilities are at a distinct advantage over those who have not.

From a professional perspective, the computer has found a permanent place in the workplace. Today, employers still pay to provide computer training to their employees. Tomorrow, corporations will expect prospective job applicants to already possess these critical job skills. Consequently, parents who encourage their child to use the computer for a reasonable period of time daily are in fact investing in the child's future career.

In conclusion, there is no doubt that the computer as a technological tool is here to stay. The sooner children become computer-literate, the better for many aspects of their future lives.
(299 words)

Essay 2. Successful sports professionals can earn a great deal more money than people in other important professions. Some people think this is fully justified while others think it is unfair. Discuss both these views and give your opinion.

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

Write at least 250 words.

Essay 2. The world of sports is a multimillion dollar industry. Around the globe, people flock to sporting events or watch their favorite's teams faithfully each week on television. As a result, professional sports athletes receive huge salaries – well above, for example, those of doctors, lawyers, teachers or social workers. There is some debate about whether such outrageously high salaries are justified.

On the one hand, sport is viewed as a professional career, in which the top players should rightly earn high salaries. Athletes train rigorously from an early age to become peak performers in their field. They face tremendous pressure in each and every game, match or competition. Their personal lives are compromised and they lose all privacy. At the same time, their strong achievements bring honor and attention, not only to themselves, but also to their teams, schools, cities or countries.

On the other hand, various professions contribute to making our world run smoothly. Doctors put in at least ten years of grueling study and internship; their work saves lives. Teachers educate and inspire young people to be responsible citizens: their efforts produce the citizens of tomorrow. Social workers rescue individuals facing physical, mental and psychological challenges: their intervention creates safer societies.

Yet, professionals in the fields above usually struggle to get by, despite their meaningful and critical contribution to the world.

In my view, paying enormous salaries to sportspeople is unnecessary. We need to reconsider our social priorities and eliminate the great disparity in income received by diverse professionals. By doing so, we can build societies in which each one feels valued, appreciated and appropriately compensated for their own vocation or specialization.

(273 words)

Essay 3. *In some countries, young people are encouraged to work or travel for a year between finishing high school and starting university studies. Discuss the advantages and disadvantages for young people who decide to do this.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

Essay 3. Taking a “gap year” off between high school and university has become a popular option among many young people. This time off provides a break after many years of formal study. Some students use this time to travel around the world, others volunteer and still others begin working. The idea behind each of these activities is to do something hands-on and refreshing, which enables young people to learn more about themselves and their place in the world around them.

The benefits of taking a year off are plentiful. On a personal level, students who travel away from home develop their independence and self-confidence. On a cultural level, they learn about viewpoints, traditions and perspectives different from their own. Professionally, students get a taste of diverse workplaces, which might inspire a possible career interest. Intellectually, they examine their own beliefs and ideas in relation to those of others in a new environment. All these advantages combine to make a strong case for taking the one-year break.

Nevertheless, there are also dangers involved in taking such a long break. Academically, the main drawback is that students can get sidetracked from their studies. A year is a long time and students could lose the good study habits and sense of discipline they had when they were in a formal academic structure. If they begin working, they could also be deluded into thinking that they’re making a lot of money. They could lose the benefit of college or university education and the chance to earn a higher income all their lives.

In conclusion, whether to take a year-long break or not is an individual decision. Each young person should consider his or her motivations carefully and decide on what's most desirable. Time is a precious resource and people of all ages, including young people, should treat it with respect.

(305 words)

Essay 4. *Universities should accept equal numbers of men and women in every subject.*

To what extent do you agree with this statement? You should write at least 250 words.

Essay 4. Gender issues have been increasing in importance through the centuries. In almost every sphere of human activity, there has been a movement towards greater equality between men and women. Although I agree that universities should open their doors to all students alike, in my view, they need not set a fixed limit on the number of men and women they accept in each subject. The bases for my views are psychological and personal.

Psychologically-speaking, men and women are simply different, though they have the same potential for greatness. For example, women tend to be more intuitive, sensitive to others and caring. This means they may feel drawn, on the basis of their personalities, to certain kinds of professions such as teaching, nursing, or psychology; even if all fields are open to them. In such a context, it is best for universities to choose the best applicants, regardless of gender.

Personally, students need to discover their true calling. This is an individual matter and is not influenced by the universities reserving seats for men or women. For example, if the majority of women shy away from math or engineering, perhaps it has to do with their upbringing, which has influenced their interests. The universities will not be able to reverse this trend, though they should always look out for the most qualified candidates.

In conclusion, equality cannot be forced upon people – not in the area of education, employment or family life. Equality is about having choices and those who prove themselves capable will qualify for university, regardless of gender. It is only right that universities reflect and respect these free and natural choices being exercised by their students.

(277 words)

Essay 5. *The rising levels of congestion and air pollution found in most of the world cities can be attributed directly to the rapidly increasing number of private cars in use. In order to*

reverse this decline in the quality of life in cities, attempts must be made to encourage people to use their cars less and public transport more. Discuss possible ways to encourage the use of public transport.

To what extent do you agree with this statement? You should write at least 250 words.

Essay 5. In a world of increasing environmental awareness improved public transport represents the way of the future. Although people do enjoy the convenience and privacy of traveling in their own private vehicles, in my opinion they may choose public transport if it fulfills certain conditions. These conditions fall into three broad categories: attitudinal, financial and logistical.

From an attitudinal perspective, people must first be convinced of the benefits of public transportation. An educational or public relations campaign must be launched to sensitize those who might have disregarded this possibility before. People should be familiarized with the environmental, social and personal benefits for present and future generations. This is one step.

From a financial perspective, public transportation must be a clear and viable benefit to consumers. In other words, it must be more affordable than driving to work every day. For example, if people know that by using bus and subway, they can save enough money to take a free holiday each year, many more individuals would be persuaded to travel in this way. This is another critical step.

From a logistical perspective, public transportation should be convenient for commuters. City planners and transport officials must ensure that frequent and reliable public transportation is available for each citizen. For people to make the habit of traveling by bus or subway, they must know that they will be able to get to various places on time. Transport vehicles must be well maintained, subway and bus drivers should be customer-oriented and service must be punctual and efficient. This is an additional important step.

In conclusion, through a multi-pronged approach, it is possible to increase the use of public transportation. City officials and politicians can lead the way by utilizing these forms of transport themselves and bringing about change through personal example. Then, more citizens will follow suit and we may all hope to live in a cleaner, less polluted environment. (316 words)

Essay 6. *Many people believe that women make better parents than men and that this is why they have a greater role in raising children in most societies. Others claim that men are just as good as women at parenting. Write an essay expressing your point of view. Give reasons for your answer.*

To what extent do you agree with this statement? You should write at least 250 words.

Essay 6. A child is born to two parents – a man and a woman. Both sexes play a crucial role in raising the child. Although fathers can make excellent parents, in my opinion, mothers are in reality better parents based on their natural intuition and compassionate tendencies.

Firstly, for a wide variety of socio-cultural reasons, women tend to have more intuitive intelligence than men. It is this intuition that enables the mother to know when her child needs her. In addition, women often know how to read non-verbal signals in human behavior, which can alert them to issues and problems in the child’s life. All of these “perceptive skills” play a major role in making the mother a close, responsible and responsive parent.

Secondly, most mothers share a inimitable bond with their children. Perhaps this bond arises during the nine months of pregnancy; perhaps it is reinforced through the act of breastfeeding. Whatever the cause, there often appears to be a lifelong silver chord or psychic connection between mother and child. As a result, the mother is able to evaluate the child’s actions from the viewpoint of his/her intentions, and not just results. This empathy is priceless and cannot easily be replicated. Although fathers may form deep loving bonds with their children, they may not be able to match the depth of closeness shared by mother and child.

In conclusion, although both parents are certainly capable of caring for the child, the mother often makes a better parent. Anyone who has experienced the unconditional acceptance of a mother’s love can bear witness to this reality.

(260 words)

Essay 7. What factors are related to academic success in high school students?

Write at least 250 words.

Essay 7. High school is a critical time in the life of young people. On the one hand, teenagers are eager to enjoy their freedom and independence. On the other hand, they must be disciplined enough to keep their priorities straight. In my opinion, three social institutions impact high school students the most at this vulnerable time – the family, peer group and school.

First, the family plays the central role by providing the backdrop in a young person’s life. A positive family environment provides love, support and encouragement for the student to do his/her best. Simultaneously, the family aims to instill discipline and ambition in the child. The influence and expectations of family members remain paramount at this time and throughout a young person’s life.

Second, as a child turns into a teenager, the peer group begins to play an increasingly important role in his/her life. The friendships one develops at this highly sensitive stage can affect one's attitude to studies, authority, society and the world. In the right company, young people can get involved in positive activities that support their academic performance. With the wrong crowd, teenagers could develop a host of unhealthy and dangerous habits which impact not only their grades but all aspects of their lives.

Lastly, the school itself is a deciding factor in the student's academic success. A variety of elements determine how the students feel about school: the teachers, the staff, the facilities, the subjects, the text books, the method of instruction and more. All of these have a significant impact on the young person's motivation to excel.

In conclusion, high school success is the product of various influences. We are all fortunate that, aside from a few unfortunate exceptions, the majority of students worldwide aspire to do well and grow up to become active and healthy participants in the world around them.

(309 words)

Essay 8. *Foreign language instruction should begin in kindergarten. Discuss.*

Write at least 250 words.

Essay 8. According to a famous saying, "The limits of my language are the limits of my world." Indeed, the ability to speak several languages is considered one of the hallmarks of a cultured person. From this perspective, foreign language instruction should begin as early as possible in order to achieve near-native fluency. The reasons behind this approach are intellectual, social and professional.

Intellectually, learning a foreign language at a young age enables children to develop their brain. At this age, children's minds are like sponges and their capacities are limitless. They have less inhibition or biases against learning different subjects. They can learn one, two or three languages without confusion; it would only serve to expand their minds. Therefore, it is ideal to start teaching a foreign language in kindergarten.

Socially, learning a foreign language enables the young child to enter a wider cultural world. By learning to speak, think and understand a different language, the child develops greater cross-cultural awareness. This critical ability enables the child to make friends with, identify with and empathize with others who speak the additional language.

Professionally, by learning a foreign language in kindergarten, the child expands his/her future career horizons. In today's increasingly globalized world, bilingual and multilingual individuals are in high demand. The child who achieves this fluency naturally and easily at a young age already has an edge over others in the job market.

In summary, numerous benefits flow from teaching a foreign language from kindergarten. The child will most likely grow up to thank those who made such a learning experience possible.

Essay 9. All education, primary, secondary and further education, should be free to all people and paid for by the government. Do you agree or disagree with this statement?

Essay 9. The opinion that every citizen should have the right to study at school or university for free is very controversial one. Those, who disagree, refer to enormous expenditures of government in case of establishing such laws. Although, I hold the viewpoint that not charging people for education could become very beneficial for country and its economy.

First, young people from poor families could be very smart. Looking back to history and biographies of distinguished people, raised in poverty can illustrate this best. Making schooling available only for fortunate is not fair. Moreover, the state well-being could also be affected, because there would be a lack of talented specialists, whose skills was not discovered and developed by proper training

Another advantage of making education free of charge is happiness of the nation. Inability of individual to collect amount of money needed to pay school or university fees cause stress and anxiety of the middle-class society, which can even keep them from having children. Nowadays we can see that the lowest birthrate is in countries where prices of enrollment to highest education institutions are very high. This clearly indicates the fact that citizens of rich countries do not feel able to provide their future offspring proper education.

Finally, nothing seems to be more beneficial to economy than intelligent nation. Free courses and study programs can prepare excellent specialists, who would work to bring profit themselves and hence their country. That would surely compensate most expenses of state budget caused by education of no charge.

To sum up, even though making all schools free can be very expensive for state economy, advantages are invaluable. After several years such improvements would bring fruits of happy, intelligent nation confident about its future

Essay 10. Some people say that television is a very useful tool when it comes to education. Others argue that television is a much overused, ineffective teacher. Discuss both of these views and give your opinion as to the usefulness of television as an educational tool

Essay 10. There is a lot of controversy about whether TV can play a role of teacher. Some people hold a viewpoint that it can never be educational at all. Others, although, disagree, referring to TV's high potential of teaching through amusement.

As a matter of fact, television nowadays can hardly be called educational. All those talk shows and soap operas we can see every day are completely waste of time and can even have negative effects by distracting young and undisciplined people from their studies. More other, the most of so called educational programs like National Geographic cannot replace books and academic lectures because they tend to entertain people and have not an aim to give deep and concentrated knowledge.

However, TV can be a powerful mean of delivering information and a nice part of learning process. Educational Methodists have proved that the more senses are involved at the time of studying; the more effective result can be achieved. Television produces both picture and sound, so its usefulness is obvious. Many teachers already use this advantage actively by showing to student's video cassettes which go as supplementary material to many language courses. So why not to broadcast such movies through television?

The problem of ineffectiveness of television as educational tool is in fact not a problem of television itself, but of people who decide the content of particular channel. It is hardly unlikely that content directors would abandon their high profits and change talk shows to lectures and video-lessons. Therefore, those, who insist on TVs uselessness maybe right, but let us not forget that as technology improves new cheap ways of broadcasting appear, for instance video podcasts. They can prove exclusive power of such learning tool as television.

Essay 11. Some people think children are more successful in foreign language studies than adults. Discuss

Essay 11. The viewpoint that children are better learners became almost a common sense, although it is not always true in terms of learning foreign languages. When it comes to make an

approach to, for example, Japanese or French, adults have proven themselves superior learners because of their experience of getting knowledge of their own language and their performance is generally better motivated.

Every adult have some amount of education it their past and it mean he has already received general understanding of the structure of native language. Thus, this more or less categorized base usually serves as a template for foreign grammar or vocabulary. Person only has to place new material on certain shelves in his memory and operate them like it their own language. Children, in contrast, are usually confused by any grammar, even of their country. Bringing foreign language to curriculum adds embarrassment because they do not have sufficient understanding of grammatical of semantic categories and cannot bring to order such huge amounts of information. Grown-ups also appear to be more enthusiastic about language studies. As a matter of fact, this skill for them is a tool that can be used to achieve career goals. Obviously, more motivated individual do better, and even if his abilities are modest, through practice success can come very fast and lot of success stories can prove it. Kids, though, usually consider second language lessons as a fun or, otherwise, something boring and, even if they tend to absorb knowledge like sponges, without use it rapidly disappears. With no proper encouragement youngsters just do not know they have to practice new words and grammar in order not to forget them. Thus, while it would not be mistake to suggest children are naturally better learners, let us not forget that adults are usually better suited to language studies.

Essay 12. *Some people think high school graduates should travel or work for a period of time instead of going directly to study at university. Discuss the advantages and disadvantages of both approaches. Give reasons for your answer and include any relevant examples from your own knowledge or experience.*

Essay 12. There is a considerable controversy about what young people should do after receiving graduation certificate of high school. The majority holds the viewpoint that obtaining a university degree immediately after school is the only option to become successful and established person. Others, however, tend to disagree; in their opinion after finishing school individual should receive an opportunity to see the world or try his skills on job.

On the one hand, basic knowledge, came into possession of a pupil at school should be preserved and receive further development at university. Human brain forgets facts

rapidly, especially those, which are not in use. In the case of making a long pause between graduations from school and enrolling to an university, person may become unable to pass admission exams.

On the other hand, on job training may provide an opportunity of receiving experience and choosing career before deciding the sphere, in which student wants to obtain higher education. For instance, young person can try his skills of management, working as an assistant manager in a small shop. In addition, that could also help him to understand if this work is really what he desires and prevent from making an expensive mistake of choosing wrong major. Another option of understanding someone's needs is travelling. This is a perfect way to see the world and different professions in use. Person, who have never been in rural areas could be charmed, for example, by romantism of cheese making and come to decision to make genuine milk products all his life. To sum up, there are some ways different from the standard scheme of going to university right after school and they should not be overlooked. Personally I think that whichever option person chooses, time before university should not be wasted on entertainment or parties. It is essential to use it wisely, thinking about the future.

2.8 Sample Essay/Letter with Model Answer Having Examiner Review.

Sample 1. *Nowadays we are producing more and more rubbish. Why do you think this is happening? What can governments do to help reduce the amount of rubbish produced?*

In our highly industrialized era there is a growing awareness about the excessive amounts of trash people producing. We are about to be flooded by different types of garbage if certain measures will not be taken. This essay will explore some causes of this and propose ways to solve the problem.

To begin with, different food producers decided that their products will be selling better if they will pack them in small-sized boxes and packets. These colorful and attractive packs go straight to the trashcan; the number of packs is growing along with the consuming growth.

More consuming produces more waste. Government and businesses encourage consuming because it leads to high profits and development of state economy. They are not interested in the

situation there a person is going to use something for a long time. Society is being bombarded with commercials, pleading to buy, for instance, a new mobile phone. Buying new things cause throwing away old but good things.

The problem of garbage is very complicated. As we can see, government is not interested of reducing consuming. Thus, the responsibility has to be taken by individuals and non-governmental organizations. Certain laws, regulating the percentage of packaging material per ton of product should be established. Moreover, interesting programs, involving people to participate can be developed. For example, a bonus for not asking for a plastic bag in supermarkets or for buying extra large packs of food.

In addition, everyone should become concerned about the future of human beings and our planet. If we do not wish to be buried in rubbish, we should think twice before buying things we do not need.

- ***This essay has been checked and graded by IELTS teacher. See bellow the teacher's comments:***

This is a good essay. It has the right structure and the contents cover the task. The paragraphs are correctly built and logically connected. The language is fine; however the grammar needs more attention. Overall, looks like a band 7 essay.

Sample 2. *Your neighbors have recently written to you to complain about the noise from your house flat.*

Write a letter to your neighbors. In your letter explain the reasons for the noise apologies describe what action you will take

Dear Mr. Jones,

I am writing in response to your letter, complaining about the sounds my musical instrument is producing. I feel that I have to explain myself and humbly ask for your forgiveness.

Actually, I am a student of the North Carolina Arts College and as a part of my end of term exams I have to perform 4 plays by flute. Therefore I have to rehearse every day because I am

eager to make a good impression to my teachers. To achieve my goal I am supposed to play about 3 hours a day.

I must apologize for playing in inappropriate hours. It was all my fault since I did not bother reading the rules of our house owner, prohibiting playing musical instruments.

I have consulted with my class teacher and he suggested me to use one of the rooms of the college to rehearse for a small fee. I assure you by no means will be disturbed again with the noise from my apartment.

I beg for your understanding and forgiveness. Please, accept this box of chocolate as a token of my appreciation for not giving this problem a legal action.

Yours sincerely,

Anna Frank

▶▶ *This letter has been checked and graded by IELTS teacher. See below the teacher's comments: This is a great letter. It is written according to all the guidelines and will probably get Band 7 at least. Pay more attention to grammar though.*

Sample 3. *Today, the high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold.*

To what extent do you agree or disagree?

Nowadays millions of companies produce billions of products and the role of advertising is quite obvious. Ads help consumers to find the goods or services of their needs. However, do our needs grow equally fast as the number of products? Some market analysts insist modern commercials are not merely matchmakers of a product and a consumer, but actively interfere with buyer's desires, developing artificial needs.

Undoubtedly, advertisement guides people through the market, serves those who do not have time to learn differences between goods. These products are probably the same, but loyalty to a particular brand, formed by a commercial helps make a choice. When a person buys one mobile

phone out of 50 models, he thinks he made his choice himself. But that was a commercial who told him about the features of this phone.

Nevertheless, ads not only inform us about new goods, but force people to want them. This can be even useful, for example for someone who suffers from back pains and without commercials he would never imagine there are new mattresses which could ease their pains.

Unfortunately, promoters now operate our minds more aggressively. Commercials no longer promote products, but lifestyles. They told us to purchase things just because they are fashionable or up to date with the image of successful person. And we buy new cars, gadgets and clothes in order to match this image and not because old ones are no longer usable.

Personally I think that high sales of popular commodities are the result of new promotional technologies. The best illustration of that is that everyone now is concerned mostly about how a new mobile phone will reflect his personality, a new shirt – his image, or will a new car make colleagues feel jealous.

Sample 4. *As computers are being used more and more in education, there will be soon no role for teachers in the classroom.*

There is no doubt that education and the learning process has changed since the introduction of computers: The search for information has become easier and amusing, and connectivity has expedited the data availability. Though experts systems have made computers more intelligent, they have not yet become a substitute of the human interaction in the learning process. In my opinion what can be expected is a change of the teachers' role, but not their disappearance from the classroom.

Nobody can argue that the acquisition of knowledge is more fun and easier with computers. The mere activity of touching and exploring this device constitutes an enjoyable task for a child. This, accompanied by the relaxing attitude and software interactivity, usually contributes to a better grasping of new knowledge. At a higher educational level the availability of digital books, simulators and other academic materials provide the student with an ever accessible source of information, that otherwise would not be at hand.

But, besides the increasing complexity and behavior of intelligent software, which is usually embedded in the academic digital material, the need for human interaction in the learning process will always be present, at least in the foreseeable future. There is the necessity for a human being to be able to determine what the specific needs of each individual are. The expertise of a teacher in how to explain and adapt complex concepts to different individuals can hardly be mimicked by a computer, no matter how sophisticated its software is.

As computers are becoming a common tool for teaching, teachers should be more aware of their role as guides in the acquisition of knowledge rather than transmitters of facts. They have to be open minded to the changes that are taking place, keep updated and serve as problem solvers in the learning process, thus allowing students to discover the fact for themselves.

To summarize, in my personal view, teachers play and will continue to play an important role in the classroom, especially at the primary level. No matter how complex computers become, there will be no replacement for the human interaction, but in the way how this interaction takes place.

- *This is an excellent essay! Are you a native English speaker? Well done. The only problem is that this essay is too long, 365 words instead of 250-265 maximum.*

Sample 5. Popular events like the Football World Cup and other international sporting occasions are essential in easing international tension and releasing patriotic emotions in a safe way.

Every four years, the whole world stops to watch international sporting events such as the Olympics and the Football World Cup in which athletes show their best performance to make their country proud. These sporting occasions have proved to be helpful in easing international tension in difficult times when powerful leaders were trying to control the world's economy and other governments were fighting over the land.

The Olympic Games are one of the best examples which prove how sporting events can bring nations together, at least temporarily. From the ancient History, when Greeks and Romans would interrupt battles to participate in the games, to the more recent international disputes, when athletes from Palestine and Israel would forget their differences, compete peacefully and even embrace each other after an event. Moreover, these popular events have called the world's

attention to the terrible consequences of wars; thus some leaders have tried to reach agreements to end their disputes and live peacefully.

Similarly, international sporting events show benefits in some developing countries which live in a daily internal civil war. For example, Brazil has a high rate of unemployment, lack of education, hunger, crime, poverty and corruption which leads to an immense embarrassment of being Brazilian and a low self-esteem. However, when the Football World Cup starts, the Brazilian squad, which is considered the best team in the world, provokes an amazing feeling of pride in their country. Most people seem to forget all their problems and even the criminal activity decreases. They paint roads with the national colors, wear the Brazilian team shirts and buy national flags. Moreover, the competition brings families and neighbors together and even rival gangs watch the games and celebrate peacefully.

In conclusion, popular sporting events play an important role in decreasing international tensions and liberating patriotic feelings as history has shown.

Sample 6. Improvements in health, education and trade are essential for the development of poorer nations. However, the governments of richer nations should take more responsibility for helping the poorer nations in such areas.

Today's world has been divided into developing and industrialized countries which the main difference between them are the amount of money that governments apply in important sectors such as education, health and commerce. Most of the poorer nations are buried in debts as a result of their unbalanced finances which are reflect in a failed health care, an unstructured education system and a weak international trade. This vicious cycle will continue indefinitely unless wealthier nations show interest in minimizing the worldwide economic differences, as well as taking more responsibility for assisting less fortunate countries.

Most of the African countries live in sub-human conditions because of the extreme poverty, upheaval, hunger, disease, unemployment, lack of education and both inexperienced and corrupt administrations. The devastating consequences of the AIDS epidemic in those countries could improve if the infected population were to receive free drugs to control the disease, have access to health professionals and get information on how to prevent its spread. But this can only be

achieved through international help programs in which leaders of the world's richest countries donate medicine and also send doctors and nurses to treat and educate those in need.

Moreover, most of the poor countries rely on selling agricultural products and raw materials to rich nations and buying industrialized products from them resulting in a huge financial deficit. Consequently, they borrow a significant amount of money from the World Bank to try to improve their broken economies, but sometimes the money disappears with no significant changes and they cannot even pay the interest to the bank. Regarding this issue, last year the G8, which is comprised of leaders of the eight richest nations, decided to forgive billions of dollars worth of debt owed by the world's poorest nations. In addition, they developed adequate loan programs to financially assist those countries.

In conclusion, leaders of the industrialized countries play an indispensable role in assisting developing nations in dealing with essential areas such as health, education and trade. Also, their aid is the key to breaking the vicious cycle, which results in poverty and death.

Sample 7. *As computers are being used more and more in education, there will be soon no role for teachers in the classroom.*

There have been immense advances in technology in most aspects of people's lives, especially in the field of education. Nowadays, an increasing number of students rely on computers for research and to produce a perfect paper for school purposes. Others have decided to leave the original way of learning and to get knowledge through online schools. These changes in the learning process have brought a special concern regarding the possible decrease of importance of teachers in the classroom.

Some people believe the role of teachers started to fade because computers have been helping some students to progress in their studies quicker compared to studies in an original classroom. For example, in the same classroom, students have different intellectual capacities, thus some would be tied to a slow advance in their studies because of others' incapability of understanding. In this way, pupils could progress in their acquisition of knowledge at their own pace using computers instead of learning from teachers.

However, the presence of a teacher is essential for students because the human contact influences them in positive ways. Firstly, students realize that they are not dealing with a machine but with

a human being who deserves attention and respect. They also learn the importance of studying in a group and respect for other students, which helps them improve their social skills.

Moreover, teachers are required in the learning process because they acknowledge some students' deficiencies and help them to solve their problems by repeating the same explanation, giving extra exercises or even suggesting a private tutor. Hence, students can have a better chance of avoiding a failure in a subject.

In conclusion, the role for teachers in the learning process is still very important and it will continue to be such in the future because no machine can replace the human interaction and its consequences.

Sample 8. *Financial education should be a mandatory component of the school program. To what extent do you agree or disagree with this statement?*

It is an obvious fact that financial aspects are a major part of the daily life, as an adult and even as a young individual. Each and every one of us has to make financial decisions concerning recreation, health, education and more. The question is whether to start with financial education as part of school program or to postpone it for a later stage in life.

To begin with, being able to understand the value of money, the way the economic system works and to interpret financial news and its implications is a virtue. Without this virtue, an individual, even a young one, might suffer to some extent. For an example, a child who doesn't understand the concept of money might find it more difficult to expect choosing only one present out of more possible ones.

In addition, many adults are lacking capability of financial analysis. Quite often, the reason can be the lack of sound foundations or insecurity when it comes to financial terms and concepts. Starting from an early age, building a strong background, can very likely prevent such situation.

However, financial education necessarily involves quantifying and setting prices and value for services and goods. It can easily turn young people into cynical human beings who lack emotion. Furthermore, a tendency to self-concentration and egoism might rise when one start measuring everything from a profit-making perspective.

In conclusion, financial education has both pros and cons. In my opinion, the advantages are more significant than the disadvantages, making financial education an advisable component of the school program. The disadvantages should be thought of as a certain price that young people have to pay due to the characteristics of the world that we live in.

- *This is a wonderful essay. It covers the task, is correctly structured, the paragraphs are logically connected, the structure of sentences shows excellent command of the English language. The vocabulary is fine and both spelling and grammar are very good. See comments underlined in blue for some minor corrections. Overall, looks like a Band 7.5 – Band 8 essay.*

Sample 9. *Even though globalization affects the world's economies in a very positive way, its negative side should not be forgotten. Discuss.*

Globalization is such a commonly used term in the twentieth century. It simply means that the world has become integrated economically, socially, politically and culturally through the advances of technology, transportation and communication. It is undeniable that globalization has resulted in both positive and negative effects which must be addressed accordingly.

To begin with, globalization has contributed to the world's economies in many beneficial ways. The advances in science and technology have allowed businesses to easily cross over territorial boundary lines. Consequently, companies tend to become more productive and competitive thereby raising the quality of goods, services and the world's living standard.

Secondly, several companies from the more developed countries have already ventured to establish foreign operations or branches to take advantage of the low cost of labor in the poorer countries. This kind of business activity will provide more influx of cash or investment funds into the less developed countries.

However, one cannot deny the negative effects which have derived from globalization. One crucial social aspect is the risk and danger of epidemic diseases which can easily be spread as the transportation becomes easier and faster in today's advanced society. This is evidenced in the recent bird's flu disease which has infected most Asian countries over a short period of time.

As large corporations invest or take over many offshore businesses, a modern form of colonization will also evolve which may pose certain power pressure on the local governments of

the less developed countries. Unemployment rates in the more developed regions such as Europe may also escalate as corporations choose to outsource to the cheaper work force from Asian countries.

In conclusion, I like to reiterate that globalization is inevitable and we must urge individuals, companies and governments to use a more balanced approach by taking the appropriate steps to deal with matters relating to the financial or economical gains versus the social, political or ecological concerns of the world.

- *This essay is too long, 318 words instead of 250-265. Otherwise (except for some minor grammatical errors) it is a very nice work. It covers the task, has the right structure, the paragraphs are coherent and are logically connected by elegantly used linking words, the structure of sentences is fine and so is your vocabulary. Seems worthy of Band 7.5 or 8.*

Sample 10. In some countries children have very strict rules of behavior, in other countries they are allowed to do almost anything they like. To what extent should children have to follow rules?

The extent to which children have to follow rules is in itself a very complex issue, since children across the world grow up in very different cultures. In India for example, children are expected to be very submissive to their parents as well as other adults around them. This, however, is not the case with the Western countries of the world where children follow the motto ‘Thou shalt do what thou wilt’ as promoted by celebrities and rock stars. I believe that following strict rules has both advantages as well as serious drawbacks as discussed below.

Firstly, strict rules of behavior create responsible and respectful children who in turn mature into respectful adults. This forms a stable society which is virtually free from negative trends such as prostitution and drug abuse. Secondly, if children do not follow strict rules of behavior, they may get out of hand and become work-shy and indolent. This may then create a burden on the society since the government has to find ways to cater for these social ills.

However, forcing children to follow strict rules of behavior doesn’t always yield positive results as discussed above, most of the time it backfires and works against society. For example, teenagers are more likely to do the opposite of what they’re told to do simply because they want

to be independent. Children should also have rights to exercise their free will and develop their own pattern of behaviors. Imposing strict rules may simply destroy the individuality of children.

At the end of the day, it is clear that children should be guided by rules, but these rules should not be imposed on them because as human beings, they need to have room to develop their own traits of character and adopt a behavioral pattern of their own.

- *This essay is too long (309 words instead of advised 250-265). Otherwise this work is a very good one; it covers the task, your position is clear, the ideas are well-organized, expressed, explained and supported. The sentences show a wide range of language structures, cohesive devices and your grammar is fine. Overall, this seems to be a band 7.5 or higher essay.*

Sample 11. *Even though globalization affects the world's economies in a positive way, its negative side should not be forgotten. Discuss.*

In the present age, globalization is playing an increasingly important role in our lives. But in the meantime whether it is a blessing or a curse has sparked a heated debate. Some people argue that globalization has a fundamentally beneficial influence on our lives, while many others contend that it has a detrimental effect as well.

A convincing argument can be made about globalization not only playing a pivotal role in the development of technology and economy, but also promoting the cultural exchange between different countries. To start with, it is the globalization that impelled many corporate to become international groups, thereby making a contribution to the local technology and employment. Specifically, when a multinational group establishes a factory in a developing country, the new equipment, the new management skills and the job vacancies are all in the best interest of the local society. Moreover, people worldwide can get to know each other better through globalization. It is easy to see that more and more Hollywood blockbusters show cultures different from American, some recent examples are 'Kungfu Panda' and 'The Mummy'.

Admittedly, the profit driven side of globalization has severely affected young people. Today, in the metropolises in different countries, it is very common to see teenagers wearing NIKE T-shirts and Adidas footwear, playing Hip-Hop music on Apple iPods and eating at KFC. The culture that took a thousand years to form just seems similar in these cities; it seems as though you can only distinguish them by their language. Meanwhile, in some developing countries,

sweat workshops are always a concerning issue. For instance, reports show that some teenagers employed by NIKE's contractors work in smelly factories over 14 hours a day, but are only paid fifty cents per hour.

To sum up, I would concede that globalization does come with some adverse effects. Despite that fact, benefits created by it far outweigh the disadvantages. Overall, I am convinced that we should further promote globalization and meanwhile the local government should take measures to combat culture assimilation and sweat workshops.

- *This essay is extremely long (338 words instead of the advised 250-265). It has a sound structure, your position is clearly expressed, the information is well-organized, and structure-wise the sentences are fine. The vocabulary is impressive and there were only a few grammatical errors (see comments underlined in blue). Overall, this seems to be a band 7.5 + essay.*

Sample 12. *Improvements in health, education and trade are essential for the development of poorer nations. However, the governments of richer nations should take more responsibility for helping the poorer nations in such areas.*

Today's world has been divided into developing and an industrialized country which the main difference between them is the amount of money that governments apply in important sectors such as education, health and commerce. Most of the poorer nations are buried in debts as a result of their unbalanced finances which are reflect in a failed health care, an unstructured education system and a weak international trade. This vicious cycle will continue indefinitely unless wealthier nations show interest in minimizing the worldwide economic differences, as well as taking more responsibility for assisting less fortunate countries.

Most of the African countries live in sub-human conditions because of the extreme poverty, upheaval, hunger, disease, unemployment, lack of education and both inexperienced and corrupt administrations. The devastating consequences of the AIDS epidemic in those countries could improve if the infected population were to receive free drugs to control the disease, have access to health professionals and get information on how to prevent its spread. But this can only be achieved through international help programs in which leaders of the world's richest countries donate medicine and also send doctors and nurses to treat and educate those in need.

Moreover, most of the poor countries rely on selling agricultural products and raw materials to rich nations and buying industrialized products from them resulting in a huge financial deficit. Consequently, they borrow a significant amount of money from the World Bank to try to improve their broken economies, but sometimes the money disappears with no significant changes and they cannot even pay the interest to the bank. Regarding this issue, last year the G8, which is comprised of leaders of the eight richest nations, decided to forgive billions of dollars worth of debt owed by the world's poorest nations. In addition, they developed adequate loan programs to financially assist those countries.

In conclusion, leaders of the industrialized countries play an indispensable role in assisting developing nations in dealing with essential areas such as health, education and trade. Also, their aid is the key to breaking the vicious cycle, which results in poverty and death.

- *This is a great essay, seems to be on a Band 8 level, there's nothing to improve here.*

Sample 13. *Popular events like the Football World Cup and other international sporting occasions are essential in easing international tension and releasing patriotic emotions in a safe way.*

Every four years, the whole world stops to watch international sporting events such as the Olympics and the Football World Cup in which athletes show their best performance to make their country proud. These sporting occasions have proved to be helpful in easing international tension in difficult times when powerful leaders were trying to control the world's economy and other governments were fighting over the land.

The Olympic Games are one of the best examples which prove how sporting events can bring nations together, at least temporarily. From the ancient History, when Greeks and Romans would interrupt battles to participate in the games, to the more recent international disputes, when athletes from Palestine and Israel would forget their differences, compete peacefully and even embrace each other after an event. Moreover, these popular events have called the world's attention to the terrible consequences of wars; thus some leaders have tried to reach agreements to end their disputes and live peacefully.

Similarly, international sporting events show benefits in some developing countries which live in a daily internal civil war. For example, Brazil has a high rate of unemployment, lack of

education, hunger, crime, poverty and corruption which leads to an immense embarrassment of being Brazilian and a low self-esteem. However, when the Football World Cup starts, the Brazilian squad, which is considered the best team in the world, provokes an amazing feeling of pride in their country. Most people seem to forget all their problems and even the criminal activity decreases. They paint roads with the national colors, wear the Brazilian team shirts and buy national flags. Moreover, the competition brings families and neighbors together and even rival gangs watch the games and celebrate peacefully.

In conclusion, popular sporting events play an important role in decreasing international tensions and liberating patriotic feelings as history has shown.

- *This is a great essay; the ideas, language, structure of paragraphs and sentences, and your grammar show a good command of the English language. In my opinion it is Band 8. Keep up the good work.*

Sample 14. *As computers are being used more and more in education, there will be soon no role for teachers in the classroom.*

There is no doubt that education and the learning process has changed since the introduction of computers: The search for information has become easier and amusing, and connectivity has expedited the data availability. Though experts systems have made computers more intelligent, they have not yet become a substitute of the human interaction in the learning process. In my opinion what can be expected is a change of the teachers' role, but not their disappearance from the classroom.

Nobody can argue that the acquisition of knowledge is more fun and easier with computers. The mere activity of touching and exploring this device constitutes an enjoyable task for a child. This, accompanied by the relaxing attitude and software interactivity, usually contributes to a better grasping of new knowledge. At a higher educational level the availability of digital books, simulators and other academic materials provide the student with an ever accessible source of information, that otherwise would not be at hand.

But, besides the increasing complexity and behavior of intelligent software, which is usually embedded in the academic digital material, the need for human interaction in the learning process will always be present, at least in the foreseeable future. There is the necessity for a

human being to be able to determine what the specific needs of each individual are. The expertise of a teacher in how to explain and adapt complex concepts to different individuals can hardly be mimicked by a computer, no matter how sophisticated its software is.

As computers are becoming a common tool for teaching, teachers should be more aware of their role as guides in the acquisition of knowledge rather than transmitters of facts. They have to be open minded to the changes that are taking place, keep updated and serve as problem solvers in the learning process, thus allowing students to discover the fact for themselves.

To summarize, in my personal view, teachers play and will continue to play an important role in the classroom, especially at the primary level. No matter how complex computers become, there will be no replacement for the human interaction, but in the way how this interaction takes place.

- *This is an excellent essay! Are you a native English speaker? Well done. The only problem is that this essay is too long, 365 words instead of 250-265 maximum.*

2.9 Trainers Tips

Like reading, the best way of preparing for the writing test is by writing as much as you can. Ideally, what you have written would be seen by someone better at English than you so they can pick out your grammar problems. Again, hard work is the key but these tips will help your approach to the writing test.

1. Task One and Task Two are both important, but Task Two is slightly more important than Task One in that it has more 'weighting' (there is more score attached to Task Two). With a Task One that isn't as good as it could be, and a good Task Two, you could still get a good score. As a result, it is probably best to do Task Two first. However, aim for doing BOTH tasks well!
2. Remember: You have to manage time yourself. Do not expect anyone to tell you to stop Task One and start Task Two. Many candidates get so involved in writing an answer they forget the time and as a result they don't give themselves enough time for the next task. This will reduce your total score significantly.
3. The reason not giving yourself enough time to answer a question will reduce your score is because you haven't completed the right number of words (Task One - 150 words, Task Two - 250 words). This is the biggest crime you can commit in the writing test, and IELTS assessors

have guidelines on what reducing scores for to few words.

4. However, knowing this some students are tempted to 'fill out' their writing to complete the number of words necessary:

"Of course, nowadays the majority of people (men and women) have a greater preference for studying degrees, diplomas, master degrees, etc. than in the past, when people were not as interested in university as they are today."

This should read:

"University study is more popular than it was in the past."

5. 'Stretching' your sentences makes them harder to read, less easy to grasp your point, and can also have a bad impact on your grammar. If you don't really know how to use the words you are using, the quality of your sentences will decline, as will your score.

6. Try to join sentence using words like 'although'. Long sentences (correctly written with correct grammar) have a tendency to flow better and engage the reader.

7. However, don't show off. See the IELTS Test as a test of what you can do, not a test of what you know. Some students see the writing test as a opportunity to show an assessor that they know long and complicated words, without fully understanding their meaning, and know complicated grammar structures, without really understanding how the grammar works. Do this and your score WILL go down. Do you best, but never try to go beyond what you can do - it just won't work!

Tips- Task One

8. In Task One your job is to put numerical information or some form of illustration into written form. The first paragraph should say what the information is. After that, think of the task in this way: write in a way that someone who can't see the table, graph, illustration, etc. would be able to draw the important points of what you are looking at.

9. Spend 2-3 minutes really understanding the task. What exactly do you have to do? Who is the

audience for your writing? Etc.

10. Remember the audience stated in the question. Often this is something like:

"Write a report to a university lecturer explaining the key points of the table."

If you were writing for a university lecturer, you wouldn't use slang or 'trendy' words so make sure your vocabulary is appropriate for the task.

11. You don't need to write a conclusion in Task One. If you have time you can predict some type of future trend or event based on what you have written, but it is not necessary, and few students have any time to spare!

Tips - Task Two

12. Unlike Task One, in Task Two you aren't given any information - only the question. Often the topic is related to the reading task in some way. You can take information from the reading content, but don't copy. If you do, your score will be '0' for the writing task!

13. In Task Two, you are often asked to give an opinion, or solve a problem in some way. Your opinion with 'support' (evidence your opinion is valid) is useless. Always give as many examples as you can that support your view.

14. Before you start writing, plan what you are going to write (but only for a maximum of 4-5 minutes).

Always write these notes in an abbreviated form (short notes); don't waste time writing sentences.

There are a number of ways to plan what you write. Experiment with a style that you are comfortable with. Whatever the style, remember: it is difficult to write and think at the same time. If you think first and then write, you will save time.

15. Although there are variations, there are a set number of topics tasks are related to. These include:

- a. Culture and Society
- b. Education
- c. Technology
- d. Environment
- e. A combination of the above

It is a good thing to prepare yourself by improving your general knowledge. Visit websites that have information on these topics. Read books, magazines and newspapers which might have articles covering them. Remember: reading will improve your writing, so the more reading you do, the more you improve your general knowledge of each area, and you also have exposure to sentence structures and organization - this should carry over to your writing.

The more reading you do, the more you improve your general knowledge of each area,

16. In Task Two, always spend a few minutes to really understand the question. You may receive a question: 'What are the benefits of education abroad?' Some students look at the topic - education - and start writing EVERYTHING they know about this topic. Only later do they remember to try and related this to studying abroad, and by that time it is too late.

17. In Task Two you need to write a conclusion. Always ensure your conclusion is based on what you have written. Many Thais introduce new information into the conclusion. For example:

Paragraph 1: Introduction

Paragraph 2: Pollution is bad because of traffic.

Paragraph 3: It is also bad because of factories.

Conclusion: Pollution is bad because people don't care enough about the environment and we should recycle things.

18. Although you can use your own experience to answer a question, never do so to the extent that you change the question. For example, you might get a question:

"Traffic problems are the chief source of global pollution. Suggest a possible solution to this problem."

Some candidates see this as an opportunity to discuss traffic problems in their countries, going on to discuss such things as public transport in great detail. Unless you make your answer applicable to the global situation, you will not get a good score.

- 19.** Underline the key words in the task
- 20.** Clearly divide the paragraphs.
- 21.** Do not repeat ideas.
- 22.** Do not go off topic. Stick to the topic.
- 23.** Avoid informal language.
- 24.** Task Two carries more marks.

Part 3 Reading

3.1 Introduction.

The purpose of the IELTS Reading Module is to test your ability to understand a written text and find general and specific information in a text. This includes finding details about the 'purpose' of a text.

The reading test always has the same format:

The test is 60 minutes long, there are always three reading passages and 40 questions.

The texts in used in the Reading Module are from:

- Books.
- Magazines.
- Newspapers.
- Articles.



The reading texts can be on a variety of topics. Some may be about scientific issues, others about history, or even aspects of society (e.g. drug addiction, etc.). Whatever the topic, the reading texts are regarded as being 'General Interest'. This means that even if the topic of a reading text is scientific, you do not need specialist scientific knowledge to read it. The text used should be accessible to anyone, whatever their background or area of study.

One or more of the passages will be a 'detailed argument' where one side or both sides of an issue is explored. At least reading text one could include a diagram, an illustration or a chart or table that contains information you will need to answer the questions given.

Like the listening test, you write your answers on an answer sheet. Unlike the listening test, you write your answers directly onto the question paper. You do not receive 10 minutes at the end of the test to transfer your answers.

Overview.

The Reading module lasts 60 minutes. The reading passages and the questions will be given to you on a Question Paper. You can write on the Question Paper, but you can't take it from the room.

You will write your answers on the Answer Sheet. Unlike the Listening module, you will have no time to transfer your answers. You will have only 60 minutes to read the passages, answer the questions, and mark your answers. The Reading modules on the Academic and the General Training versions of the IELTS are different.

Reading Module: Academic Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	General interest topics written for a general audience	Journals, magazines, books, newspapers

Reading Module: General Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	Basic social English Training topics in General interest	Notices, flyers, timetables, documents, newspaper articles, instructions, manuals

Question Types.

There are many types of questions used in the Reading module. You should be familiar with these types.

Multiple-choice	questions	Locating.	Information.
Short-answer	questions	Identifying.	Point of view.
Completing	sentences	Identifying.	Writers. Claims.
Completing notes, summary, tables, flowcharts	Classifying.	Information.	
Labeling	a	diagram	Matching lists.
Choosing headings for paragraphs or sections of a text	Or	phrases.	

Reading Skills

In order to understand a reading passage, you need to understand the context of a passage. You need to have a clue about the topic. When you pick up a paper to read, you scan the headlines and choose an article that interests you. The clues in the newspaper (headlines, graphics, and photos) catch your eye and give you a context.

A passage on the IELTS is given to you; you did not choose to read it. There are few clues. You do not know what it is about. It may or may not interest you. Yet in order to understand it, you need some clues to help you understand the passage. Without the clues, you will not understand it very well. To score well in the IELTS, you should determine what you know and what you need to know.

When you look at a passage, you must make some predictions about the passage.

What is the passage about?

What is the main idea?

Who are the characters?

When are things taking place?

Where is it happening?

Why is it important?

You want to know who, what, when, where, and why.

In this section you will learn how the following can give you the answers to: *Who? What?*

When? Where? And Why?

Using the first paragraph

using the topic sentences using specific details

Using the questions and answers

3.2 Types of Questions

Summary completion

The input for this type of question will be a summary of all or part of the reading text. The summary will contain a number of gaps. All of the information in the summary will be contained in the reading text, although the words used will be different. You will also be provided with a list of words to use to fill the gaps. There will be more words than gaps. These words have been chosen so that only one word will be suitable for each gap (the answer) but other words may appear suitable (distracters).

Your task is to complete the summary using one word from the list for each gap. Because the summary is a paraphrase of the reading text (rather than an edited version), you will need to have a good understanding of the overall meaning and main points of the section summarized, rather than a detailed understanding of the text:

What is being tested is your ability to:

- Skim the text for information.
- Paraphrase the original text.

Sample Task.

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes 1-8 on your answer sheet.

Note: There are more words than spaces so you will not use them all.
You may use any of the words more than once.

List of Words

passengers	happy	Float	advanced
lifeboats	confident	Dangers	ocean
worried	inadequate	Enormous	excitement
fast	handbook	Water	afloat
record	fast	procedures	orders
drown	size	Sink	safety

The Finest Ship Ever Built

The North Atlantic Ocean crossing on the Titanic was expected to set a new standard for ...

(1)... travels in terms of comfort and ... (2)... The shipping industry had an excellent safety ...
(3)... on the North Atlantic Crossing over the previous forty years and the Titanic was the finest and safest liner ever built. The Titanic combined the greatest technology of the day with sheer ...
(4)..., luxury and new safety features. The Titanic's owners were ... (5)... that even if the Titanic were letting in ... (6)... she would ... (7) ... indefinitely until help arrived. In hindsight we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were ... (8)... and humans did not follow safe ... (9)... whether because of arrogance or ignorance.

Answer key:

1.	Ocean
2.	Safety
3.	Record
4.	Size
5.	Confident
6.	Water
7.	Float
8.	Inadequate
9.	Procedures

How to Approach Summary Completion Question.

- Step1:** Read the instructions carefully. Note that in this case you have to choose your answers from the words provided. Also note that in this case you can use any word more than once. Remember though that every IELTS test is different. So make sure that you read the instructions carefully even if you have practiced the type of question before.
- Step2:** Skim through the summary to get an idea of the topic. In this case the summary refers generally to peoples' views about the Titanic in terms of safety.
- Step3:** Decide which section of the text the summary covers – in this case mainly paragraphs A and C. In some cases the summary may cover the whole text.
- Step4:** Read through the summary, referring to the list of words each time you reach a gap. Select one or more possible words from the list to fill each gap. Reject any words that do not fit grammatically, even if the meaning seems correct. Confirm your choice by referring to the relevant sections of the text.
- Step5:** Quickly read through your completed summary to check that it makes sense.

Matching headings to paragraphs.

In this type of question, you will be given a list of headings. The instructions will also indicate around 4 to 6 paragraphs from the reading text. The task is to find the most suitable heading for each of the paragraphs. There will be more headings than paragraphs, and you shouldn't use any heading more than once unless the instructions tell you that you can. To complete this task well, you will need to be able to identify each paragraph's main focus. The correct heading will sum up the main idea of the paragraph.

What is being tested is your ability to:

Identify the main idea of a paragraph.

Sample Task:

Choose the heading which best sums up the primary cause of the problem described in paragraphs D, E, G, H and I of the text. Write the appropriate numbers (i – x) in the boxes on your answer sheet.

	List of Headings
i	Ignorance of the impending disaster
ii	Captain's orders ignored
iii	Captain's over-confidence
iv	Rough sea conditions
v	Faulty design
vi	Iceberg locations not plotted
vii	Low priority placed on safety
viii	Number of lifeboats adequate
ix	Inadequate training
x	Ice warnings ignored

	Answer Key
Paragraph D	Vi
Paragraph E	Iii
Paragraph G	Vii
Paragraph H	I
Paragraph I	Ix

How to Approach Matching Heading to Paragraphs.

- Step1:** Read the instructions carefully. Note that the heading you choose should sum up the main idea of the paragraph. Also note which paragraphs you need to look at, as you are often not required to do them all.
- Step2:** Familiarize yourself with the list of paragraph headings by skimming through them quickly.
- Step3:** Read through the first paragraph for which you have to find a heading. Remember that you are reading to find out the main idea of the paragraph. Concentrate on the main idea or focus of the paragraph and try not to be distracted by details or by unfamiliar vocabulary.



- Step4:** Choose the heading from the list which best sums up the main point of the paragraph you have just read. If you can't choose between two headings, go on to the next paragraph – you can come back to that question later. But don't forget to make a choice before the end of the test because if you leave a blank or you have marked two answers on your answer sheet, you will be graded as incorrect for that question.

True/False Questions?

This section will help you to answer true/false questions better in the reading test by giving you some useful strategies.

Many candidates look for a matching sentence in the reading passage for the true / false questions.

This section will show you how to look for sentences that mean the same, but are written differently from the questions.

DOs:

Underline keywords in the question.

Keywords are words that provide information, for example: names / times & dates numbers / negatives / adjectives / verbs / words that modify nouns such as some, a few, all, most.

Example:

Some students can enroll after the 18 September by registering at the main administration office on Peterson Street.

Think of words with the same, similar or opposite meanings.

When you have underlined the keywords, try to think of synonyms and antonyms for them.

DON'Ts:

Expect to find an exact match in the reading passage.

The reading test is to check your level of understanding of written English. It is not a test of your ability to “find the answer” in the passage.

Think that because a section or phrase has the same words as the question it means that it is true.

This is often a trick to confuse you. In such cases, look for modifiers or negatives. For example, most doesn't mean the same as all and it would mean that the example question above would be false.

Tip: If you answer the other questions before the true/false, then you can answer them very quickly if you don't have much time left because you can just write all 'Ts' or 'Fs' without reading the question or the passage. This way you get the answers written down in time and you will probably get between 20% and 50% of the answers correct.

'Cause' and 'Effect' Questions?

Many candidates don't try to understand what they're reading - they just try to match parts of the passage with the questions.

This means they don't notice the cause and effect language in the passages which can completely change the meaning of the questions.



Firstly, complete the following exercises by putting the cause/effect phrase into the correct column to show what sentence structure it is used in. Some phrases might go into more than one column.

Cause/Effect Phrases

[to result] in	[to result] from	as a result of	[to lead] to
[to cause]	because of	because	consequently
[to be] due to	as a result	[to bring]about	

<i>cause</i>	<i>e.g. [to result] in</i> _____ _____ _____ _____	<i>effect</i>
<i>effect</i>	<i>e.g. [to result] from</i> _____ _____ _____ _____	<i>cause</i>
<i>e.g. as a result</i> _____	<i>cause</i>	<i>effect</i>

In the reading test, cause & effect type questions usually come in two forms:

- i) Sentence completion
- ii) Boiling the liquid for more than 30 minutes leads to (1).....
- iii) Table completion

Cause	Effect
Boiling the liquid for more than 30 minutes e.g.: (1).....

True False Not given Questions?

The IELTS Reading test usually provides questions where the answers are True, False, or Not Given. How do you answer these questions? There are extremely tricky at times. What follows is an overview of how to address such questions.

This section will help you to answer True/False/Not Given questions better in the reading test by giving you some useful strategies.

1. Many candidates answer T/F/NG questions according to what they think is correct, not what is stated in the passage.

2. A lot of students spend too long looking for answers that are not given.

Notes: 'True/False/Not Given' questions are also known as 'True/False/No Information' and 'Yes/No/No Information'.



This section will look at exactly what you are being asked to do with True/False/Not Given questions. It will look at each part of the question in turn and then give some examples:

'**True**' for a statement to be true, the passage must clearly support the information stated in that statement.

Example:

Statement: The Red-Eyed Jungle Moth mates between the months of March and June.

Passage: Mating occurs in the second quarter of the year for the Red-Eyed Jungle Moth.

This is '**True**' for a statement to be false, the passage must clearly state that the information in

the passage is not true.

Example:

Statement: The Red-Eyed Jungle Moth mates between the months of March and June.

Passage: For the Red-Eyed Jungle Moth, mating only happens in the second half of the year.

'**Not given**' for a statement to be not given, there must be no information in the passage relating to the information in the statement.

Example:

Statement: The Red-Eyed Jungle Moth mates between the months of March and June.

Passage: Moths in the lower tributary areas normally breed in the spring months*.

*This extract from the passage does not clearly state anything relating to the Red-Eyed Jungle Moth or the specific period mentioned in the statement.

Tips:

1. only use the information in the passage to lead you to the correct answer; do not bring your own understanding or your opinion into the decision on what the answer should be.
2. If you can't find the answer within 2 minutes, then automatically circle NG because the information is probably not there, so don't waste time looking for it.

Note.

1. There is no negative marking.
2. Extra time is not given for writing answers.
3. Do not concentrate on words you do not know. It wastes a lot of time. Instead of that try to guess the Overall meaning.

4. Be careful about singular and plural nouns.
5. Read the instructions carefully.
6. Do not make spelling mistakes.
7. Manage your time properly.
8. Avoid spending too much time on a difficult question. Remember that every question carries 1 mark only.

3.3 Types of Questions in Reading Passage 1.

Read the passage and answer the questions. Use your predicting skills. Note the type of questions:

Zulu Beadwork

The South African province of KwaZulu-Natal, more commonly referred to as the Zulu Kingdom, is named after the Zulu people who have inhabited the area since the late 1400s. KwaZulu translates to mean "Place of Heaven." "Natal" was the name the Portuguese explorers gave this region when they arrived in 1497. At that time, only a few Zulu clans occupied the area. By the late 1700s, the AmaZulu clan, meaning "People of Heaven," constituted a significant nation. Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom. The Zulu people are known around the world for their elaborate glass beadwork, which they wear not only in their traditional costumes but as part of their everyday apparel. It is possible to learn much about the culture of the Zulu clan through their beadwork.

The glass bead trade in the province of KwaZulu-Natal is believed to be a fairly recent industry. In 1824, an Englishman named Henry Francis Fynn brought glass beads to the region to sell to the African people. Though the British are not considered the first to introduce glass beads, they were a main source through which the Zulu people could access the merchandise they needed. Glass beads had already been manufactured by the Egyptians centuries earlier around the same time when glass was discovered. Some research points to the idea that Egyptians tried to fool South Africans with glass by passing it off as jewels similar in value to gold or ivory. Phoenician mariners brought cargoes of these beads to Africa along with other wares. Before the Europeans arrived, many Arab traders brought glass beads down to the southern countries via camelback.

During colonization', the Europeans facilitated and monopolized the glass bead market, and the Zulu nation became even more closely tied to this art form.

The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society. In the African tradition, kings were known to wear beaded regalia so heavy that they required the help of attendants to get out of their thrones. Zulu beadwork is involved in every realm of society, from religion and politics to family and marriage. Among the Zulu women, the craft of beadwork is used as an educational tool as well as a source of recreation and fashion. Personal adornment items include jewelry, skirts, neckbands, and aprons. Besides clothing and accessories, there are many other beaded objects in the Zulu culture, such as bead-covered gourds, which are carried around by women who are having fertility problems. Most importantly, however, Zulu beadwork is a source of communication. In the Zulu tradition, beads are a part of the language with certain words and symbols that can be easily read. A finished product is considered by many artists and collectors to be extremely poetic.

The code behind Zulu beadwork is relatively basic and extremely resistant to change. A simple triangle is the geometric shape used in almost all beaded items. A triangle with the apex pointing downward signifies an unmarried man, while one with the tip pointing upward is worn by an unmarried woman. Married women wear items with two triangles that form a diamond shape, and married men signify their marital status with two triangles that form an hourglass shape. Colors are also significant, though slightly more complicated since each color can have a negative and a positive meaning. Educated by their older sisters, young Zulu girls quickly learn how to send the appropriate messages to a courting male. Similarly, males learn how to interpret the messages and how to wear certain beads that express their interest in marriage.

The codes of the beads are so strong that cultural analysts fear that the beadwork tradition could prevent the Zulu people from progressing technologically and economically. Socioeconomic data shows that the more a culture resists change the more risk there is in a value system falling apart. Though traditional beadwork still holds a serious place in Zulu culture, the decorative art form is often modified for tourists, with popular items such as the beaded fertility doll.

Matching

Questions

1-3.

Match each definition in List A with the term it defines in List B. Write the correct letter **A - E** in boxes **1 - 3** on your answer sheet. There are more terms than definitions, so you will not use them all.

List A	Definitions
1	It means Place of Heaven.
2	It is the Portuguese name for southern Africa.
3	It means People of Heaven.

List B	Terms
A	Phoenician
B	Phoenician
C	AmaZulu
D	Explorer
E	KwaZulu

Short Answer Type

Questions

4-6.

Answer the questions below. Write no more than **THREE WORDS** for each answer. Write your answers in boxes 4-6 on your answer sheet.

4 Which country does the Zulu clan reside in?

5 When did the Portuguese arrive in KwaZulu-Natal?

6 How many members of the Zulu Kingdom are there?

True/ False /Not given Type

Questions

7-11.

Do the following statements agree with the information given in the passage?
In boxes 7-11 on your answer sheet, write.

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

7 The British were the first people to sell glass beads in Africa.

8 Henry Frances Flynn made a lot of money selling glass beads to the Zulu people.

9 The Zulu people believed that glass beads were precious stones.

10 The Zulu people use glass beads in many aspects of their daily lives.

11 Zulu women believe that bead-covered gourds can help them have babies.

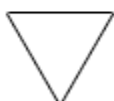
Labeling a Diagram.

Label the diagram below. Choose one or two words from the reading passage for each answer.

Write your answers in boxes 12-15 on your answer sheet.

Zulu Beadwork Code

12



13



14



15



Answer Key:

1. (E) Paragraph 1 states: "KwaZulu translates to mean "Place of Heaven."

2. (B) Paragraph 1 states: "'Natal' was the name the Portuguese explorers gave this region when they arrived in 1497"

3. (C) Paragraph 1 states: "By the late 1700s, the AmaZulu clan, meaning "People of Heaven,' constituted a significant nation."

4. South Africa. The first sentence of Paragraph 1 states that KwaZulu-Natal is a South African province.

5. 1497. Paragraph 1 states: "Portuguese explorers ... arrived in 1497."

6. 11 million. Midway through paragraph 1 the passage states: "Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom."

7. False. Paragraph 2 talks about how the Egyptians were the first to bring beads to the area, though the British later facilitated the trade.

8. Not Given. Paragraph 2 states that Henry Frances Flynn brought glass beads to the region, but it doesn't state anywhere that he earned a lot of money doing this.

9. False. Paragraph 3 states: "The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society."

10. True. Paragraphs 3 discuss how beads are used for adornment, education, recreation, and communication.

11. True. Paragraph 3 discusses how bead-covered gourds are carried around by women who are having fertility problems. "Fertility problems" means difficulty becoming and staying pregnant.

12. Unmarried man. Paragraph 4 states: "A triangle with the apex pointing downward signifies an unmarried man."

13. married man. Paragraph 4 states that "married men signify their marital status with two triangles that form an hourglass shape."

14. Married woman. Paragraph 4 states: "Married women wear items with two triangles that form a diamond shape."

15. Unmarried woman. Paragraph 4 states that a triangle "with the tip pointing upward is worn by an unmarried woman."

3.4 Types of Questions in Reading Passage 2.

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

Choose Headings

Questions 1-5 the following reading passage has five sections A-E. Choose the correct heading for each section from the list of headings on the next page. Write the correct number i-viii in boxes 1-5 on your answer sheet. There are more headings than sections, so you will not use them all.

- | | |
|----------|-----------|
| 1 | Section A |
| 2 | Section B |
| 3 | Section C |
| 4 | Section D |
| 5 | Section E |

- | | |
|------------|--|
| i | Colorblindness' in different countries |
| ii | Diagnosing colorblindness |
| iii | What is colorblindness? |
| iv | Curing colorblindness |

- v Unsolved myths
- vi Animals and colorblindness
- vii Developing the ability to see color
- viii Colorblindness and the sexes

Colorblindness

A Myth related to the causes and symptoms of "colorblindness" abound throughout the world. The term itself is misleading, since it is extremely rare for anyone to have a complete lack of color perception. By looking into the myths related to color blindness, one can learn many facts about the structure and genetics of the human eye. It is a myth that colorblind people see the world as if it were a black and white movie. There are very few cases of complete colorblindness. Those who have a complete lack of color perception are referred to as monochromatic, and usually have a serious problem with their overall vision as well as an inability to see colors. The fact is that in most cases of colorblindness, there are only certain shades that a person cannot distinguish between. These people are said to be dichromatic. They may not be able to tell the difference between red and green, or orange and yellow. A person with normal color vision has what is called trichromatic vision. The difference between the three levels of color perception has to do with the cones in the human eye. A normal human eye has three cones located inside the retina: the red cone, the green cone, and the yellow cone. Each cone contains a specific pigment whose function is to absorb the light of these colors and the combinations of them. People with trichromatic vision have all three cones in working order. When one of the three cones does not function properly, dichromatic vision occurs.

B Some people believe that only men can be colorblind. This is also a myth, though it is not completely untrue. In an average population, 8% of males exhibit some form of colorblindness, while only 0.5% of women do. While there may be some truth to the idea that more men have trouble matching their clothing than women, the reason that color vision deficiency is predominant in males has nothing to do with fashion. The fact is that the gene for color blindness is located on the X chromosome, which men only have one of. Females have two X chromosomes, and if one carries the defective gene, the other one naturally compensates. Therefore, the only way for a female to inherit colorblindness is for both of her X chromosomes

to carry the defective gene. This is why the incidence of color deficiency is sometimes more prevalent in extremely small societies that have a limited gene pool.

C It is true that all babies are born colorblind. A baby's cones do not begin to differentiate between many different colors until he is approximately four months old. This is why many of the modern toys for very young babies consist of black and white patterns or primary colors, rather than traditional soft pastels. However, some current research points to the importance of developing an infant's color visual system. In 2004, Japanese researcher Yoichi Sugita of the Neuroscience Research Institute performed an experiment that would suggest that color vision deficiency isn't entirely genetic. In his experiment, he subjected a group of baby monkeys to monochromatic lighting for one year. He later compared their vision to normal monkey who had experienced the colorful world outdoors. It was found that the test monkeys were unable to perform the color-matching tasks that the normal monkeys could. Nevertheless, most cases of colorblindness are attributed to genetic factors that are present at birth.

D Part of the reason there are so many inconsistencies related to colorblindness, or "color vision deficiency" as it is called in the medical world, is that it is difficult to know exactly which colors each human can see. Children are taught from a very young age that an apple is red. Naming colors allows children to associate a certain shade with a certain name, regardless of a color vision deficiency. Someone who never takes a color test can go through life thinking that what they see as red is called green. Children are generally tested for colorblindness at about four years of age. The Ishihara Test is the most common, though it is highly criticized' because it requires that children have the ability to recognize numerals. In the Ishihara Test, a number made up of colored dots is hidden inside a series of dots of a different shade. Those with normal vision can distinguish the number from the background, while those with color vision deficiency will only see the dots.

E While many of the myths related to colorblindness have been busted by modern science, there are still a few remaining beliefs that require more research in order to be labeled as folklore. For example, there is a long-standing belief that colorblindness can aid military soldiers because it gives them the ability to see through camouflage. Another belief is that everyone becomes colorblind in an emergency situation. The basis of this idea is that a catastrophic event can

overwhelm the brain, causing it to utilize only those receptors needed to perform vital tasks. In general, identifying color is not considered an essential task in a life or death situation.

Multiple choice Questions.

Questions 6-8. Choose the correct letter, A, B, C, or D. Write your answers in boxes 6-8 on your Answer Sheet.

6 *People who see color normally are called*

A monochromatic.

B dichromatic.

C trichromatic.

D colorblind.

7 *Children usually begin to see a variety of colors by the age of*

A one month.

B four months.

C one year.

D four years.

8 *Children who take the Ishihara Test must be able to*

A distinguish letters.

B writes their name.

C read numbers.

D name colors.

Completing a summary.

Questions 9-12. Complete the summary using words from the box below. Write your answers in boxes 9-12 on your Answer Sheet. There are more answers than spaces, so you will not use them all.

It is a common **9**..... that only men suffer from colorblindness. On average **10**..... Than ten percent of men have this problem. Women have two **11**..... For this reason it is **12**..... For a woman to suffer from colorblindness.

Myth	a little less
X chromosomes	defective genes
Fact	slightly more
Exactly	less likely
more probable	

Answer Key

Note: Alternative spellings: color blindness, color, colorful.

1. iii. What is Colorblindness? Paragraph A discusses what people think color blindness is, and what it really is. In the middle of the paragraph it states, "The fact is that in most cases of colorblindness, there are only certain shades that a person cannot distinguish between. These people are said to be dichromatic."

2. Viii. Colorblindness and the Sexes. Paragraph B discusses the fact that men are more prone to

colorblindness than women, and states the genetic reasons why this is the case.

3. Vii. Developing the Ability to See Color. Paragraph C discusses the fact that babies are all born colorblind and that they do not develop the ability to see colors until they are a few months old. This paragraph also discusses the possibility that infants may require a colorful environment in order to develop proper color vision.

4. ii. Diagnosing Colorblindness. Paragraph R discusses the reasons why colorblindness is difficult to diagnose. It also discusses the Ishihara Test, which distinguishes those who are colorblind from those who have normal color vision.

5. v. Unsolved Myths. Paragraph E mentions two beliefs about colorblindness that haven't been proven as myths: that colorblindness can aid military soldiers and that everyone is colorblind in an emergency.

6. (C) The second to the last sentence of Paragraph A states that: "People with trichromatic vision have all three cones in working order."

7. (B) The second sentence in Paragraph C states that: "A baby's cones do not begin to differentiate between many different colors until he is approximately four months old."

8. (C) Paragraph R states the main downfall of the Ishihara Test: "The Ishihara Test is the most common, though it is highly criticized because it requires that children have the ability to recognize numerals."

9. Myth. Paragraph B introduces the idea that although color vision deficiency is predominant in males, it is still possible for females to be colorblind.

10. a little less. Paragraph B states: "In an average population, 8% of males exhibit some form of colorblindness."

11. X chromosomes. Paragraph B states: "Females have two X chromosomes."

12. Less likely. Paragraph B explains that it is less likely for women to be colorblind, because if one of their X chromosomes "carries the defective gene, the other one naturally compensates." "Compensate" means to make up for another's weakness.

3.5 Types of Questions in Reading Passage 3.

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

Antarctic Penguins

Though penguins assumed to be native to the south pole, only four of the seventeen species have evolved the survival adaptations necessary to live and breed in the Antarctic year round. The physical features of the Adelie, Chinstrap, Gentoo, and Emperor penguins equip them to withstand the harshest living conditions in the world. Besides these four species, there are a number of others, including the yellow feathered Macaroni penguin and the King penguin that visit the Antarctic regularly but migrate to warmer waters to breed. Penguins that live in Antarctica year round have a thermoregulation system and a survival sense that allows them to live comfortably both on the ice and in the water.

In the dark days of winter, when the Antarctic sees virtually no sunlight the penguins that remain on the ice sheet sleep most of the day. To retain heat, penguins huddle in communities of up to 6,000 of their own species. When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs. The Emperor penguin, however, doesn't bother with a nest at all. The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed. The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch. In the huddle, the male penguins rotate regularly so that none of the penguins have to stay on the outside of the circle exposed to the wind and cold for long periods of time. When it's time to take a turn on the outer edge of the pack, the penguins tuck their feathers in and shiver. The movement provides enough warmth until they can head back into the inner core and rest in the warmth. In order to reduce the cold of the ice, penguins often put their weight on their heels and tails. Antarctic penguins also have complex nasal passages that prevent 80 percent of their heat from

leaving the body. When the sun is out, the black dorsal plumage attracts its rays and penguins can stay warm enough to waddle or slide about alone.

Antarctic penguins spend about 75 percent of their lives in the water. A number of survival adaptations allow them to swim through water as cold as -2 degrees Celsius. In order to stay warm in these temperatures, penguins have to keep moving. Though penguins don't fly in the air, they are often said to fly through water. Instead of stopping each time they come up for air, they use a technique called "proposing," in which they leap up for a quick breath while swiftly moving forward: Unlike most birds that have hollow bones for flight, penguins have evolved hard solid bones that keep them low in the water. Antarctic penguins also have unique feathers that work similarly to a waterproof diving suit. Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin. The pressure of a deep dive releases this air, and a penguin has to rearrange the feathers through a process called "preening." Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart.

While the harsh climate of the Antarctic doesn't threaten the survival of Antarctic penguins, overheating can be a concern, and therefore, global warming is a threat to them. Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day. African penguins have bald patches on their legs and face where excess heat can be released. The blood vessels in the penguin's skin dilate when the body begins to overheat, and the heat rises to the surface of the body. Penguins that are built for cold winters of the Antarctic have other survival techniques for a warm day, such as moving to shaded areas, or holding their fins out away from their bodies.

Classifying Information

Questions 1-5. *Classify the following facts as applying to*

A Antarctic _____ penguins.

B Temperature-area penguins.

Write the appropriate letter, A or B, in boxes i-5 on your answer sheet.

- 1 stand in large groups to keep warm.
- 2 spend about three quarters of its time in the water.
- 3 have feathers that keep cold water away from its skin.
- 4 have areas of skin without feathers.
- 5 have less blubber.

Completing Sentences.

Questions 6-9. Complete each of the following sentences with information from the reading passage. Write your answers in boxes 6-9 on your Answer Sheet. Write No MORE THAN THREE words for each answer.

- 6 Most penguins use..... To build their nests.
- 7 While the male emperor penguin takes care of the egg, the female goes away to.....
- 8 A..... is a piece of skin that the male emperor penguin uses to protect the egg.
- 9 Penguins protect their feet from the cold of the ice by standing on their.....

Choosing Answers from a List.

Questions 10-13 .The article mentions many facts about penguins. Which four of the following features are things that enable them to survive in very cold water?

Write the appropriate letters **A-H** in boxes 10-13 on your Answer Sheet.

- A They move through the water very quickly.

B They hold their flippers away from their bodies. **C** They chooses shady areas.

C When necessary, their blood moves away from the flippers and toward the heart.

D They breathe while still moving.

E The blood vessels in their skin dilate.

F They waddle and slide.

G Their feathers hold in a layer of air near the skin.

Answer Key.

1. (A) Paragraph 2 discusses how Antarctic penguins "huddle in communities" to keep warm.

2. (A) The first sentence of Paragraph 3 states: "Antarctic penguins spend about 75 percent of their lives in the water."

3. (B) Paragraph 3 discusses the unique feathers of Antarctic penguins that that work similarly to a waterproof diving suit: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin."

4. (A) Paragraph 4 states: "Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day."

5. (B) Paragraph 4 discusses the bald patches of a temperate species called African penguins.

6. Rocks. Paragraph 2 states: "When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs."

7. feed/eat. Paragraph 2 discusses the Emperor penguin's gender roles: "The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed."

- 8. Brood patch.** Paragraph-2 explains how the male Emperor penguin takes care of the egg: "The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch."
- 9. Heels and tails.** Toward the end of paragraph 2 the text states: "In order to reduce the cold of the ice, penguins often put their weight on their heels and tails."
- 10. (A)** Paragraph 3 states that penguins have to keep moving to stay warm. Their swimming is compared to flight.
- 11. (R)** The last sentence in Paragraph 3 describes the penguin's circulatory system: "Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart."
- 12. (E)** Paragraph 3 describes "proposing" which penguins do in order to be able to breathe without having to stop swimming.
- 13. (H)** Paragraph 3 describes how feathers keep Antarctic penguins dry: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin." Choice (B), (C), and (F) are incorrect because these are all of examples of how penguins stay cool.

3.6 How to Make Predictions?

How can I predict what the passage is about?

This section will show you how to look for clues in the reading passages that will help you to predict what the passages are about.

Although many candidates are good at academic reading tests because they have good test skills, they generally don't read a lot in their free-time, so this means that they don't have very good reading skills. Because the passages are usually academic and on unfamiliar topics, students tend to panic and decide that they can't understand the task before they even start to try.

How can I get a general idea of what the passage is about?

Reading passages are not only text, they also have other things included.

These things can be:

- Titles
- Paragraph headings
- Sub-headings
- Italicized or bold type
- Pictures
- Diagrams & other visual information
- Tables & charts



You can use these things to help you to intelligently guess or “predict” what the passages are going to be about and what kind of information you might expect to find in them. You can do this even if you don't really know anything about the topic because you will always find that you have some ideas about the topic and even if those ideas may not be correct, they will help a lot in predicting.

For example, if you look at any picture in the text and are asked:

- What is happening?

- Who is doing it?

- Where is it taking place?

- Why is it being done?

- What is needed to do it?

- What other things do I think I know about this?

From just asking and answering a few simple questions you can get an idea of what kind of information will be contained in the passage. Even if you never think about mountain climbing and know nothing about it, you can still use your general knowledge to come up with some information that will help you to understand the passage more.

➤ **Tip:** If you follow this simple procedure, you will become more confident about answering the questions and finding the information in the passage because you are applying your own pre-existing knowledge to the problem to find out more information. This is what we do every day when we read something – although we don't realize it; for example if we are interested in what is happening with Mahendar Dhoni, we will look at the sports pages of a newspaper to find an article that will give us more information.

Use the First Paragraph to Make Predictions.

The first paragraph of a passage can help you make predictions about the context of a passage.

The first paragraph often contains:

- *the topic sentence (a summary of the main idea of the passage).*
- *a definition of the topic.*
- *the author's opinion.*
- *clues to the organization of the passage.*

If you understand the first paragraph, you will understand the topic, the author's opinion (if any), and where to look for information within the passage.

Read this first paragraph of a passage on the 'Illness, Obsessive-Compulsive Disorder'.

Obsessive-compulsive disorder (OCR) is clinically diagnosed as an anxiety disorder. This disorder affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors' such as counting silently or washing their hands. Though OCR sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCR delay seeking treatment because they are ashamed of their own thoughts and behavior.

Topic Sentence Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder.

Definitions of Topic People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors.

Author's Opinion none given.

Organizational Clues the author may discuss

- Obsessive behavior,
- Stress of sufferers, and/or
- Treatment.

Practice.

Read these introductory paragraphs to other passages. Make predictions about the topics using these first paragraphs

1. The spread of wildfire is a natural phenomenon that occurs throughout the world and is especially common in forested areas of North America, Australia, and Europe. Locations that receive plenty of rainfall but also experience periods of intense heat or drought are particularly susceptible to wildfires. As plant matter dries out, it becomes brittle and highly flammable. In this way, many wildfires are seasonal, ignited by natural causes, most specifically lightning. However, human carelessness and vandalism also account for thousands of wildfires around the globe each year. To gain a clear understanding of how wildfires spread, it is necessary to analyze what it takes to both create and control these fires.

2. The term "bird brain" has long been a common means of expressing doubts about a person's intelligence. In reality, birds may actually be a great deal more intelligent than humans. For a long time, scientists considered birds to be of lesser intelligence because the cerebral cortex, the part of the brain that humans and other animals use for intelligence, is relatively small in size. Now scientists understand that birds actually use a different part of their brain, the hyperstriatum, for intelligence. Observations of different species of birds, both in the wild and in captivity, have shown a great deal of evidence of high levels of avian intelligence.

3. In 1834, a little girl was born in New Bedford, Massachusetts. She would grow up to become one of the richest women in the world. Her name was Petty Green, but she was known to many as the Witch of Wall Street.

Answer Key

1. **Topic Sentence.** The spread of wildfire is a natural phenomenon that occurs throughout the world and is especially common in forested areas of North America, Australia, and Europe.

Definition of Topic. Locations that receive plenty of rainfall but also experience periods of intense heat or drought are particularly susceptible to wildfires.

Author's Opinion. None given.

Organizational Clues. Author may discuss

- How wildfires start.

- How to control wildfires.
- Wildfires as a global problem.

2. Topic Sentence. In reality, birds may actually be a great deal more intelligent than humans have given them credit for.

Definition of Topic. For a long time, scientists considered birds to be of lesser intelligence because the cerebral cortex, the part of the brain that humans and other animals use for intelligence, is relatively small in size.

Organizational Clues. Author may discuss,

- Misunderstandings about the intelligence of birds . The anatomy of a bird's brain.
- Evidence of avian intelligence.

3. Topic Sentence. She would grow up to become one of the richest women in the world.

Definition of Topic. Her name was Petty Green, but she was known to many as the Witch of Wall Street.

Author's Opinion. None given.

Organizational Clues. Author may discuss

- Petty Green's early years.
- How Petty Green got rich.
- Why Petty Green had a nickname.

Using the Topic Sentence to Make Predictions.

Every paragraph has a key sentence called a topic sentence. This topic sentence explains what a paragraph about. It is the general idea of a paragraph. If you understand the general idea, you can look for the specific details which support the idea.

Read the second paragraph of the passage on OCR. The first sentence happens to be the topic sentence.

OCR sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCR symptoms. In order to be diagnosed with OCR, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic**Sentence**

OCR sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

- What are unreasonable worries?
- What are excessive worries?

Practice.

Read these paragraphs. Underline the topic sentence. Ask one or two questions about the Topic sentence.

1. To combat excessive thoughts and impulses, most OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCR sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

2. OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly and point to a number of different genetic factors. While studies show that OCR and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

3. Research on OCR sufferers has found certain physiological trends. In particular, many studies show an over activity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCR sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCR as well. Many reports of OCR point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCR.

Answer Key.

1. **Topic Sentence.** To combat excessive thoughts and impulses, most OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety.

Questions to Ask Yourself

- What types of rituals do they perform?
- How does this help them?

2. **Topic Sentence.** A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger.

Questions to Ask Yourself

- Is the disorder present at birth?
- Are there outside factors involved?
- What leads parents to seek treatment?

3. Topic Sentence. Research on OCR sufferers has found certain physiological trends.

Questions to Ask Yourself

- What part of the body does it affect?
- What are some common trends?
- What can parents look for?

Looking for Specific Details.

When you read, you first want to know the general idea. Next you read for specific ideas. The author supplies specific details to support his or her ideas. Knowing where to look for these supporting statements will help you to answer the questions.

When you identified the topic sentences in Practice 2, you found the general idea of the paragraph. Then you asked your questions about the topic sentence, you expected the specific details would be the answers.

Read the second paragraph of a passage. The specific details follow the topic sentence.

OCR sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCR symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic

Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

- What are unreasonable worries?
- What are excessive worries?

Supporting Details

- Fear of dirt and contamination.
- The obsession with orderliness and symmetry.
- Persistent doubts.
- Impulses.

Practice.

Read these paragraphs again. Pay attention to the topic sentence. Underline the details that support the topic sentence.

1. To combat excessive thoughts and impulses, most OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCR sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

2. OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly and point to a number of different genetic factors. While studies show that OCR and its related anxiety disorders are often passed down through families, the specific

symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

3. Research on OCR sufferers has found certain physiological trends. In particular, many studies show an over activity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCR sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCR as well. Many reports of OCR point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCR.

Answer Key.

1. *Supporting Details*

- Compulsions can be mental or physical.
- Examples include: checking, hand washing, disturbing images.
- Compulsions and obsessions may or may not be related.

2. *Supporting Details*

- Most cases are genetic.
- Stress can add to the problem.
- Many members of the family may have OCR.

3. *Supporting Details*

- Over activity of blood in the brain.
- Less serotonin.
- Linked to other disorders such as Tourette syndrome and ADHD.

Analyzing the Questions and Answers.

You made predictions about the content based on the first paragraph, the topic sentences, and the specific details. Now let's look at how the questions or statements in your Reading test booklet can help you narrow these predictions and choose the correct answer.

To help you answer the questions in your Reading test booklet, take a few seconds to look over the questions or statements. Sometimes the questions are before the passage; sometimes they come after the passage. Ask yourself: Who? What? When? Where? and Why? by looking for the answers to these general questions. You will discover what you know and what you need to know. When you read the passage, you can test the predictions you made.

As you look at the question or statement and answer options, look for the key words. Key words may give you a clue to the context. They may help you predict what the passage is about. Look at these typical IELTS comprehension questions.

Questions 1-8. Complete the summary of the reading passage below. Choose your answers from the box below and write them in boxes 1-8 on your answer sheet. There are more words than spaces so you will not use them all.

checking	doctor	upbringing	inherited	reduce
cause				
treatment		throw	away	unreasonable
obsession	control	compulsive	diagnosis	counting

1 thoughts, doubts, and fears that they cannot 2..... OCR sufferers develop certain ways of acting in order to 3 their fears. For example, being afraid of dirt is a common 4, which may lead to excessive hand washing. Or, an OCR sufferer who worries about a locked door may engage in excessive 5..... Some OCR sufferers keep things that other people would 6..... Research shows that OCR may be a disorder that is 7 though members of the same family don't always show the same symptoms. It is also possible that certain infections may 8 the disorder.

First identify the key words. Then look for these words in the passage. You will know where to look because you have made predictions using topic sentences and specific details. Notice the words close to the circled words in the passage. Do they help you complete the summary above?

Practice.

Identify the key words in these questions and circle them in the questions and in the reading passage on the next page. Notice the words close to the circled words in the passage. Do they help you complete the questions below?

Questions 9-16. Do the following statements agree with the information in the reading passage?

In boxes 9-16 write

TRUE if the statement is true according to the passage

FALSE if the statement contradicts the passage

NOT GIVEN if there is no information about this in the passage

9 OCR often results from the way a child is raised.

10 Stress can have an effect on OCR.

11 OCR sufferers are deficient in serotonin.

12 Obsessive-compulsive disorder usually begins after the age of 17.

13 Many OCR patients prefer psychotherapy to medication.

14 OCR is very difficult to treat.

15 Many OCR sufferers keep their problem a secret.

16 Antibiotics can be used to treat OCR.

You should spend 20 minutes on Questions 9-16, which are based on the reading passage below.

Obsessive-compulsive Disorder

Obsessive-compulsive disorder (OCR) is clinically diagnosed as an anxiety disorder and affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors such as counting silently or washing their hands. Though OCR sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCR delay seeking treatment because they are ashamed of their own thoughts and behavior.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCR symptoms. To order to be diagnosed with OCR, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

To combat excessive thoughts and impulses, most OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCR sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty con-trainers, is another common compulsion.

OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly and point to a number of different genetic factors. While studies show that OCR and its related anxiety disorders are often passed down through families, the specific

symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

Research on OCR sufferers has found certain physiological trends. In particular, many studies show an over activity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCR sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCR as well. Many reports of OCR point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCR.

Because OCR sufferers tend to be so secretive about their symptoms, they often put off treatment for many years. The average OCR sufferer waits about 17 years before receiving medical attention. As with many anxiety disorders, early diagnosis and proper medication can lessen many of the symptoms and allow people to live fairly normal lives. Most treatment plans for OCR involve a combination of medication and psychotherapy. Both cognitive and behavioral therapies are used to teach patients about their disorder and work through the anxiety. Serotonin reuptake inhibitors are prescribed to increase the brain's concentration of serotonin. This medication successfully reduces the symptoms in many OCR sufferers in a short amount of time. For cases when OCR is linked to streptococcal infection, antibiotic therapy is sometimes all that is needed.

Answer Key:

Key Words in Statements 9-16:

- 1 (Answers may vary.) child, stress, serotonin, age 17, psychotherapy, medication, treat, secret, antibiotics.
2. Unreasonable. Paragraph 1 states that, "OCR sufferers understand that their obsessions are unrealistic."

- 3. Control.** Paragraph 1 states that "they find it stressful to put these intrusive thoughts out of their minds."
- 4. Reduce.** The first sentence of paragraph 3 states: "To combat excessive thoughts and impulses, OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety."
- 5. Obsession.** Paragraph 2 states that "Fear of dirt and contamination are very common obsessive thoughts."
- 6. Checking.** Paragraph 3 states that "Common rituals include excessive checking."
- 7. Throw away.** The last sentence in paragraph 3 states that, "Holding onto objects that would normally discard, such as newspapers and containers, is another common compulsion."
- 8. Inherited.** Paragraph 4 states that "a number of different genetic factors" have been found as underlying causes of the disease.
- 9. Cause.** Paragraph 5 gives an example of an illness (steep throat) that is thought to be the cause behind some OCR cases.
- 10. False.** Paragraph 4 states: "A child's upbringing does not seem to be part of the cause of the disorder though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly, and point to a number of different genetic factors."
- 11. True.** Paragraph 4 states: "A child's upbringing does not seem to be part of the cause of the disorder though stress can make the symptoms stronger."
- 12. True.** Paragraph 5 states: "Studies have also shown that OCR sufferers have less serotonin than average person."
- 13. False.** Paragraph 4 states: "OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment."
- 14. Not Given.** Paragraph 6 mentions both psychotherapy and medication but does not discuss

which o patients prefer.

15. False. Paragraph 6 discusses different treatment options, and states that, "early diagnosis and pro medication can lessen many of the symptoms and allow people to live fairly normal lives."

16. True. Paragraph 6 begins with this sentence: "Because OCR sufferers tend to be so secretive symptoms, they often put off treatment for many years."

17. True. The final sentence in Paragraph 6 indicates that antibiotics can be used in special cases of OCD "Foe cases when OCR is linked to streptococcal infection, antibiotic therapy is sometimes all that needed."

Identifying the Tasks.

There are many types of questions on the IELTS Reading Test. It is important to know what the question is asking you to do.

Question types:

Multiple-choice questions

Short-answer questions

Completing sentences

Completing notes, summary, tables, flowcharts

Labeling a diagram

Choosing headings for paragraphs or sections of a text

Choosing three or four answers from a list

Yes, No, True, False, or Not Given questions

Classifying information

Matching lists or phrases

The questions for the practice reading passages on the next page are labeled. Be familiar with the question types so you can quickly complete the task and answer the question correctly.

Answer Key:

Topic Sentence. The South African province of KwaZulu-Natal, more commonly referred to as the Zulu Kingdom, is named after the Zulu people who have inhabited the area since the late 1400s.

Questions to Ask Yourself

who are the Zulu people?

What is the history behind this clan?

What are they known for?

Supporting Details

Large South African ethnic group

Region explored by Europeans

Zulu wear traditional jewelry/jewelry and clothing

Beadwork is important to the culture

Analyzing the Questions

1. Where?

2. Where?

3. Who?

4. Where?

5. When?

6. How many?

7. Who? Where? **Key Words:** British

8. What? **Key Words:** Henry Frances Flan

9. What? **Key Words:** precious stones

10. What? Why? **Key Words:** daily lives

11. What? Why? **Key Words:** gourds

Read the following passage and answer the questions:

Recently the scientific community has been very excited about new discoveries relating to the properties of the wonder drug Zymotropin. Zymotropin was borne out of previous experiments with happiness enhancing pharmaceutical products such as Dextragiggleathene and Tetrasidesplitopin. Extensive research into the effects of these two compounds on terminally

depressed rodents brought to light several interesting patterns of behavior. Firstly, male rabbits that were given 40 milligrams of Dextragiggleathene twice a day after breakfast and dinner showed signs of hyper-activity and playfulness, whereas in females it took 65 mg before any sign of conviviality was witnessed. As a result of these findings, researchers at Smile & Guffaw Ltd. decided to mix the compound with the drug Tetrasidesplitopin – formerly used in tests on British males who were chronically suicidal for no apparent reason. Unfortunately, raucous singing accompanied immediately afterward by mild seizure was the initial effects of a 50-50 mix of these two compounds. Because of this doctors decided to cut down on the amount of Tetrasidesplitopin and instead use a 75-25 mixture – this was because of the fact that certain properties therein might have been responsible for the over anxiousness caused in many patients. After another round of controlled testing, it was discovered that the new drug resulted in joviality rarely seen in grown men born north of Buckinghamshire. Unfortunately, because of hormone imbalances brought about by menstruation, all women tested continued to take on the persona of Mrs. Mills.

Questions 1-3 .complete the following sentences with a short phrase:

1. Hyper-activity in male rabbits resulted from
2. because they were repeatedly trying to kill themselves.
3. As a result of the over-reactions in the first round of testing, Smile & Guffaw

Answer

Key:

1. Hyper-activity in male rabbits resulted from **40mg of Dextragiggleathene twice a day.**
2. **British men/males were used** because they were repeatedly trying to kill themselves.
3. As a result of the over-reactions in the first round of testing, Smile & Guffaw **decided to mix in Tetrasidesplitopin 50-50.**

Cause	Effect
..... (4).....	due to their irregularities in hormone levels
A 50/50 mix of the Tetrasidesplitopin & Dextragiggleathene (5).....
..... (6).....	resulted in Zymotropin

Answer Key:

Questions 4-6

<i>cause</i>	<i>effect</i>
<i>Tests on women weren't successful</i>	<i>due to their irregularities in hormone levels</i>
<i>A 50/50 mix of the Tetrasidesplitopin & Dextragiggleathene</i>	<i>led to better results in males</i>
<i>Previous tests with happiness enhancing drugs</i>	<i>Resulted in Zymotropin</i>

3.2 Module Tips

Before You Take The Test

1. Read as much as you can in English.
2. Keep a notebook of the words you learn.
3. Try to write these words in a sentence and put these sentences into a paragraph.
4. Learn words in context-not from a word list.
5. Know the types of questions found on the IELTS test.
6. Know the type of information sought on the IELTS test.
7. Know how to make predictions.
8. Know how to skim and scan, to look quickly for information.

During the Test

1. Read the title and any headings first. Make predictions about the topic.
2. Look over the questions quickly. Make predictions about content and organization.
3. Read the passage at a normal speed. Don't get stuck on parts you don't understand.
4. When you answer the questions, don't spend too much time on the ones you don't feel sure about. Make a guess and go on.
5. After you have answered all the questions, you can go back and check the ones you aren't sure about.
6. Don't spend more than 20 minutes on each passage.

PART 4: Listening**4.1 Introduction**

The IELTS listening test is around 30 minutes long. There are four sections of increasing difficulty and about 40 questions. The listening module of IELTS consists of four sections:

Section 1: General conversation

Time: 5 minutes approx. Questions: 10

Examples: An interview about student wellbeing; A telephone conversation about buying travel tickets; A student asking about accommodation.

Section 2: General talk

Time: 5 minutes approx. Questions: 10

Examples: A radio programme about local history; a short talk about healthy eating; a presentation about student services.

Section 3: Academic conversation

Time: 5 minutes approx. Questions: 10

Examples: A discussion between a student and a tutor about an assignment; A seminar discussion about a research project; Two students discussing homework.

Section 4: Academic lecture

Time: 5 minutes approx. Questions: 10

Examples: A lecture on the history of photography; A lecture on volcanoes; A lecture on animal behavior. (You do NOT need any knowledge of these topics to answer the questions.)

After listening

You then have 10 minutes to transfer your 40 answers from the question paper to the answer sheet.

There is no substitute for hard work and lots of study as far as the IELTS Test is concerned, so don't think there are any shortcuts – there aren't! Regular listening to IELTS-type test materials is absolutely essential. In the test, there are a number of strategies you can use to help to maximize your efficiency during the test.

1. If you can predict the sort of things you are going to listen for during the listening test, you can reduce the amount you need to listen to. At the beginning the IELTS Test there is a 2.5 minute introduction. Use this time to read through the IELTS listening test booklet and try to get a general understanding of what the sections are going to be about – even this simple type of prediction will help you.

2. As you scan through the booklet, look for maps, charts or illustrations – these often give you a good idea of what the topic of a section is going to be about.

3. After each section you are given one minute to check your answers. But how can you check your answers if you can't listen to the tape again? Use this time to scan and get an idea of what the next set of questions are going to be about.

4. Occasionally, you can get an idea about answers to earlier questions by reading later questions.

For example:

Question 1: *“Where are they going?”*

Question 10: *“What time are they coming home from the cinema?”*

Obviously, there's a good chance that the answer to Question 1 is 'Cinema'. However, you still need to listen to check. Often though, listening to check your predictions is easier than trying to listen for the answer on the tape.

5. Sometimes you are asked to complete a table or a chart using information on the tape. It's natural to think that answers will be left-to-right and the answers on the tape will be one after another. However, this might not be the case - you may need to write answers horizontally, or in some other fashion. Check carefully how you are going to answer such questions to avoid putting

the right answers in the wrong places!

6. When you are doing intensive listening to the tape, try to read two questions at a time – you might find that the answers to both questions are in a single sentence.

7. If you don't catch the answer to a question, it's natural to think hard to try to remember the answer. If you do this, you will miss parts of the tape and possibly won't be able to answer other questions. When you miss the answer to a question, forget it – go onto the next question. Remember – you only listen to the tape once. The answer might be repeated on the tape anyway.

8. If you miss the answer to two or three questions, again, miss them out – you won't be able to remember the answers.

9. If you get to the stage where you are totally lost, you may have to wait until the other candidates turn their pages before you can find out where you are in the questions. Of course, this is not ideal but if you have to do this, don't panic – if you panic you will have even bigger problems.

10. There is no grammar part to the IELTS Test, but grammar is very important. Look at this question:

"There were countless _____ involved in the incident."

a) People b) Person c) Children d) Computer

If you look at the grammar of the sentence it might help you get the answer. 'were' would suggest a plural noun. How many plural nouns are there in the answers? Only two... 'People' and 'Children'. Now you have a good idea of the possible answers, you can use the tape to check for which answer is correct.

"A _____ sank in the English Channel this morning, killing all on board."

a) Yacht b) Car c) Oil Tanker d) Plane

11. If you miss some questions out, you will leave gaps in your answer sheet. Take special care to write your answers in the right order. When you miss questions out, it can be easy to start writing questions out of sequence. Check now and again just to make sure you are writing answers down in the right place.

12. Remember that you are probably not going to hear the same words in the question and in the answer. IELTS questions usually involve 'paraphrasing'- using a sentence with the same meaning but not using the same words. For example, on the tape you might hear:

"Less than a quarter of university students took part."

On the answer sheet you might see:

"Only 23% of candidates actually sat the examination."

In the context of what you hear on the tape, these two sentences might have the same meaning. Your job is to understand the full meaning of what you are listening to and to choose the right answers!

13. You should listen for keywords - that's important, but you should also listen for 'synonyms'. For example, on the tape you might hear:

"He wants to get on but he doesn't have enough money to pay for university."

On the answer sheet you might see:

"He wants to advance."

"**Get on**" and "**advance**" are synonymous. When you are thinking of what key words to listen for, think of synonyms you might hear along with the word used in the question.

14. You are answering a multiple-choice question and you miss the answer. One of the choices is 'None of the above' or 'All of the above'. If you really don't know the answer, choose these answers - they are likely to be the right because they might not be in the list otherwise.

15. Only write down what you hear - never abbreviate, shortcut or add to answers. For example, you might hear to the tape:

"He will start university in July next year."

You write the following answer:

"He starts university in July, 2009."

Although next year may be 2009, this is not the right answer. On the tape it said next year.

16. Do not assume the answer. On the tape you might hear:

"Sydney Harbor is the biggest harbor in the southern hemisphere."

One answer might be:

"Sydney Harbor is one of the biggest harbors in the world."

The southern hemisphere is a good proportion of the world. If Sydney Harbor is the biggest harbor in the Southern Hemisphere, the chances are it is one of the biggest in the world.

However, the tape did not say this. It's natural to try to deduct an answer in this way, but if it's not on the tape, it's not the right answer... simple as that!

17. Many IELTS questions involve listening to numbers and quantities. However, in natural speech the difference between '16%' and '60%' is often difficult to hear if you haven't practiced. Get used to listening to numbers - the only way you can do this is get some listening material and keep practicing!

18. Simply looking at questions words can help you predict the answer to a question. For example, think carefully about what this question word could be referring to:

"Who?"

You might be listening for the name of a person, but it could also be referring to a member of your family (e.g. 'my mum') or even a profession (e.g. 'the doctor', 'my teacher'). Take some time out to write down as many question words as you can and think of everything they could refer to. You might get some surprising answers.

19. You might get a question similar to the following: *'What is his name?'*

You listen to the tape and write:

'Michael smith'

this is incorrect. A name should have capital letters like this:

'Michael Smith'

However, if you wrote this, it would be correct: **'MICHAEL SMITH'**.

If you are unsure of punctuation or you don't know if something might have a particular punctuation, **WRITE EVERYTHING IN CAPITALS - THERE IS NO PENALTY FOR WRITING ANSWERS IN THE LISTENING TEST IN CAPITAL LETTERS.**

20. If you are answering a Multiple Choice question that involves a number of sentences or text and you miss the answer, choose the longest answer. The answer is probably going to be a paraphrase of another sentence and that means it will probably be longer.

21. Practice listening to something every day. There are countless sources: watch an English language movie on a VCD or Video but put tape across the bottom of the screen so you don't see the translation. There are countless English for Foreign Language books you can purchase that have a tape, exercises and answers. All you need is commitment to sit down and practice!

4.2 Dealing with Numbers



This section will give you some advice on how to make sure you answer questions with numbers in the answer correctly. You hear the same number as in the statement three times before you hear the correct one. So, again, answering too quickly will

mean it is wrong. Candidates often hear the number in the answer but don't think about what kind of number it is. This can lead to an incorrect answer.

Look at this question:

What time will the airplane arrive at Sydney airport?

It is very easy when predicting your answers before you listen to the tape to think: "An easy one – I have to listen for a number". You should also ask yourself the following 2 questions:

1) What kind of number are you listening for?

2) What does the number refer to?

Look at the example above again. The answer will be a time; therefore, you need to think about:

- How many digits there will be in the answer, and
- What format they will take.

Do the following exercises

how many digits and what format do the following kinds of numbers have?

<i>Type of Number</i>	<i>Number of digits</i>	<i>Format</i>
Mobile telephone numbers		
Land telephone numbers		
Telephone numbers abroad		
A postcode in Australia		
A postcode in the UK		
Short-term dates (a few days or weeks)		

Long-term dates (months or years)		
Duration of time (e.g.: how long a journey takes)		
A person's age		

Answer key:

Type of Number	Number of Digits	Format
Mobile telephone numbers	Difficult to say, probably between 8 to 10	Will be prefixed by '0'
Land telephone numbers	Again difficult to say, between 4 and 10	Normally prefixed by a '0'
Telephone numbers abroad	Will have more digits than a in-country number	Prefixed by '001' and the country code, normally 2 digits
A postcode in Australia	Between four to five digits	Together
A postcode in the UK	Digits and letters, normally 3 or 4 digits & 3 or 4 letters	Separated into 2 parts: letter(s) + digit(s) and letter(s) + digit(s)
Short-term dates (a few days or weeks)	Between 2 & 4	Normal UK or Aus format: date + month (not the US version of month +date) - might also have a day-name included
Long-term dates (months or years)	Between 3 & 6	Normal UK or Aus format: date +month+ year
Duration of time (e.g.: how long a journey takes)	Depends on what kind of journey (long/short & type of transport	Normally will be a few hours, or possible weeks or even months for journeys by sea
A person's age	One or two. Possibly 3, but not likely	Together

4.3 True/False Questions.

This section will help you to answer ‘True/False’ questions better by showing you how to look for ‘traps’ in the test.



Many candidates expect to hear the answer as it is written in the True/False statement.

For example:

Statement: *There are six children in John’s family.*

Tape script: *I’ve got six children in my family.*

It isn’t likely that you will hear the answer as it appears in front of you on the question paper, although there might be one or two easier questions like this. The people who write the exams often put in ‘traps’ to mislead you and to try to get you to answer the question incorrectly.

For example:

Statement: *There are six children in John’s family.*

Tapescript: *John’s got four kids, hasn’t he? Or is it five? No, no, I forgot Sara is the youngest yes, five and Sara.*

So, if you answer the question too quickly, you will get the answer wrong. Also, you don’t hear the exact number ‘six’.

The above example is of a question that is ‘True’. Look at the same question, but where the answer is ‘False’:

Statement: *There are six children in John’s family.*

Tape script: *John’s got six kids, hasn’t he? Yes, six? No, no, I forgot – it’s Tony. Who’s got six – John’s got three.*

Here, you hear the same number as in the statement three times before you hear the correct one. So, again, answering too quickly will mean it is wrong.

Have a look at these other ‘traps’ that you can get in True/False questions.

i) Changing the modifier only

Statement: *All students have to register before 08 August.*

Tape script: *Most students have to register before 08 August.*

Answer: **False**

ii) Changing the answer twice.

Statement: *Peter decides to go to the cinema.*

Tape script: *PETER: Let's go to the cinema, there's a new film on.*

JANE: I'd like to go to the theatre instead to see the play.

PETER: OK, that's fine; we'll go to the theatre.

JANE: Great, thanks, oh no – maybe the cinema would be better.

PETER: OK – the cinema it is then.

JANE: Are you sure?

PETER: Yes, sure. No, the theatre – definitely!

Answer: **False**

iv) Using words that mean the same (synonyms).

Statement: *All students have to register before 08 August.*

Tape script: *All students have to enroll before 08 August.*

Answer: **True**

iv) Using opposites (antonyms)

Statement: *Robert is very upset.*

Tape script: *I'm worried about Robert, he isn't happy at all these days.*

Answer: **True**

v) Changing the wording

Statement: *You have to pay on or before 08 August.*

Tape script: *You can't make payment after the 7th of August.*

Answer: **False**

4.4 What should I listen for with picture questions?

When candidates see questions as pictures and not words, they often 'go blank' and don't think logically about what they can see in the pictures.

This is simply because they are not expecting this kind of question and it is very easy to overcome. Picture questions are often in section 1 of the listening test in the form of multiple-choice questions. Normally, you will see four pictures that have something in common and there will be a written question above the pictures. You have to listen to a conversation between (usually) two people and decide which picture answers to written question. Look at the example below:

Which car has John just sold?



What you need to do is to 'translate' the pictures into words. In the test, you will have to do this in your head, but here you can write the words down. Remember – In the test the pictures will be in black and white!

Look carefully at the pictures and write down exactly what you see – the question above has been done as an example:

Picture A

- Sports car
- 4 doors

Picture B

- Sports / city car
- 2 doors

- No roof
- Small boot
- Roof
- Small boot

Picture C

- Family car / saloon
- 4 doors
- Roof
- Large boot

Picture D

- Small family car / city car / hatchback
- 2 doors
- Small boot

You should notice that some of the pictures share the same things. For example Pictures A & C both have 4 doors and Pictures B & D have 2 doors. In this way you can put the pictures into ‘groups’ and this will help you when listening because if you hear that the person has sold a 4-door car then you can forget about pictures B & D and just concentrate on A & C. This will cut down the amount you have to listen for.

Tip: Don’t answer the question too quickly because you will often hear one or more incorrect answers before you hear the correct one.

Read the written question carefully so that you know exactly what you’re asked to do. In the above example it is which car John has “sold”, not “bought”?

Read the Instructions Carefully!

This section will give you a few common examples of instructions you can find in the listening (and reading) sub-tests.

People studying for the IELTS test often answer “yes” when they’re asked if they have read the instructions carefully in the listening part of the IELTS test. However, in the real-test situation, many people don’t - or at least don’t do it carefully.

As a result of not reading the instructions carefully enough, students could answer the questions correctly, but get band ‘0’ marks for a whole section of questions because their answers do not correspond to what they are being asked to do. This can reduce their IELTS scores by up to 2.5 bands.

A lot of the time, students look at the format of the questions and automatically assume that the instructions are going to be the same as what they have been previously used to – see the examples below.

1) *Compare the two sets of instructions below:*

a) Read the following statements and write ‘T’ if they are true or ‘F’ if they are false.

All students can eat in the cafeteria for free T F

b) Read the following statements and write ‘Y’ if the passage agrees with them or ‘N’ if the passage disagrees.

All students can eat in the cafeteria for free Y N

...and...

c) Read the following statements and write ‘True’ if they are true or ‘False’ if they are false.

All students can eat in the cafeteria for free True False.

d) Read the following statements and write ‘Yes’ if the passage agrees with them or ‘No’ if the passage disagrees.

All students can eat in the cafeteria for free Yes No.

“So what???”....you might ask yourself – it’s very clear; whether I write ‘T’, ‘True’, ‘Y’ or ‘Yes’ for the same answer. Technically you are correct, but if you don’t enter your answer exactly as you are instructed, you’ll get band ‘0’ – even if it is clear what you mean.

2) *Now compare the instructions for filling these gaps:*

a) Complete the sentences using a word or short phrase.

I have to always _____ carefully.

b) Complete the sentences using **NO MORE THAN THREE WORDS**.

I have to always _____ carefully.

In example (a) you can write as many words as you feel are necessary to answer the question clearly (and make sure the sentence is grammatically correct!). But, in example (b) if you write four words or more, you will get 0 – even if your answer is correct.

3) *Now, compare this pair of similar instructions:*

a) Choose the correct answer and write the appropriate letter in the space provided.

A: John B: Mary C: Peter.

Answer: _____ .

b) Choose the correct answer and write it in the space provided.

A: John B: Mary C: Peter

Answer: _____.

If the answer is B: – Mary – and you write 'Mary' for example 3.a), you'll get a score of 0. Same is the case, if you write 'B' in example 3.b).

4) *Now, look at these T/F/NG questions:*

a) Write 'T' if the passage supports the statement, 'F' if the passage contradicts the statement, or 'NG' if there is nothing in the passage that supports or contradicts the statement.

Monkeys in area of the Wakatikki River only mate in the spring T F NG .

Answer: _____

b) Write 'T' if the passage supports the statement, 'F' if the passage contradicts the statement, or 'NI' if there is no information in the passage to support or contradict the statement.

Monkeys in area of the Wakatikki river only mate in the spring T F NI .

Answer: _____

Again, writing 'NG' instead of 'NI' or the other way around will lose you marks.

4.5 Module Tips.

1. There is no negative marking.
2. Read, write and listen at the same time. It is tricky, but practice well.
3. Don't panic if you think the topic is too difficult or the speaker is too fast. Relax and tune in.
4. Small errors can lead to low scores, so be careful with your spelling at all times. Remember, if you want a high score you should aim to get all questions in parts one and two correct. Avoid any careless mistakes in the easier sections.
5. Try to anticipate what the speaker will say. This requires concentration. It is easy in your own language, but it is more difficult in English.
6. Read instructions carefully, don't just glance at them. They are not always the same as in practice or previous tests.
7. Identify parallel meaning between what the speaker says and what the question asks.
8. Be aware of any grammatical changes you may need to make to the speaker's words to make them fit the question.

Part 5: Speaking.

5.1 Introduction

For most IELTS candidates, the IELTS Speaking Test is the most daunting part of the IELTS Test. The intensity of the interview makes people nervous and the pressure they put themselves under often stops them from performing as well as they could have. However, it doesn't have to be this way. If you understand the format of the test and prepare well for its various components, you should be able to relax and take the speaking test with a degree of confidence.



What follows are a number of tips covering how to approach the IELTS Speaking Test. The purpose of the IELTS Speaking Module is to establish your ability to speak on a number of topics.

The Speaking Module always has the same format. The test is 11-14 minutes long and involves you speaking to a native English speaker who is trained to assess your spoken English against IELTS criteria. The test is also recorded.

There are three stages to the test:

Phase

One

Phase One of the speaking test lasts around 4-5 minutes and very much follows the format any conversation might take when two people meet for the first time - you will be asked to talk about your personal situation (family, job, university study, etc.) and other familiar topics.

Phase Two

Phase Two of the speaking test requires you to do a presentation on a general topic. The examiner interviewing you will give you a card with a topic on it and you must talk for between

one and two minutes. Again, the topics are very general and related to your personal experience. A topic might involve you talking about a teacher who influenced you as a child, or talking about the reading habits of people in your country. Again, you do not need specialist knowledge to talk about the topics you are given.

The examiner will give you a pencil and a piece of paper and allow you one minute to write notes in preparation for your presentation.

Phase Three

Part Three of the speaking test requires you to take part in a discussion with your examiner. The topics you discuss will be more sophisticated than in the previous parts of the test and you will need to give opinions, speculate on possible events, consider trends as well as possibly suggest how to solve a problem. Part Three of the speaking test is the most important part because it is in this part of the test the examiner establishes your final speaking score.



Examiners

Assessment

The examiner interviewing you during the IELTS Test is trained to assess your spoken English against IELTS criteria. You do not need to be an absolutely fluent speaker of English to get a reasonable IELTS speaking score. The examiner will be looking for your ability to use a range of vocabulary and grammar in a way that is clear and understandable.

How Long Should My Answer Be?

In Phase One of the speaking test many candidates lose valuable marks because they don't answer the questions in enough detail and others memorize answers before they go into the test. The following exercises will help you to give more detailed answers and so help to improve your score.

Activity 1

Look at the following example Phase One question and put the 5 answers in order from 1 = best to 5 = worst.

Question:

“Can you tell me about your hometown?”

Possible answers:

- a) *“I come from Jammu.”*
- b) *“I come from Katra, which is a small town about one hour’s drive from Jammu. It is quite well-known because it has an ancient temple inside a cave. So we get a lot of tourists visiting. Other than that, it’s quite a quiet place. It also has a university.”*
- c) *“Yes, I come from Katra, Jammu.”*
- d) *“I live in Katra. It is a very nice place with many things to do. You can do everything there anytime with anybody. I like to go shopping with my mother. I love my mother very much and all of my families are very kind – we always eat together on Sundays.”*
- e) *“You go to the Jammu and then straight on to the National Highway 1A. After that you pass a tunnel in Nandini and turn left a few kilometers. Then you continue for about twenty minutes and you are there.”*

Order the answers here:

- a) _____)_____
- b) _____
- c) _____
- d) _____
- e) _____

a) Why do you think the answers should be in this order? You can note down your ideas. So... how long should each answer be?

Activity 2

Complete the following gap fill exercise using the words & phrases in the box below to get a general idea of what is expected in Phase One:

In Phase One you will be asked questions on (1) _____ topics. It is not (2) _____ to predict what the topics are about, but they are normally concerned with (3) _____ and (4) _____ things. Phase One lasts between (5) _____ and (6) _____; each topic has about (7) _____ questions, so that means an average of

around (8) _____ for each answer. However, don't (9) _____ your answers, if the examiner lets you continue, then (10) _____ because he or she doesn't have to ask (11) _____ question. If your answers are (12) _____ the examiner may let you talk for quite a long time without asking (13) _____ question.

Use _____ **these** _____ **words:**

another three familiar four time keep talking five minutes relevant

Twenty seconds every possible four everyday

Tips: 1. Don't try to memorize answers to topics because the examiner will know this is what you are doing when you speak. It is much better to just try to communicate as best as you can with _____ the _____ examiner.

2. You are marked on how naturally you speak English, not how quickly or how long. Try to communicate with the examiner as you would with other people and don't just try to "fill" the time with words.

Answer Key:

Activity 1:

1 – b

Because it gives a brief overview of the place without too much detail.

2 – c

It's short, but it answers the question directly.

3 – e

It doesn't actually answer the question, but instead gives directions from Bangkok.

However, there is a clear description of the route. It is well communicated.

4 – d

The first part of it is relevant to the question, but the use of 'every.../any....' means that.

there is no real message here. The second half is not relevant.

5 – a

Too short and it misunderstands the question.

Activity 2:

1. Three.
2. Possible.
3. Familiar / everyday.
4. Familiar / everyday.
5. Four.
6. Five minutes.
7. Four.
8. Twenty seconds.
9. Time.
10. Keep talking.
11. Every.
12. Relevant.
13. Another.

5.2 Note-Taking Skills

A lot of candidates spend too long writing long phrases or topic; therefore, they don't cover everything in time. you a card with a topic on it and explain that you have 1 start to speak.

Here is an example of a topic card:



sentences
In IELTS
minute to

You have to talk about the following topic for between 1 and 2 minutes. You have 1 minute to make some notes before

Describe your favorite birthday.

You should talk about

Why it is your favorite?

What happened?

Who was there?

The three bullet-points in the example above are only suggestions. You do not have to use any of them if your topic is different.

The examiner will give you the card to read and a piece of paper and a pencil to make your notes.

Below are different styles of notes on the same topic:

Style 1

It is my favorite birthday because I was given a new car by my parents and I had always wanted this car for a very long time.

As soon as I got the car I drove my family to a restaurant and we had seafood on the beach.

My family – my mother, my father, my 2 brothers and my dog.

Style 2

17th – also got accepted to Delhi University – many friends – went to Grand Mall – went to pub in RCA – got drunk with friends.

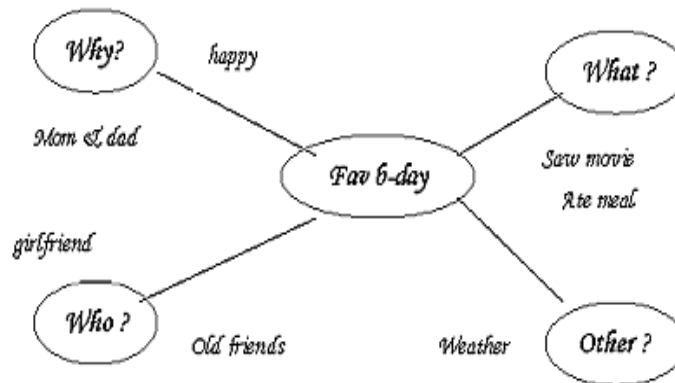
Style 3

Because saw my girlfriend.

Went to eat at restaurant.

My girlfriend and me only.

Style 4



i) *What are the benefits*

1. _____.

2. _____.

3. _____.

4. _____.

ii) *What are the problems*

1. _____.

2. _____.

3. _____.

4. _____.

iii) *Which one do you normally use?*

_____.

iv) *Which one do you think is the best to read from? Why?*

_____.

Tip: Most candidates use style 1 and they normally read directly from their notes, which sound very unnatural. Students use notes on all areas because they can move around the topics easily and when they refer to the notes when they are speaking.

5.3 FAQs Phase One.***What happens when I first go into the interview room?***

A lot of candidates are very nervous when they first go into the room and meet the examiner. In the introduction phase of the speaking test many students think it is Phase One and begin to talk at length.

***What should I do when the candidate before me has finished?***

Just wait outside the room until either the examiner or a member of the IELTS administration staff comes to get you. DON'T go into the interview room without being asked because the examiner will be busy recording the results of the previous candidate.

What should I say to the examiner?

“Good morning” would be fine.

What happens after I sit down?

The examiner will probably say something to try to get you to relax. Then (s)he will say that the interview is going to start and will turn on the cassette recorder.

Why is the interview recorded?

Because it is for your protection. The examiner often listens to the interview again to make sure the score is accurate. Also, sometimes your speaking test needs to re-mark by another examiner if the score is a lot different from the other parts of your test.

5.4 Phase One- Common Topics and Questions.

In Phase One of the speaking test many candidates don't listen carefully to the questions; they just talk generally about the topic and so get a lower score.

The first topic that you will be asked about will be either about where you live or come from or about what you do. In this section, we will look at both of these topics and the different questions that you might be asked about each one:

Part 1 - Where you live / come from ?

The examiner will tell you that (s)he is going to ask you some questions about one of the following:

- *Where you live now.*
- *Where you come from.*
- *The country that you come from.*

Listen carefully to the examiner otherwise you might start talking about the wrong topic - many questions are similar. '...where you live now' and '...where you come from' might be the same. Don't worry if it is - you won't receive this question twice.

Below are some common questions for each topic area. You can brainstorm the answers for each one based on your own experiences.

Part 1 - Tell me about...

1. Where you live / are living now

Where do you live / are you living now?
 What do you like most about the area? Why?
 What don't you like about the area? Why?
 What is the area like?
 Can you tell me about the area?

Do you think you will live there for a long time? Why?

Can you tell me about any interesting places there?

What do people do in the area?

How would you improve the area?

How has the area changed in recent years?

2. *Where you come from / your hometown*

Where do you come from?

Can you tell me about your hometown?

What is the area like?

What don't you like about the area? Why?

What is the area like?

Can you tell me about the area?

Can you tell me about any interesting places there?

What do people do in the area?

How would you improve the area?

How has the area changed in recent years?

3. *Your country*

What country do you come from?

What country were you born in?

What is it like?

What are the people like?

Can you describe the country for me?

What are the main areas of industry and commerce?

What are the main areas of employment?

Have there been any recent developments
in your country? What?

How will your country develop in the future?

Part 2 - What you do

The examiner will tell you that (s)he is going to ask you some questions about what you do, then you will be asked either "What do you do: work or study" or "What are you doing now: working or studying?" This is just an introduction so that the examiner knows what to ask you about, so just answer with one word.

1. Study

What do you study?
What subjects are you studying?
Why did you choose these subjects?
What do you like most about your studies? Why?
Is there anything that you don't like about your studies? Why?
What are your study plans for the future?
What subjects do you think will be popular / important in the future? Why?
What subjects are popular with male and female students?

2. Work

Where do you work?
What job do you do?
Do you like your job? Why?
Is there anything you don't like about your job?
How would you like to improve your job?
What training did you need for this job?
Why did you choose this career / job?
Do you think you will change jobs in the future? Why / why not?
What are your future career plans?

Remember: you will only be asked 4-5 questions in the real test.

After you have been asked about either where you live or your routines, the examiner will move on to ask you about two more topics. The examiner has many topics to choose from, you cannot

choose or change the topics asked.

Below are a selection of the more common topics and questions for you to brainstorm on your own or with friends to increase the number of ideas.

- *Travel*

Do you play sports? Which ones?
What sports are popular where you live?
What are the benefits of playing sport?
Do women and men prefer the same sports? Why / why not?
Why do some people not like sport?
What sports facilities are there in your home area?

- *Fashion*

Is fashion important to you? Why?
Describe a traditional costume in your country?
How have fashion trends changed recently?
Why is fashion important to some people?
Describe your favorite item of clothing.

Do you have any hobbies? What are they?
What do most people like to do in their free-time where you live?
Are these activities a good way to spend time? Why/why not?
Compare how teenagers spend their free-time now with you parents' generation?
Do you need to spend money to enjoy your free-time?

- *Childhood*

What were you like as a child?
What is important for young children?

Compare young children's behavior with teenagers' behavior.

Is the place where you live a good environment for children to grow up in?

- *Weddings*

Is marriage important in your culture? Why?

Can you describe a traditional wedding in your country?

Have wedding ceremonies changed in recent years?

Have attitudes towards marriage changed? How?

What do people do at weddings in your country?

What do the bride and bridegroom wear?

- *Travel*

When did you last go on holiday?

Where do people in your country like to go traveling?

What are the benefits of travel?

Compare travel now with travel in your grandparents' time.

Do you ever read books about traveling?

What effects can tourism have on local economies?

What effects can tourism have on the environment?

➤ **Trainer's Tips.**

1. As you can see from the examples above, the question-types can be divided into several categories:

- 'Why ___ / How ___?' information questions.

- Follow-up 'Why/Why not?' questions.

- 'Yes/No' questions.

Open *'Tell me about'* questions.

2. Also, you will notice that the questions repeat certain patterns, for example:

- changes.
- comparing.
- like / don't like.
- what people do.
- descriptions.

3. DON'T memorize answers: The examiner will notice very quickly and change the topic. Just be prepared by brainstorming ideas for the topics and asking other students about their experiences.

4. Listen very carefully to the questions and take your time when you answer. Think about what you're saying, not about how quickly you're speaking.

5. Try to keep talking until the examiner stops you, providing as much relevant information as you can for each answer.

6. Make sure you sit upright with a posture.

7. Don't ask the examiner any questions about him/her.

8. Don't show off or over-confident – it often leads to a lower score.

9. Try to relax.

5.5 FAQs Phase Two.

What is it?

Phase Two of the speaking test is officially called the “long turn”. It is the part of the speaking test when the candidate has to do all the talking.

Can the examiner speak during Phase Two?

Apart from giving the instructions at the beginning, no.



How will I know what exactly to do?

The examiner will give you a card with the topic you have to talk about written on it. There are also some bullet-points to help you think about what you’re going to say.

Do I have to talk immediately?

No. You get 1 minute to make some notes on what you want to say.

When will I know when to start speaking?

The examiner will tell you to start after you’ve had 1 minute to plan your answer.

How long do I have to talk for?

Between 1 and 2 minutes. If you stop talking in less than 1 minute, the examiner will encourage you to say more and if you’re still talking after 2 minutes, the examiner will indicate that it is time to stop.

When will I know when to stop speaking?

The examiner will ask you a question about what you've been talking about. Answer it briefly and then stop speaking. The examiner will then go on to Phase Three.

Do I have to talk about all of the points on the card?

No – they're only a guide. You can talk about all of them, some of them, none of them or all of them and other information you want to include. Be careful, because if you only talk about the points on the card, you might not talk for long enough.

Do I have to give a presentation?

No - many people think it's a kind of mini-presentation, but it isn't really. Don't talk in a presentation-style format (e.g.: *"Today I'm going to talk to you about...and firstly I'm going to talk to you about...."*). All you have to do is to say *"I'm going to talk about....."*, and get on with it.

Can the examiner speak when I'm speaking – even if I ask him or her question?

No.

Can I change the topic if I don't like it?

No.

What are the topics about?

It is difficult to know what you will be asked about because the examiner has about 20 topics to choose from and there are about 3 different versions in each test, which means that you could be asked 1 of up to 60 topics. Therefore, it is impossible to guess, so don't bother trying – it's a waste of time. Most candidates get a good idea of the topics from other candidates, but it is not likely that you are going to be given the same topic.

Are the topics difficult?

Not really. All the topics are familiar ones. Here are a few examples of what you might be asked to talk about:

- Your favorite restaurant.
- A sport.
- A special day.
- A holiday you've had.
- Your school.
- Your childhood.
- A present you've been given.
- A happy memory.

5.7 Speaking Phase Two.

Most candidates give good answers to Phase Two, but they tend to put the information into separate sentences and don't try to link it all together. In Phase Two you can increase your score for organization quite a lot if you know how to link sentences.

Types of Tasks.

Generally Phase Two tasks fall into 4 categories:

- **Something you do**
- **Something you like**
- **Describing something**
- **Something you have done in the past**

In the first 3 categories you will need to talk in the present tenses, normally the Present

Simple; and in category 4 you will be using mainly the Past Simple.

Compare the following two Phase Two answers:

A. *“At the weekend I go fishing. I go fishing with my friend and my friend's father. We go fishing in river Tawi. We go fishing early in the morning. We fish for five or six hours. We leave about 7pm. We have dinner on the way home. We arrive home at about 10pm.”*

B. *“Usually at the weekends I go fishing. I always go with my friend and his father. We leave early in the morning. When we arrive, we usually fish for about five or six hours. We will leave about 7pm and we quite often stop for dinner on the way back before arriving home at around 10pm.”*

Highlight the adverbs of frequency and conjunctions that are used in Passage B. Can you think of any more adverbs of frequency and conjunctions? Complete the table below:

Adverbs of frequency	Conjunctions

Tips: If you use the present tenses in your Phase Two answer, it is useful to include some adverbs of frequency to add more detail to your answer. Conjunctions are useful for all Phase Two answers because they link ideas together in the same sentence, which will increase your score. Try to use pronouns whenever possible to avoid repeating the same subjects again and again. If you use the past tenses in your Phase Two answer, it is a good idea to use sequencers to link the information in the different sentences. You can also use sequencers as conjunctions.

Look at the following Phase Two answer using the past tenses. Can you improve it with the TIPS above?

Last year I went to Koh Samui in the south of Thailand. Koh Samui is a beautiful island in the south of Thailand. I went to Koh Samui with my two friends. My two friends are from university. I and my two friends from university went to Koh Samui by bus on a Monday morning. The bus left

at 8.30am. We arrived at Chumpon at 4.00pm in the afternoon. We took a boat to Koh Samui. It was about three hours. We arrived at Koh Samui in the evening. We ate dinner. We stayed for five nights. We went snorkeling. We ate delicious spicy food. We drank beer. We sunbathed. We played on a banana boat. We returned to Bangkok on the Saturday morning.

Suggested Answers:

Adverbs of frequency	Conjunctions
Usually	And
Normally	But
Sometimes	Also
Occasionally	As well
Rarely	Although
Always	Whereas
Never	
(quite) often	

Last year I went to Koh Samui in the south of Thailand. It is a beautiful island. I went there with my two friends from university. We travelled by bus on a Monday morning. The bus left at 8.30am and we arrived at Chumpon at 4.00pm in the afternoon and after that took a boat to Kohn Samui. It was about three hours before we arrived at Koh Samui in the evening. After that we ate dinner. We stayed for five nights. We went snorkeling and we ate delicious spicy food. We drank beer, we sunbathed and we also played on a banana boat. At the end of the holiday we returned to Bangkok on the Saturday morning.

Useful sequencers	Useful pronouns
Before	I / he / she / it
After	We / they / us / them
Then	There / here
After	that
At the end	This / that
First	
Second	
Finally	

5.8 FAQ's Phase Three

what is it?

Phase Three is also called the "extended discourse" phase, which basically means that you have the opportunity to talk about things in detail.



How long does it last?

It should last between 4 and 5 minutes.

How do I know when it's started?

The examiner will ask you a question requiring a short answer at the end of your Phase Two presentation to stop you and then (s) he will explain that in Phase Three you will be asked some more general questions related to the topic in Phase Two.

What are the topics about?

The topic you are asked questions about will be related to the topic in Phase Two.

How are Phase Two and Phase Three different?

In Phase Three you are asked questions by the examiner to prompt what you say. The topic is normally expanded from Phase Two. For example, if you are asked to describe your favorite meal in Phase Two, the topic might move on to popular food in your country in Phase Three.

Is Phase Three the most difficult part of the speaking test?

No, it isn't. Many candidates think it is because you are expected to give detailed answers to detailed questions. However, this doesn't mean it is any more difficult than Phases One and Two. What it does mean is that you have the opportunity to use a lot of English language in your answers. Phase Three is designed to "stretch" your language - to push you to show your full ability. That doesn't necessarily mean it's more difficult.

What kinds of questions does the examiner ask?

For Phase Three the examiner will have a set of question cues that (s)he can use to make questions. The examiner will grade the questions according to your performance in Phases One and Two so that you can understand what the questions mean, but also that you find them challenging.

5.9 Trainers Tips.

Phase 1 The speaking test is probably the most difficult for candidates because they have to speak to someone. Actually, you might not need to worry as much as you do. A number of studies have suggested that candidates feel their speaking skills are weakest when this is not the case. If you can speak confidently, clearly and make your ideas understood, there is no reason why you shouldn't get a reasonable speaking test score.

These tips will help:

1. Unless your pronunciation is particularly poor, don't waste time on pronunciation lessons. It is much more beneficial to spend the time acquiring a good range of vocabulary and structure.

2. This is easy to say, but don't be nervous. Think of it like this: if you are really nervous and can't speak then your score will be poor. If you are confident and speak freely, you will have no idea what your score will be - it could be great!



3. Remember your job is to give the assessor something to assess - if you only say 'Yes' or 'No' during the interview, the assessor won't be able to give you a good score. Your job is to give the assessor as much as possible to consider. This means speaking as much as you can. Don't go off topic and don't talk about anything that comes into your head, but speak as much as you can. The assessor will stop you when he is ready.

4. Remember the assessor won't prompt you to speak. If you don't say enough he/she will go onto the next question. If you continue not to say enough, the interview could be very short!

5. Don't ask the assessor what questions mean. All he/she can do if you don't understand is repeating the question. You can though ask the examiner to repeat a question if you are not sure you understood it.

6. As with the writing test, don't show off. Some candidates take the interview as a way of showing the assessor what you know. They use sophisticated vocabulary and difficult grammar without really knowing how to use both. The result will be a decline in how well you speak and your score will go down.

7. Extend your answers by giving reasons:

a. *"I don't really like going to the cinema."*

b. *"I don't really like going to the cinema because it's expensive and I don't like crowds very much."*

8. In the first phase of the speaking test, the assessor will ask you questions about yourself. Research the topic! The assessor might say "Tell me about your parents' jobs." If you don't know anything about them, you will be stuck. It can be surprising how little people know about their own situation.

9. Consider this phase of the test meeting someone for the first time and telling them about you. Try to be relaxed and keep the conversation going.

10. Don't worry about lying - this is not a test of if you are a good person. If the assessor says "Tell me about your hobbies and interests" and you reply "I don't have any" then you aren't saying enough to allow the assessor to assess you. In situations like this, lie. Make up the wildest story you can imagine.

Phase 2

11. In Phase 2 of the speaking test. You are asked to make a presentation on a topic. It will always be something personal, like talking about a holiday you went on. After the test, many candidates suggest they didn't know about the topic which is why they couldn't answer the question. Clearly, this can't be the case. What they mean is they couldn't answer the question because they couldn't think of what to say. If this is the case for you, during the one minute you have to prepare, brainstorm your answer. For example, the assessor may ask you to talk about a holiday you really enjoyed. On your piece of paper, write down questions words:

Where?

When?

Why?

What?

Who with?

How?

Etc.

When you have asked the questions, answer them:

Where? Jammu

When? Last year

Why? Celebrate end exams

what? Climbed mountains / saw hill tribes

who with? University friends

How? Bus from Delhi Etc.

If you then 'expand' (say as much as you can about) your answers you should fill up your two minutes easily.

12. One of the things you must do in both phases of the speaking test is show a range of grammar structures. In phase two you might be asked to talk about a holiday you had. This is the answer:

"We went to Jammu for our holiday last year. First we went to see the Hari Palace. Then we went to Old City and saw the ancient Temples. After that we went to Bahu Fort located on top of a hill. Finally, we went to an Aquarium and saw marine life."

Although grammatically perfect, there are only a few sentence structures used. We could change this by changing the order of things:

"Before visiting the Aquarium where we saw marine life we visited Bahu Fort as well as the ancient Temples in the Old City."

This adds another structure to the answer 'before + Verb + ing' - this will improve your score.

Take some time now to look at the answer above and consider as many ways possible including

more sentence structures.

13. You can't ask the assessor direct questions about a presentation topic, but it is permissible to 'scope' what you can talk about in a presentation. For example you can ask "*Can I talk about the Bahu Fort*"? The assessor will answer 'Yes' or 'No'.

Phase

3.

14. Phase 3 is where the final score is given to a candidate. This is the part of the test where you must excel. Do the best that you can here without trying too hard or getting yourself into problems. Although a number of sources suggest that scores are averaged between the three phases of the speaking test, this stage is where the 'ceiling' is established - you can't get a higher score than your performance in phase 3.

15. Phase 3 is much more like a conversation between you and the assessor. Here he/she doesn't have a script and can ask you anything he/she wants. If you go off the topic, the assessor will make attempts to make sure you stay on topic - there's no point in rehearsing a speech!

16. Amongst other things, in Phase 3 you will be asked to speculate about the future, give the opinion, suggest a solution to a problem, or describe a process or procedure. Try to come up with a complete answer. If you are asked how you would solve traffic problems worldwide, don't just talk about buying more buses; consider where the money for the buses would come from, explain how you would raise the money for the buses and persuade people who to use them. This will certainly impress the assessor.

17. Make eye contact with the assessor. Although theoretically you could speak great English with your head down, the fact is you may not come across as confident. Although there is no mark for confidence, you need to present yourself in as positive way as possible.

5.10 Some Words which can Substitute.

1. *People*: Public, Community, Crowd, Mob, race society.
2. *Events*: occurrence, happening, calamity, case, function, incident.
3. *Issues/problems*: difficulty, complication, obstacle, dilemma.
4. *Achievements*: accomplishment, attainment, fulfillment.
5. *Discoveries*: exposition, exposure, revelation.
6. *Facts*: details, gospel, reality.
7. *Effects*: imprint, influence, essence, implementation.
8. *Preparation*- training, readiness, formulation, grooming, planning.
9. *Worldwide*- universal, cosmic, global, international, comprehensive.
10. *Training*- education, learning, study, development, teaching, information, tuition.
11. *Course*- program, instruction, curriculum, duration.
12. *Online*- connected to the internet, linked, operative, wired.
13. *Free resources*- at no cost, without charge.
14. *Advantages*- merits, benefits.
15. *Disadvantages*- demerits, drawbacks, short coming, weaknesses.
16. *Problems*- concerns, issues.
17. *Consequences*- repercussions, ramifications.

5.11 Sample Topics- Phase One.

Part 1 of the IELTS Speaking Module consists of personal questions about you, your family, your work, your education or other familiar topics. A categorized list of such topics and questions is given below. You can use these sample questions to rehearse for this part of the oral interview. Make sure you can speak correctly, clearly, and with ease and confidence in response to each question. Remember to make your answer interesting by providing more than the most basic information. **Some of these sample questions are highly likely to appear on your exam,** so review them well.

Describe yourself.

FAMILY

- Describe your family?
- Do you have a large or small family?

- How much time do you spend with your family?
- What do you like to do together as a family?
- Do you get along well with your family?
- Are people in your country generally close to their families?

WORK

- What do you do?
- What are your responsibilities?
- How many hours do you work each day?
- Do you enjoy your work?
- Is there some other kind of work you would rather do?
- If you could change your job or profession, what would you do?
- Describe the process of getting a job in your country.
- Describe the company or organization you work for.
- What is your position?
- What do you like about your job?
- What do you dislike about your job?

EDUCATION

- Describe your education.
- What kind of school did you go to as a child?
- Did you go to a co-educational school?
- What was your favorite subject as a child?
- Who was your favorite teacher?
- What is the education system like in your country?
- Do you think your country has an effective education system?

STUDIES

- What are you studying now?
- What is your area of specialization?

HOMETOWN

- Describe your hometown.
- What's special about it?
- Where is your hometown located?
- Is it easy to travel around your hometown?
- What is it known for?

- What do people in your town do?
- What are the main industries in your hometown?
- What problems are faced in your hometown?
- What languages are spoken in your hometown?
- What are the advantages of living in your hometown?
- What are some problems faced by your hometown?
- Compare your hometown with another city.
- What are some environmental problems faced by your hometown?

HOME

- Describe your home.
- What kind of building do you live in?
- How long have you lived there?

Some Other Sample Questions.

WEATHER

- What's the weather like in your country?
- Does the weather affect your mood?
- How do rainy days make you feel?
- What's your favorite season of the year?
- What do you like to do when it's hot?
- What do you usually do in the winter?
- How many seasons does your country have?

WEDDING

- Have you ever been to a wedding?
- Whose wedding was it?
- Where was it held?
- What clothes do people wear?
- Describe the wedding ceremony.
- What sort of gifts do people buy for the bridal couple?
- What kind of clothes did the bride and groom wear?

TRAVEL

- Do you like to travel?
- What kind of places have you visited in your life?

- Which place would you really like to visit? Why?
- What's the best place you've ever visited?

COMPUTERS

- Do you think computers help society?
- Do you think computers are bad for health?
- How do you think computers have changed the world?

INTERNET

- Do you use the Internet much during the day?
- What do you usually do on the Internet?
- What are some advantages of the Internet?
- What are some disadvantages?
- Do people in your country use the Internet a lot?
- Do you do any shopping on the Internet?

EMAIL

- Do you send and receive email regularly?
- Who do you usually communicate with?
- How often do you check your email?
- Do you think writing email has strengthened or weakened people's writing skills?
- What are some disadvantages of email?

FRIEND

- Describe a friend.
- How long have you known each other?
- What do you usually do together?
- What do you like the most about him / her?
- How often do you see each other?

PLACE

- Describe a place you like to go.
- Why is this place special to you?
- When did you first visit this place?
- Where is this place located?
- What language is spoken here? Do you speak this language?

SMOKING

- What do you feel about smoking in public places?
- Do you think smoking should be banned in people's homes?

MARRIAGE

- What is the attitude towards marriage in your country?
- Do most young people plan on getting married in your country?
- What are some of the advantages of marriage?
- What are some of the disadvantages?
- Is the divorce rate high in your country?
- Do you think people should be allowed to get divorced?

HOBBIES

- Do you have any hobbies?
- What are some of your hobbies?
- When did you first develop this hobby?
- What are some of the advantages of having a hobby?
- How much time do you spend on your hobby?

FILMS

- Do you enjoy watching movies?
- What's your favorite film?
- Who are your favorite actors?
- How often do you watch films?

SHOPPING

- Do you enjoy shopping?
- How do you feel about shopping?
- Do you like shopping on the Internet?
- Do you have any favorite stores?
- What don't you like about shopping?
- Which is the most popular place to shop in your hometown?

SPORTS

- Do you like sports?
- Do you enjoy watching sports?
- Do you enjoy participating in any sports?

- Which sports are most popular in your country?
- What's your favorite sport?
- When did you first become interested in sports?
- How often do you participate in sports?
- What equipment do you need for your favorite sport?

FOOD

- What are some of your favorite foods?
- Which foods are popular in your country?
- What are some of the famous dishes of your country?
- Do you enjoy cooking?

FESTIVAL

- What's the most important festival in your country?
- How do people celebrate this festival?
- What special food is associated with this festival?
- What special activities are associated with this festival?
- What do you enjoy most about this festival?
- Do you think festivals are important for a society?

TELEVISION

- Do you watch television a lot?
- What do you usually watch on television?
- How many hours do you usually watch television?
- What are the most popular shows in your country?
- What kind of shows do you like to watch?
- What are some advantages of television?
- What are some of the disadvantages of television?
- What did you last watch on television?
- Why do you think certain TV shows are so popular?

TOURISM

- Which places would you recommend to a visitor in your country?
- Do a lot of tourists visit your country?
- What do they usually do there?
- How has tourism changed your country?
- Is your country expensive for most tourists?

- What are some famous landmarks in your country?

DAILY ROUTINE

- Describe your daily routine.
- What do you usually do?
- What do you do on the weekend?
- What is your typical weekday like?
- Does your life change much from week to week?
- Do you have any free time during the week?

YOUR COUNTRY

- Which country are you from?
- Where is this country located?
- Which part of the country do most people live in?
- What are the main industries in your country?
- Is it easy to travel around your country?

CLOTHES

- What type of clothes do you like to wear?
- What kind of clothes do people in your country usually wear?
- How important is fashion to you?
- What kind of clothes do you dislike?
- Do you think people behave differently in different kinds of clothes?
- What kind of clothes do people wear to work in your country?
- Are clothes expensive in your country?

GOING OUT

- Do you like going out or staying at home?
- What do you like to do when you go out?
- How often do you go out?
- Do people in your country go out a lot?
- How and where do people in your country usually socialize?
- What kind of entertainment is popular in your country?

GAMES

- Do you enjoy playing any game?

- What kind of games do you play?
- Do you think adults should play games?
- What do children learn from games?
- What kind of games did you play when you were a child?
- What games are popular in your country today?
- Which kind of games was popular when you were young?
- Do you think mental games like chess are good for you?

COLOURS

- Do you have a favorite color?
- What are your country's colors?
- Do you think colors affect our moods?
- Can you learn anything about a person from the colors he / she likes?
- Do you like the same color now as you did when you were a child?

MUSIC

- Do you like music?
- What kind of music do you like?
- When do you usually listen to music?
- What kind of music did you like when you were younger?
- What kind of music is popular in your country?
- Do you play any musical instrument?
- Do you wish you could play any musical instrument?
- Which is your favorite instrument?

5.12 Sample Topics Phase Two.

In Phase Two of the IELTS Speaking Module, you need to give a short talk, of about 1-2 minutes, on a simple topic. The questions do not require any specific knowledge, but are based on personal experience. You are handed a card with the topic and you have one minute to prepare your talk. You can make notes and use these notes during your monologue. The examiner will not ask you any questions during this part of the test, so you must know how to answer all parts of the question you are given and speak fluently for a few minutes by yourself. **Sample IELTS Speaking Module topics (for Part 2) are given below.** It is quite

likely that you will be given one of these topics or something very similar, so make sure you can speak confidently and clearly on each one.

- Describe an artist or entertainer you admire.

You should say:

Who they are and what they do.

How they became successful.

How you found out about them.

And explain why you admire them.

- Describe a subject you enjoyed studying at school.

You should say:

When and where you started studying it.

What lessons were like.

What made the subject different from other subjects.

And explain why you enjoyed the subject.

- Describe an important choice you had to make in your life.

You should say:

When you had this choice.

What you had to choose between.

Whether you made a good choice or not.

And explain how you felt when you were making this choice

- Describe a job you have done.

You should say:

How you got doing the job.

What the job involved.

How long the job lasted.

Describe how well you did the job.

- Describe an area of countryside you know and like.

You should say:

Where it is.

What its special features are.

What you and other people do in this area.

And explain why you like it.

- Describe an object you particularly like.

You should say:

What it is and what it looks like.

What it is made of.

What it is for.

And explain why it is special for you.

- Describe a newspaper or magazine you enjoy reading.

You should say:

What kind of newspaper / magazine it is.

Which parts of it you read regularly.

When and where you read it.

Explain why you enjoy reading it.

- Describe something healthy you enjoy doing.

You should say:

What you do.

Where you do it.

Who you do it with.

And explain why you think doing this is healthy.

- Describe a game or sport you enjoy playing.

You should say:

What kind of sport it is.

Who you play it with.

Where you play it.

And explain why you enjoy playing it.

- Describe someone in your family who you like.

You should say:

How this person is related to you.

What this person looks like.

What kind of person he/she is.

And explain why you like this person.

- Describe a museum or art gallery that you have visited.

You should say:

Where it is

Why you went there

What you particularly remember about the place.

- Describe an enjoyable event that you experienced when you were at school.

You should say:

When it happened.

What was good about it.

Why you particularly remember this event.

- Describe a song or piece of music you like.

You should say:

What the song or music is.

What kind of song or music it is.

Where you first heard it.

And explain why you like it.

- Describe a festival that is important in your country.

You should say:

When the festival occurs.

What you did during it.

What you like or dislike about it.

And explain why this festival is important.

5.13 Samples with Answers.

The following IELTS speaking samples will give you an idea of how to get a high score on Part 2 of your IELTS speaking test. This part of the test is also known as the long turn. This is where you need to speak by yourself for 1-2 minutes on a given topic. Make sure you cover all the points mentioned on the card you are given. In addition, you should develop the topic into a well-structured answer. Familiarize yourself with the type of topics, and practice as many of them as you can. This way you will be more comfortable, relaxed and confident on the day of the exam.

Describe a game or sport you enjoy playing.

You should say:

- What kind of sport it is.
- Who you play it with.
- Where you play it.
- and explain why you enjoy playing it.

Response:

I enjoy playing various kinds of brain games online. There are a number of different websites I visit on a regular basis in order to play these games by myself. The objective of the games is to exercise different areas of your brain so that you preserve and enhance your memory and also expand and develop your brain capacity.

The games are of various kinds. Some enable you to practice your verbal skills. Others test logical reasoning, spatial skills and visual memory. I can keep track of my scores, so that each time I play, my goal is to do better than in the past – to outdo myself, so to speak. In addition, if I want, I can compare my scores to others who play online. This aspect is intriguing, but frankly it

doesn't interest me much. I don't regard this as a competition with anyone else. It is something I do simply to sharpen my mental abilities and improve myself.

In fact, one of my favorite games is supposed to be the best for brain fitness. It involves solving a number of simple math problems using addition, subtraction, multiplication and division as quickly as possible. I really hope these games will enable me to preserve my intellect and my memory in the old age.

Describe someone in your family who you like.

You should say:

- How this person is related to you.
- What this person looks like.
- What kind of person he/she is.
- and explain why you like this person.

Response:

The person in my family I really like and also love is my mother. She is a very special person and I cannot imagine what I would be without her.

Physically, my mother is petite. She is only about 5 feet tall, and weighs about 110 pounds. She has fine, black hair and a fair complexion. One thing people often notice is that my mother always takes pride in her appearance. Even now, at the age of 80, my mother is a well dressed, well-groomed and elegant woman, with her fine choice of clothes and matching accessories, jewellery and shoes.

Intellectually, my mother always loves learning. Even after her busy day, she won't go to bed without reading the newspaper. She was one of the few members of her family that completed university. She also has many creative and cultural interests such as literature, music and dance. Through her own enjoyment, she passed on this love of culture to all her children, including me.

Emotionally, my mother has a heart of gold. All her life, she has been ready, willing and able to help anyone who needs anything, with a smile on her face. She is of the old school - she remembers to wish friends and relatives on their birthdays and anniversaries, she attends their weddings, dinners and parties, and she visits them when they're hurt, unwell or in mourning. In fact, my mother has always been a kind soul and people of all ages love her as soon as they meet

her. I think this is because she is good-hearted from her core, and her authenticity is what everyone relates to. She has taught me the meaning of being compassionate, loving, kind, helpful, and supportive and so much more. In fact, thanks to the unconditional love of both my wonderful parents, I feel I've been truly blessed in this lifetime.

➤ ***Tips Speaking***

1. Do not learn answers by heart.
2. Ask for clarification if it is necessary.
3. Speak at length.
4. It is not the test of knowledge.

Spellings are important in IELTS test.

Try to guess and anticipate the answers.

Keep watching this space for commonly misspelled English words: grammar, accommodation, guarantee, bungalow, vacuum, hemorrhage, beginning, bouquet, memento, souvenir, maintenance, bureau, queue, balcony, forty, ninety, giraffe, jealousy, fulfill

Twenty tips for IELTS success.

- 1** In Listening, use the example at the beginning of the first section to familiarize yourself with the sound, the situation, and the speakers.

- 2** Keep listening until the recording stops, looking only at the questions that relate to the part being played.

- 3** There are often pauses in the recording between different sections. Use these to prepare for the next set of questions.

- 4** Answer listening questions in the order they appear on the Question Paper. Remember that they normally follow the order of the information in the recording.

- 5** At the end of the recording you have some time to transfer your answers to the Answer Sheet. Check your grammar and spelling as you do so.

- 6** In Academic Reading, begin by going quickly through each passage to identify features such as the topic, the style, the likely source, the writer's purpose and the intended reader.

- 7** As you read, don't try to understand the precise meaning of every word or phrase. You don't have time, and those parts of the text might not be tested anyway.

- 8** Reading tasks sometimes have an example answer. If this is the case, study it and decide why it is correct.

- 9** Some tasks require you to use words from the text in the answer; in others you should use your own words. Check the instructions carefully.

- 10** The instructions may also include a word limit, e.g. Use no more than three words. Keep to this by avoiding unnecessary words in your answer.

- 11** In Academic Writing, you must always keep to the topic set. Never try to prepare sections of text before the exam.
- 12** Keep to the suggested timing: there are more marks possible for Task 2 than Task 1.
- 13** Organize and link your ideas and sentences appropriately, using a wide range of language and showing your ability (in Task 2) to discuss ideas and express opinions.
- 14** If you write less than 150 words in Task 1 or less than 250 in Task 2 you will lose marks, but there is no maximum number of words for either.
- 15** When you plan your essay, allow plenty of time at the end to check your work.
- 16** In Speaking, don't try to give a prepared speech, or talk about a different topic from the one you are asked to discuss.
- 17** Always speak directly to the Examiner, not to the recording equipment.
- 18** Whenever you reply 'Yes' or 'No' to the Examiner's questions, add more details to your answer. In each case, aim to explain at least one point.
- 19** Remember that you are not being tested on your general knowledge but on your ability to communicate effectively.
- 20** Organize and link your ideas and sentences appropriately, talking clearly at normal speed and using a wide range of structures and vocabulary.

Headwords of the Academic Word List

Below given are headwords of the families in the Academic Word List. The number beside each word indicates the sublist in which it appears. Sublist 1 contains the most frequent words and sublist 10 the least frequent.

Abandon	8	Analyse	1	Benefit	1
Abstract	6	Annual	4	Bias	8
Academy	5	Anticipate	9	Bond	6
Access	4	Apparent	4	Brief	6
Accommodate	9	Append	8	Bulk	9
Accompany	8	Appreciate	8	Capable	6
Accumulate	8	Approach	1	Capacity	5
Accurate	6	Appropriate	2	Category	2
Achieve	2	Approximate	4	Cease	9
Acknowledge	6	Arbitrary	8	Challenge	5
Acquire	2	Area	1	Channel	7
Adapt	7	Aspect	2	Chapter	2
Adequate	4	Assemble	10	Chart	8
Adjacent	10	Assess	1	Chemical	7
Adjust	5	Assign	6	Circumstance	3
Administrate	2	Assist	2	Cite	6
Adult	7	Assume	1	Civil	4

Advocate	7	Assure	9	Clarify	8
Affect	2	Attach	6	classic	7
Aggregate	6	attain	9	clause	5
Aid	7	attitude	4	code	4
Albeit	10	attribute	4	coherent	9
Allocate	6	author	6	coincide	9
Alter	5	authority	1	collapse	10
Alternative	3	automate	8	colleague	10
Ambiguous	8	available	1	commence	9
Amend	5	aware	5	comment	3
Analogy	9	behalf	9	commission	2
Commit	4	contract	1	deviate	8
Commodity	8	contradict	1	device	8
Communicate	4	contrary	7	devote	9
Compatible	9	contribute	3	dimension	4
Compensate	3	controversy	9	diminish	9
Compile	10	convene	3	discrete	5
Complement	8	converse	9	discriminate	6
Complex	2	convert	7	displace	8
Component	3	convince	10	display	6
Compound	5	cooperate	6	dispose	7
Comprehensive	7	coordinate	3	distinct	2
Comprise	7	core	3	distort	9

Compute	2	corporate	3	distribute	1
Conceive	10	correspond	3	diverse	6
Concentrate	4	couple	7	document	3
Concept	1	create	1	domain	6
Conclude	2	credit	2	domestic	4
Concurrent	9	criteria	3	dominate	3
Conduct	2	crucial	8	draft	5
Confer	4	culture	2	drama	8
Confine	9	currency	8	duration	9
Confirm	7	cycle	4	dynamic	7
Conflict	5	data	1	economy	1
Conform	8	debate	4	edit	6
Consent	3	decade	7	element	2
Consequent	2	decline	5	eliminate	7
Considerable	3	deduce	3	emerge	4
Consist	1	define	1	emphasis	3
Constant	3	definite	7	empirical	7
Constitute	1	demonstrate	3	enable	5
Construct	2	deny	7	energy	5
Consult	5	depress	10	enforce	5
Consume	2	derive	1	enhance	6
Contact	5	design	2	enormous	10
Contemporary	8	despite	4	ensure	3

Context	1	detect	8	entity	5
Environment	1	format	9	incline	10
Equate	2	formula	1	income	1
Equip	7	forthcoming	10	incorporate	6
Equivalent	5	found	9	index	6
Erode	9	foundation	7	indicate	1
Error	4	framework	3	individual	1
Establish	1	function	1	induce	8
Estate	6	fund	3	inevitable	8
Estimate	1	fundamental	5	infer	7
Ethic	9	furthermore	6	infrastructure	8
Ethnic	4	gender	6	inherent	9
Evaluate	2	generate	5	inhibit	6
Eventual	8	generation	5	initial	3
Evident	1	globe	7	initiate	6
Evolve	5	goal	4	injure	2
Exceed	6	grade	7	innovate	7
Exclude	3	grant	4	input	6
Exhibit	8	guarantee	7	insert	7
Expand	5	guideline	8	insight	9
Expert	6	hence	4	inspect	8
Explicit	6	hierarchy	7	instance	3
Exploit	8	highlight	8	institute	2

Export	1	hypothesis	4	instruct	6
Expose	5	identical	7	integrate	4
External	5	identify	1	integrate	4
Extract	7	ideology	7	integrity	10
Facilitate	5	ignorance	6	intelligence	6
Factor	1	illustrate	3	intense	8
Feature	2	image	5	interact	3
Federal	6	immigrate	3	intermediate	9
Fee	6	impact	2	internal	4
File	7	implement	4	interpret	1
Final	2	implicate	4	interval	6
Finance	1	implicit	8	intervene	7
Finite	7	imply	3	intrinsic	10
Flexible	6	impose	4	invest	2
Fluctuate	8	incentive	6	investigate	4
Focus	2	incidence	6	invoke	10
Involve	1	minimum	6	participate	2
Isolate	7	ministry	6	partner	3
Issue	1	minor	7	passive	2
Item	2	mode	7	perceive	1
Job	4	modify	5	percent	1
Journal	2	monitor	5	period	1
Justify	3	motive	6	persist	10

Label	4	mutual	9	perspective	5
Labour	1	negate	3	phase	4
Layer	3	network	5	phenomenon	7
Lecture	6	neutral	6	philosophy	3
Legal	1	nevertheless	6	physical	3
Legislate	1	nonetheless	10	plus	8
Levy	10	norm	9	policy	1
Liberal	5	normal	2	portion	9
Licence	5	notion	5	pose	10
Likewise	10	notwithstanding	10	positive	2
Link	3	nuclear	8	potential	2
Locate	3	objective	5	practitioner	8
Logic	5	obtain	2	precede	6
Maintain	2	obvious	4	precise	5
Major	1	occupy	4	predict	4
Manipulate	8	occur	1	predominant	8
Manual	9	odd	10	preliminary	9
Margin	5	offset	8	presume	6
Mature	9	ongoing	10	previous	2
Maximise	3	option	4	primary	2
Mechanism	4	orient	5	prime	5
Media	7	outcome	3	principal	4
Medicate	9	output	4	principle	1

Medical	5	overall	4	prior	4
Medium	9	overlap	9	priority	7
Mental	5	overseas	6	proceed	1
Method	1	panel	10	process	1
Migrate	6	paradigm	7	professional	4
Military	9	paragraph	8	prohibit	7
Minimal	9	parallel	4	project	4
Minimize	8	parameter	4	promote	4
Proportion	3	restrict	2	strategy	2
Prospect	8	retain	4	stress	4
Protocol	9	reveal	6	structure	1
Psychology	5	revenue	5	style	5
Publication	7	reverse	7	submit	7
Publish	3	revise	8	subordinate	9
Purchase	2	revolution	9	subsequent	4
Pursue	5	rigid	9	subsidy	6
Qualitative	9	role	1	substitute	5
Quote	7	route	9	successor	7
Radical	8	scenario	9	sufficient	3
Random	8	schedule	8	sum	4
Range	2	scheme	3	summary	4
Ratio	5	scope	6	supplement	9
Rational	6	section	1	survey	2

React	3	sector	1	survive	7
Recover	6	secure	2	suspend	9
Refine	9	seek	2	sustain	5
Regime	4	select	2	symbol	5
Region	2	sequence	3	tape	6
Register	3	series	4	target	5
Regulate	2	sex	3	task	3
Reinforce	8	shift	3	team	9
Reject	5	significant	1	technical	3
Relax	9	similar	1	technique	3
Release	7	simulate	7	technology	3
Relevant	2	site	2	temporary	9
Reluctance	10	so-called	10	tense	8
Rely	3	sole	7	terminate	8
Remove	3	somewhat	7	text	2
Require	1	source	1	theme	8
Research	1	specific	1	theory	1
Reside	2	specify	3	thereby	8
Resolve	4	sphere	9	thesis	7
Resource	2	stable	5	topic	7
Respond	1	statistic	4	trace	6
Restore	8	status	4	tradition	2
Restrain	9	straightforward	10	transfer	2

Transform	6	uniform	8	virtual	8
Transit	5	unify	9	visible	7
Transmit	7	unique	7	vision	9
Transport	6	utilise	6	visual	8
Trend	5	valid	3	volume	3
Trigger	9	vary	1	voluntary	7
Ultimate	7	vehicle	8	welfare	5
Undergo	10	version	5	whereas	5
Underlie	6	via	8	whereby	10
Undertake	4	violate	9	widespread	8

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