

A Complete IELTS Handbook



**Target
8**



**Step by step guide to get highest score possible
through self-study by using the most effective
methods and the best materials.**

A Complete

IELTS Handbook

IELTS All In One

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A Joint Venture of:



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PREFACE

This book is completely dedicated to those who are willing to take part in the IELTS examination and expecting a high band score. If you are preparing for the IELTS exam of your own, you are advised to learn about the exam format, frequently asked questions, different sections of the IELTS exam and then browse the IELTS Preparation section. After being familiar with preparation section, read and master the sample questions and finally go through the IELTS tips. This book aims to provide you comprehensive IELTS materials you need to study to achieve a high band score. If you know the IELTS exam format and already have some preparation for the test, you should navigate to the IELTS tips and Sample Question sections which would enhance your knowledge on the IELTS exam and would help you further improve your preparation.

This book has four major sections (**IELTS Preparation, IELTS Sample Questions, Step by step explanations & IELTS Tips**) to provide every aspect you need to cover for your original IELTS exam. Each section gives you practice for corresponding IELTS module of the original IELTS test and gives you a chance to develop specific skills that will help you both in the IELTS test and in your use of English Language generally. The IELTS Exam sections give you great details about each section/ module of the IELTS exam and that helps you to understand the IELTS exam very closely. IELTS exam has 4 sections or modules: **Reading, Writing, Listening** and **Speaking**. All IELTS candidates take the same listening and speaking tests, but reading and writing tests vary depending on whether a candidate is taking the 'Academic IELTS' test or the 'General Training IELTS' test. Find out which form of IELTS is appropriate for you, Academic or GT IELTS , and prepare for the IELTS Test.

The Author

About IELTS

IELTS stands for **International English Language/ Level Testing System**. It is the most popular and widely recognized assessment test of English Language proficiency for people who want to study or work in an English-speaking country like the UK, Australia, Canada, and the USA etc. The IELTS exam is jointly owned, managed and administered by 'The University of Cambridge ESOL Examinations (Cambridge ESOL)', 'British Council' and 'IDP: IELTS Australia'. The IELTS test was introduced in the year 1989 to assess “whether candidates are ready to be trained in the medium of English in an English-speaking country”. IELTS is now accepted as evidence of a prospective student’s level of English by most universities in English speaking countries. IELTS is the most popular high stakes English language proficiency test around the globe and more than 2.5 million candidates take part in the IELTS examination each year on an average.

IELTS test is available in two formats – Academic and General Training.

- **Academic Module** is suitable for those who are going to apply for further studies and professional registration.
- **General Training Module** is appropriate for those who are going to English-speaking countries to complete work experience and training programs or for immigration purposes.

Confirm which module you are required to take and sit for the appropriate IELTS exam.

IELTS All in One is an independent book aiming to help IELTS candidates to assess, prepare and practice for the IELTS test. This book is not related to IELTS registration or IELTS test authority. The whole idea of this book was to share knowledge and experience of IELTS so that you can achieve your dream score. You are not alone; IELTS All in One is here to help you. This book is optimized to become your best IELTS study companion.

Understand the IELTS test format

Test takers who understand the format of IELTS are at an advantage. Make sure you're familiar with how IELTS testing works.

There are two versions of the test, IELTS Academic and IELTS General Training. Both tests are graded in exactly the same way.

You'll take the first three parts of the test on the same day, in the following order:

Listening*

Reading

Writing

There are no breaks between these tests.

Your Speaking test will be held either on the same day or 7 days before or after that, depending on local arrangements.

*Remember that in the Listening test, there will be a range of native-speaker accents (North American, Australian, New Zealand and British). All standard varieties of English are accepted during the test.

IELTS Academic	IELTS General Training
IELTS Academic measures English language proficiency needed for an academic, higher learning environment. The tasks and tests are accessible to all test takers, irrespective of their subject focus. -Listening* (30 minutes, plus 10 minutes extra to transfer your answer to your answer sheet) Four recorded monologues and conversations.	IELTS General Training measures English language proficiency in a practical, everyday context. The tasks and tests reflect both workplace and social situations. -Listening* (30 minutes, plus 10 minutes extra to transfer your answer to your answer sheet) Four recorded monologues and conversations.
Reading (60 minutes) <ul style="list-style-type: none">• Three long reading passages with tasks• Texts range from descriptive and factual to the discursive and analytical• Includes non-verbal material such as diagrams, graphs or illustrations• Texts are authentic (e.g. taken from books, journals and newspapers)	Reading (60 minutes) <p>Three reading passages with tasks</p> <ul style="list-style-type: none">• Section 1 contains two or three short factual texts• Section 2 includes two short, work-related, factual texts• Section 3 contains one longer text on a topic of general interest
Writing (60 minutes) <ul style="list-style-type: none">• Writing task of at least 150 words where the test taker must summarise, describe or explain a table, graph, chart or diagram• Short essay task of at least 250 words	<ul style="list-style-type: none">• Texts are authentic (e.g. taken from books, journals and newspapers) Writing (60 minutes) <ul style="list-style-type: none">• Letter writing task of at least 150 words• Short essay task of at least 250 words

Speaking* (11 to 14 minutes) <ul style="list-style-type: none"> • Face-to-face interview • Includes short questions, speaking at length about a familiar topic and a structured decision 	Speaking* (11 to 14 minutes) <ul style="list-style-type: none"> • Face-to-face interview • Includes short questions, speaking at length about a familiar topic and a structured decision
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* Listening and Speaking sections are the same for both versions of the test.

How IELTS is scored

IELTS results are reported on a 9-band scale

IELTS results are designed to be simple and easy to understand. They are reported as band scores on a scale from 1 (the lowest) to 9 (the highest).

The IELTS scale

Band score	Skill level	Description
9	Expert user	The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.
8	Very good user	The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7	Good user	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their

		own field.
4	Limited user	The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent user	The test taker has great difficulty understanding spoken and written English.
1	Non-user	The test taker has no ability to use the language except a few isolated words.
0	Did not attempt the test	The test taker did not answer the questions.

Calculating the overall band score:

A score is given for each test component – Listening, Reading, Writing and Speaking. These individual scores are then averaged and rounded to produce an overall band score.

IELTS Listening Test

IELTS Listening Test is made to assess your listening abilities. This module is the same for Academic and General IELTS.

Time	40 minutes
Questions	40
Sections	4

Overview of the IELTS Listening Test

- The IELTS Listening test lasts around 30 minutes.
- You will have 10 minutes at the end to transfer your answers to the answer sheet provided.
- It is divided into 4 parts. The questions get progressively more difficult as the test goes on.
- There are 40 questions in total. Each question carries 1 mark.
- Timing is key. For each part, you will have time to look at the questions before the recording begins and you will have time to check your answers at the end.
- Listening is exactly the same for Academic and General Training.

Tips:

Below is a list of IELTS listening tips that have been given in the video above. Read these tips carefully.

1. The recording will be played only once. You will not hear it a second time.
2. You must practice completing a full listening test by listening only once before your test. You should do this a number of times.
3. When you are developing skills and vocabulary, you might want to practice listening more than once. This is fine when you are in training.
4. You will need to multitask. This means you must be able to read the questions, listen for the answer and write down words all at the same time. You should practice doing this.
5. Practice transferring your answers to the answer sheet at home before your test.
6. You should write your answers on the answer sheet using pencil not a pen. This is the same as the IELTS reading test.
7. Scores are calculated by the number of points you got correct. You don't lose a mark if your answer is wrong. Your score will not change due to incorrect answers.
8. If you don't know an answer, guess always write something in the box on your answer

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sheet. Who knows, maybe you guess right!!

9. You can write your answer using capital or lower case letters. However, I recommend using all capital letters.

10. Check the number of words you can have for your answer. Each time the question type changes, the number of words for the answer might change too. Here is an example of instructions: "No more than two words and/or a number". To learn exactly what these instructions mean, please watch the video lesson above.

11. Check the instructions to see if you can have a number (which means only one) or numbers (plural which means more than one number).

12. How words and numbers are calculated:

- A date "1950" is considered one number.
- A large number "1,000,500" is considered one word.
- A hyphenated word "part-time" is considered one word.
- A compound noun which is not hyphenated "tennis shoe" is considered two words.
- "At the hospital" or "hospital". Should you write the article and preposition?

Your answer will depend on the type of question you have. If you are completing the sentence, for example:

- The best place to meet is... the answer must be grammatically correct so you need "at the hospital".
- If the question is a note or form completion, such each 1) PLACE: the answer can be just one word (with or without the article) "hospital" or "the hospital" (if two words are possible.)
- SPELLING!! If your answer is spelled wrong, the answer is marked wrong. You must have the correct spelling to get a point and have the answer marked Correct.
- Don't worry about spelling while you are listening because you don't have time to concentrate on spelling. You need to concentrate on listening to the recording and following the questions.
- Check your spelling when you transfer your answers to the answer sheet.
- That is the time to check and make sure everything is correct.
- Writing letters or words. If you get a multiple choice question, it will ask you to write down the letter as your answer.

For example:

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1. a) spring
2. b) summer
3. c) winter

- If the answer is b, you must write "b" on your answer sheet not "summer". The word "summer" would be marked wrong because the instructions ask you to write a letter not a word.

Top 10 Strategies:

1. Before the test

- **Improve your general listening skills**

The goal of IELTS Listening section is to test your listening skills. Don't use practice tests to improve your score: it's not enough! They will help you to become familiar with the test, but won't much improve your listening abilities. It is much more effective to do various listening exercises, listen to general listening materials (radio reports, TV-shows, documental programs etc) and only after that do IELTS Listening practice tests.

- **Polish your topic vocabulary**

Section 3 is almost always about education. For example, students and a tutor are talking about an assignment. Learn all the vocabulary you can about studying at university. This way you will understand this section better.



2. On the test

- **Word types**

Skip over the questions and decide which type of word fits in each gap. Is it a noun, verb, adverb or adjective? Write 'N' for noun, 'V' for verb and so on. This will help you to focus on the specific word forms while listening.

- **"Plug in" the situation**

Try to get an idea of the situation. Before each part you will be given a short introduction: 'Now, you will hear a dialogue between...' or 'you will hear a lecture on...' This information is not written on the question paper, so be attentive. Note: who are the speakers, why are they speaking and where are they. This will make understanding the rest of the recording much easier.

- **Don't lose attention**

Remember, you will only hear the audio once. So if you didn't hear some words and passed

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over some questions, don't worry! Leave them blank and focus on the actual part. Review those questions at the end of the section, otherwise, you will only miss more questions and tangle in the recording. You will need to read, write and listen all at the same time.

- **Watch out words-indicators**

Listen for words-indicators, such as *however, but, then, finally*. They help you to anticipate what the speaker will say.

- **Don't write answers too quickly**

A lot of students fall into this trap: as soon as they hear the needed information, they take it for the correct answer. But sometimes this information is repeated or corrected further in the section. Example:

Sam: Thank you! I've received your email. So it is loren-hanson@gmail.com.

Loren: No-no! You have mistaken, it is loren-hamson@gmail.com, spelled with M.

Sam: Oh, I'm sorry...

- **Check for silly mistakes**

After each section you have 30 seconds to check your answers. It is important to check spelling, plurals and word forms. Remember that only correctly written answers will gain points.

- **Transfer answers accurately**

At the end of the listening test you will have 10 minutes for transferring your answers into the answer sheet. And quite often students get confused in the numeration! As you write down your answers, check that they fit into the correct numbered space. In other words, make sure that answer for question 7 goes into space number 7.

- **Don't leave any blank answers!**

You won't lose marks for incorrect answers, so even if you don't know the answer it is better to write something in the answers box. Read the question again and make a guess!

Some Ways to Practice IELTS Listening

This topic is about IELTS listening practice and how you can improve your listening skills at home.

1. Prediction

1. Prediction

When we look at the questions we should try to predict the answer before we hear it because this makes it easier to get the correct answer. For example, if the possible answer had a \$ sign in front of it, we would automatically know that we need to be listening for an amount of money.

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You probably use prediction all the time in your native language, but you just don't think about it. For instance, when listening to the news and you hear "Volcano in South Pacific" your brain automatically starts to predict what you are going to hear and that it will probably be something to do with a volcano erupting in one of the islands in that region. If it was about something else, it would be difficult or confusing to listen to, because you were not expecting it.

We call this 'context' and it is important that you not only predict specific things like the \$ amount above, but also predict the general context of the thing you are going to listen to.

2. Synonyms and Paraphrasing

In many ways the listening test is not only a test of your listening skills, but also a vocabulary test. More often than not the answer will not be a direct match to the keywords in the question, but a synonym (words with the same or very similar meanings) or a paraphrase of those words. You therefore need to practice thinking about how words you see in the question might be represented by different words that have the same meaning.

For example, the question could ask 'How did the education system improve from 1990-1999?', but the recording may describe how 'Schools got better in the '90s'.

3. Connected Speech

Lots of English teachers speak clearly and slowly to their students and this actually harms their progress sometimes. When you hear how native speakers actually talk, it is often very difficult to hear what is being said. This is mainly to do with connected speech. Connected Speech is the linking of words and sounds together in a sentence. For example, 'I have to go to the doctor; I have an ear ache.' might sound more like 'Ivtegotte the doctor, Ivenearake.'

Other sounds may appear 'weak' or change when put into a sentence. For instance 'Do you want to go?' might sound more like 'De ye want to go?'

4. Recognizing Sign Posting Language

In two of the four parts of the IELTS listening test you will have to listen to someone speaking by themselves, one in a social context and one in a lecture style. When someone talks in this way they often use what is referred to as 'sign posting'. For example, when you give a lecture you might say 'This lecture is divided into three parts' and then you will say things like 'First of all...', 'Secondly...', 'After that...' and 'Finally...'. These phrases tell the listener what stage of the talk they are listening to and what they are going to say next. If we know how to interpret these signals we are more likely to understand and follow the whole thing.

5. Listening to Two People Talking

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1. IELTS Listening- Multiple Choice Questions

This lesson will show you how to effectively answer multiple choice questions in the IELTS listening test. It will show you the three different types of multiple choice questions, look at common problems and give you tips and a strategy to help you on test day.

3 Kinds of Multiple Choice Questions:

There are three different formats for these questions. The first is a **short answer multiple choice question**. You will be given a statement and a number of different options to choose from. Below is a picture of a sample question.

Source: Cambridge English IELTS Past Papers.

SECTION 1

Questions 9 and 10

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

9 Type of insurance chosen

- A Economy
- B Standard
- C Premium

10 Customer wants goods delivered to

- A port
- B home
- C depot

The second type of multiple choice questions are **sentence completion questions**. You will be given a sentence stem and you will have to complete it with one of a number of options. Below is an example.

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Questions 36–40

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

- 36 We are all present hedonists
- A at school
 - B at birth
 - C while eating and drinking
- 37 American boys drop out of school at a higher rate than girls because
- A they need to be in control of the way they learn
 - B they play video games instead of doing school work
 - C they are not as intelligent as girls

Source: Cambridge English IELTS Past Papers.

The last kind is when you are given a sentence and you have to match this to one of a number of **pictures**.

Common Problems:

1. When given three choices, like above, you are likely to hear the speaker talking about all three options. Just because you hear it mentioned, doesn't make it correct. You must select the correct answer, not the first one you hear.
2. The answers will normally come in the form of synonyms or paraphrases. Don't just listen for exact matches; think about how the answer could be expressed using synonyms or paraphrasing.
3. The three choices often look similar in meaning and it may be difficult for you to tell the difference. Look for keywords in the different options that allow you to tell the difference between the different options.
4. This is not just a test of your listening skills but also your reading skills. There is much more to read in multiple choice questions, so practice underlining the keywords in the questions and quickly understanding the difference between the different options.

Tips:

1. Don't check your answers from the previous section when you have a break. It is important that you read the multiple choice questions and try to understand them.
2. Highlight keywords. The keyword in the question will help you answer the question

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correctly. The keywords in the different options are those that differentiate meaning between the choices.

3. Don't write the first answer you hear. Remember that they will try and trick you.
4. Don't spend too much time on one question. If you didn't get the answer or you are unsure, make an educated guess and move on.
5. Be careful if you hear words like 'but' or 'however'. This often means that the speaker is going to qualify a previous statement.
6. Practice makes perfect.
7. Your answer will often be a letter and not a word. Read the instructions to make sure and be careful when transferring your answers at the end.

Strategy:

1. Read the instructions carefully.
2. Read the questions and identify what is actually being asked. Highlight the keyword in the question.
3. Look at the different options and underline any keywords that help you tell the difference in meaning.
4. Think of any synonyms or paraphrases you might hear.
5. Predict the answer.
6. When listening, listen for any keywords **and** synonyms.
7. Don't write the first answer you hear. They will probably talk about more than one option so wait until they have talked about them all and then answer. Be careful with answers that are given by the speaker and then taken away.
8. If you think an answer is correct, put a tick beside it and keep listening to make sure.
9. Don't spend any more time than is necessary. If you miss an answer, make a guess and move on.

2. IELTS Listening- Short Question Answer

This type of questions is very common, so it's a good idea to practice them separately and develop your answering techniques. One of the most useful techniques with this type of question is to look at the question word being used. In the questions below, the questions words are 'What (festival)', 'when' and 'how many'. This should tell you that you are looking for the name of the something for the first answer, a date or time for the second answer and a number for the third answer.

Tips:

- Read the instructions and questions before you start listening to the recording. What are you being asked to do? Familiarize yourself with the questions and think about the context.

4. IELTS listening – Table or Note completion

This is a practice IELTS listening filling out a table exercise. As well as the exercise itself, you will find some advice on how to approach this type of question. The idea is that you need to use the 30 seconds preparation time well and there are different things to think about in that time. Yes, you do want to try and predict some answers, but it is just as important to understand what you are going to listen to generally and understand how the table works.

Here are the tips when you encounter questions that require you to complete

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notes or a table:

- Predict the kind of word or phrase you would need (place, number, name, etc.)
- Keep in mind that there will be times when you have to write a measurement word or abbreviation (cm, in, hours, etc.)
- Write the word or words as you hear it. Do not change them just to make them fit.
- There is no need to write articles (a, an, the).
- Always remember the word limit.

Before you listen – understand the table

The idea is that before each listening task, you should spend the 30 seconds to try and do all of these things:

1. understand what you are going to listen to
2. understand how the table is organized
3. predict what type of answers you might want

You should note that there are different ideas here. You don't just want to try and predict the answer, you also want to make sure you have a good idea about what the listening is going to be about and how the table is organized. The idea is simple: If you know what you are going to listen to, you will listen better

Focus on:

What is the listening about?

This is something you very much want to do **before** you listen. If you look at the table below, you will see that the information it contains all relates to a piece of writing. Knowing this will help you listen better.

- What is the table about?

Understanding the layout of the table

This is something you want to do **before** you listen. You want to work out how the table works. Any headings will tell you how the talk is organized. You also want to understand that question 2 always comes before question 3. In the example below, this means that you should read the table downwards by columns. In another table, it is possible that you would need to read the table across in rows. The questions to ask are:

- Look at the headings in this table. What three main sections does it have?
- Look at the question numbers. What are you going to hear first?

Predicting answers

You may not do all of this before you listen, but you can still do it **as** you listen.

- What sort of word do you think answer 2 might be? Read across the table and you might be able to guess.
- How about number 3? Look at the other details in the box and you might be able to guess.
- How about 4? Again, read across the table and you might be able to guess.

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5. IELTS Listening- Labeling a Map or Plan

IELTS listening map labeling is common in Section Two of the test, though you may get a map in any of the sections.

In section two of the IELTS listening test you hear **one person speaking**. It is quite common for the map to be related to some kind of tour.

The aim in labeling a map is to connect the information that you hear in the listening to the gaps in the map.

In some maps you are given a **list of words** and you have to choose the correct word to fit in the map.

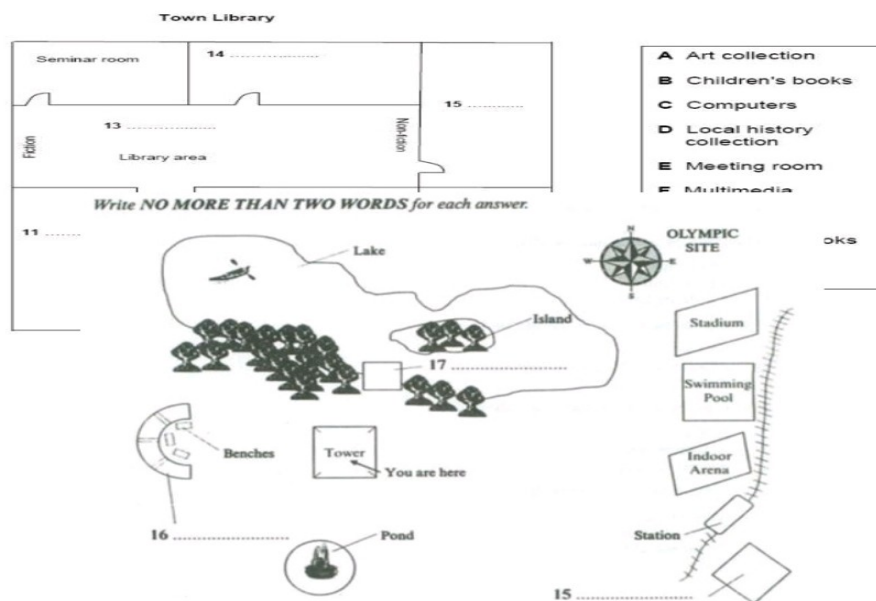
Other times, you will just be given some gaps and you need to listen and choose the right word from the listening.

This lesson is an example of the second type - no list of words is given so you have to identify them yourself.

First, take a look at the map, and then read the IELTS listening map labeling tips

Label the plan below.

Choose FIVE answers from the box and write the correct letters A-I next to questions 11-15.



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This type of question requires you to identify the different parts of the map or plan by listening to and understanding a description or following directions. You will, therefore, be listening to a person describing a map or plan or to someone showing a group of people around and you have to follow their directions.

You might be given a list of possible answers, like above, or not and in this case, you will have to select the answer from the recording itself.

Useful Language:

Below is a selection of vocabulary and phrases you should be aware of before doing the listening test:

- at the top/at the bottom
- on the left/on the right/on the far side
- North/South/East/West
- to the north/to the west
- slightly west of
- in the southwest/in the northeast
- in the middle of/in the centre of
- above/below

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- inside/outside
- opposite/in front of
- left-hand side/ right-hand side
- clockwise/anticlockwise
- a little beyond
- just past
- before you get to
- adjoining
- enter via
- runs alongside

If you don't understand any of these, please look them up and practice using them.

Listening Strategy:

1. Read the question carefully. Understand the map or plan and its features.
2. Ask yourself where things are in relation to the questions. This should help you predict the answers and follow the talk.
3. Think about where the person might begin their talk from. What is to their right and left? What is in front of and behind them?
4. Look at the major parts of the map or plan to help you understand and navigate your way around.
5. Predict what type of words might be the answer i.e. will it be a place, room, street, building etc.
6. Listen to the beginning of the talk carefully because this will help you understand the context and help you follow the talk more easily.
7. Visualize the place they are describing whilst the person is talking. Note down any possible answers, but be careful with distracters e.g. 'this **was** the library but we decided to **move it** down to the end of the corridor'.
8. Use signposting language like 'The next room we are about to see is...', or 'If you now follow me to....', to help you understand each stage of the talk.
9. Make short notes on the question paper and then transfer your answers at the end using correct spelling.

Tips for IELTS Listening Map Labeling

1. Read the instructions carefully - this is so you know what you need to do and the maximum number of words and / or numbers you can use – in this case it is no more than two words.
2. Know the vocabulary of location - you need to know words commonly used to describe where things are located (see below).
3. Identify where the numbers start and finish – as you can see from the example, the first one (15) starts at the bottom, not the top. The numbers (15, 16, and 17) will follow the order of the listening.
4. Understand the context - listen carefully at the beginning as the speaker will give you the context. (Where you are for example) which will help you follow the talk. Also, look over the map. This will help you identify exactly what you are labeling - note the things that are already labeled to get a feel for where things are.
5. Predict the answers - as with the entire listening test, it helps to predict what the

IELTS listening consists of four sections:

Section 1: conversation between 2 speakers about everyday situations.

Section 2: a monologue about everyday situations.

Section 3: conversation between 2, 3 or 4 speakers about educational or training situations.

Section 4: a monologue on academic subject.

Section 1: conversation between 2 speakers about everyday situations. (Questions 1-10)

This is the easiest section. Speaker talks quite slowly, making pauses. The key information is usually repeated.

Examples: two people talking about their journey planning; one person asking another how to reach an unknown city; woman giving advice to her colleague about a new project; two men discussing results of a football match; tourist registering at the hotel etc.

In Section 1, focus only on given facts.

Section -1 Tips:

- **Read Instructions and Questions Carefully.**

The first thing you need to do is to read the instructions and questions carefully. Instructions are important because they tell you what to do. Take the following sentence for example:

- **Write no more than one word and/or a number for each answer.**

You need to know that you should write just one word/number for each blank. Always keep it in your mind when writing your answers.

The questions will tell you what kind of information is required. As reading questions while listening will distract you, it is better to read them while the speaker is reading the example question.

- **Use Your Prior Knowledge**

Then you can use your prior knowledge to predict the words. Prior knowledge refers to your own knowledge and life experience. Most situations in IELTS listening section one are familiar to students. Here is a list of common situations and related vocabulary in this section.

➤ **Accommodation**

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Payment: cash, check, credit card, money order

House type: house, flat, dorm, home stay, student hostel

Facilities: gym, laundry, furniture, household appliances

➤ **Library**

ID: ID card, passport, driving license/license, student card

Book type: novel, magazine, newspaper, fiction, non-fiction, journal, reference book

Rules: due date, loan period, fine, renew a book

➤ **Bank**

Difficult MCQ

Let us now discuss the difficult type of MCQs:
John was successful in his business because he

1. recruited hundred more employees
2. was the highly skilled professional
3. could reach out to maximum customers

In the above type of question where it is comparatively difficult to concentrate, you can underline keywords as highlighted above. Now, let us find some important points to be noted for solving IELTS Listening Section 3.

Essential Tips:

1. Listen to the **introduction and example audio** properly to be able to recognize different voices well.
2. While focusing on the underlined keywords in the question, it is also important to **understand the question** because some of the keywords in the options or the complete option itself may be paraphrased in the audio.
3. Using 1 minute to **get an overview** of the section would help you to familiarize yourself with the questions.
4. Remember that while listening to the audio, **you have to be quick** enough to move your eyes over all the questions as well as options so that you are aligned up well with the audio and there is no chance of skipping a question.
5. Lastly, do remember that information in the audio always flows in the **same order as the order of question**. So, you have to be continuously going on by immediately moving to the next question instead of looking back for any skipped question or unsurely marked answer.

SECTION 3. QUESTIONS 21-30

Questions 21-23

Choose **THREE** letters, A-F. Which **THREE** things are the students required to submit to their professor?

- ☐ **A** a written summary
- ☐ **B** maps
- ☐ **C** a case study
- ☐ **D** charts and graphs
- ☐ **E** a list of resources used

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- ☐ **F** a video

Questions 24 and 25

Answer the questions by completing the gaps below. Write **NO MORE THAN THREE WORDS** for each answer.

24. What two sources of information will the students use when preparing their presentation?

and

IELTS Academic Reading

The Academic Reading test is 60 minutes long.
40 items of questions are included in three sections.
Section 1- Question 1 to 13
Section 2- Question 14 to 26
Section 3- Questions 27 to 40

The total text length is 2,150-2,750 words.

- Each section contains one long text.
- Texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest.
- Texts are appropriate, and accessible, to test-takers entering undergraduate or postgraduate courses, or seeking professional registration.
- Texts range from descriptive and factual to the discursive and analytical.

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- Texts may contain non-verbal materials, such as diagrams, graphs or illustrations.
- If texts contain technical terms, a simple glossary is provided.

IELTS Academic Reading Tips:

- ☛ Look out for the title, headings and any special features such as capital letters, underlining, italics, figures, graphs and tables
- ☛ Make sure that you understand the questions and follow instructions carefully
- ☛ Pay attention to timing; do not spend too long on one passage or question
- ☛ Do not try and read every word; remember, you are reading for a purpose
- ☛ If you do not know the answer to a question, attempt it but do not waste time; move quickly onto the next one
- ☛ Do not panic if you do not know anything about the subject of the text; all the answers can be found in the text
- ☛ The word(s) you use must be taken from the Reading text; you must not change the form of the word(s) in the text
- ☛ Do not worry if there is a word that you do not understand – you may not need to use it
- ☛ Check your spelling
- ☛ Be careful to use singular and plural correctly
- ☛ Focus precisely on what you are asked to do in 'completion' type questions
- ☛ If the question asks you to complete the note 'in the...' and the correct answer is 'evening', just use 'evening' as your answer; note that 'in the evening' would be incorrect
- ☛ Pay attention to the word limit; for example, if you are asked to complete a sentence using no more than two words, if the correct answer is 'silk shirt', the answer 'shirt made of silk' would be incorrect
- ☛ Attempt all questions; there are no penalties for incorrect answers, so you have nothing to lose
- ☛ Check your answers

Question types

A variety of questions is used, chosen from the following types:

1. Multiple Choice
2. Summary Completion

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Question types

A variety of questions is used, chosen from the following types:

1. Multiple Choice
2. Summary Completion

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3. Gape filling/ Sentence Completion
4. Identifying Information (True/ False/ Not Given) OR Identifying Writers View/ Claims (Yes/ No/ Not Given)
5. Matching Headings
6. Matching Information
7. Matching Features
8. Matching Sentences Endings
9. Choose the Correct Alternatives
10. Table/ Flow Chart Completion
11. Map/ Diagrams Labeling
12. Short-Answer Question

1. IELTS Reading- Multiple Choice Questions

On both the academic and general IELTS reading papers you are likely to be asked multiple choice questions (MCQs).

Your job is to simply choose the correct answer from a list of possible choices.

Here we will discuss:

- look at example questions
- discuss the reading skills required
- discuss common problems
- give you tips and advice
- provide you with a strategy to use on exam day

Example Questions

There are three different types of MCQ question. You will either have to:

1. choose one answer out of four options
2. choose two answers out of five options
3. choose three answers out of six options

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Multiple choice exercises with detailed explanations:

Rice That Fights Global Warming

More than half the global population relies on rice as a regular part of their diet. But rice paddies have a downside for the planet too: they produce as much as 17 percent of the world's total methane emissions. That is even more than coal mining emissions, which make 10 percent of total! So Christer Jansson, a plant biochemist at the Pacific Northwest National Laboratory, spent the past 10 years developing SUSIBA2, a genetically modified rice plant that emits almost no methane.

Questions:

1. What is the negative effect of rice?

- A. It is regular part of more than half of the world population's diet.
- B. Rice paddies emit more methane than coal mining industry.
- C. Its plantations produce 17% of the world's total methane emissions.
- D. Rice has genetically modified sort SUSIBA2, which is harmful for health.

In this question key words are "rice" and "negative effect".

Now let's consider all the answers:

Answer A gives us true, but completely opposite information from what we're looking for. The first sentence tells us that

More than half the global population relies on rice as a regular part of their diet.

But it is a positive effect! And we're looking for the negative one. So this answer is false.

Answer B also gives us true information, but it is not what you're asked about. Look at the third sentence, which contains information that answer B uses:

That is even more than coal mining emissions, which make 10 percent of total!

This sentence is used only to highlight the negative effect, not to state it.

Answer C is correct. The second sentence clearly states the negative effect:

But rice paddies have a downside for the planet too: they produce as much as 17 percent of the world's total methane emissions.

Downside = negative effect

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As you see, it's very important to search key words or their synonyms in the text.

Answer D is irrelevant: it was *not written* anywhere that SUSIBA2 is harmful. This answer uses some words from the text just to confuse you.

Don't be caught by irrelevant answers! If you see that answer contains information that contradicts the text or was not stated at all, it's an irrelevant answer.

Exercise 1

Read the text and answer the questions below.

Is violence innate?

4. IELTS Reading- True, False, Not Given

True, False, Not Given' questions requires you to identify if information in a text is true or not.

You will be given a number of factual statements and you have to check the text to see if they are true or not.

This is probably the most difficult question on the reading paper.

This lesson will look for:

- look at example questions
- discuss common problems
- define 'True', 'False' and 'Not Given'
- give you tips and advice
- provide you with a strategy to use on exam day

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Example True, False, Not Given Question

Questions 1 – 8

Do the following statements agree with the information given in the text?

In boxes 1-8 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

- 1 You should not arrive more than half an hour before your allocated starting time.
- 2 Your Rider Identity Card will be sent to you before the event.
- 3 Some roads may have normal traffic flow on them.
- 4 Helmets are compulsory for all participants.
- 5 Refreshments are free to all participants during the ride.
- 6 If you need a rest you must get off the road.
- 7 First aid staff can provide cycle capes.
- 8 Bike Events will charge you for the return of your bike.

Common Problems

The biggest problem here is the 'not given' option. Most students are not used to answering questions like this and it causes them lots of problems because they are not sure what to look for. They also spend too much time making sure that it is 'not given' and this affects the rest of their test.

Students also fail to understand exactly what each statement means and therefore cannot identify if it is true or false. Many focus on keywords instead of understanding what the **statement as a whole** means.

Top 10 Tips

1. Ignore anything you already know about the topic and don't make assumptions. Base your answers on the text only.
2. Identify any words that qualify the statement, for example, *some, all, mainly, often, always and occasionally*. These words are there to test if you have read the whole statement because they can change the meaning. For example, 'Coca-Cola has **always** made its drinks in the U.S.A.' has a different meaning from 'Coca-Cola has **mainly** made its drinks in the U.S.A.'
3. Be careful when you see verbs that qualify statements, such as *suggest, claim, believe and know*. For example, 'The man **claimed** he was a British citizen,' and 'The man **is** a British citizen' mean two different things.
4. There will be **at least one** of all three answers. If you don't have at least one 'true', 'false' or 'not given' you have at least one answer wrong.
5. Don't skim and scan the text to find the final answer. You will have to read the appropriate part of the text very carefully in order to understand what the author means.
6. Don't look for words that exactly match those in the statements. You should also look for synonyms. Remember that you are **matching meaning, not words**.
7. If you can't find the information you are looking for, then it is probably 'not given'. Don't waste time looking for something that is not there.
8. If you have no idea what the answer is put 'not given'. You probably have no idea because the answer is not there.
9. Answers are in the same order they appear in the text. Do not waste time going back. Keep on reading.
10. YES/NO/NOT GIVEN questions are slightly different because they deal with **opinion**. TRUE/FALSE/NOT GIVEN questions deal with **facts**.

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True, False, Not Given Strategy

This is my suggested strategy. There are many different strategies and you should use the one you feel comfortable with. You can also adapt this strategy to what suits you.

1. Always read the instructions carefully and make sure you know if it is a TRUE/FALSE/NOT GIVEN or YES/NO/NOT GIVEN question.
2. Read all the statements carefully, trying to understand what the whole sentence means rather than simply highlighting keywords. Watch out for qualifying words such as *some or always*.
3. Try to think of what synonyms might be in the text. This will help you identify the matching part of the text.
4. Match the statement with the correct part of the text.
5. Focus on the statement again and then carefully read the matching part of the text to establish if it is true or false. Remember the meaning should exactly match that of the statement if it is true.
6. Underline the words that give you the answer, this will help you focus and you can check back later. Again, be careful there are no qualifying words in the text.
7. If you can't find the answer, mark it as 'not given' and move on to the next question.
8. If you are really unsure or can't find the answer, mark it as 'not given'.
9. This type of questions needs **attention to details**. Don't just look for key words - read the whole question and the whole sentence with answer.
10. Words like *often, always, never, some* can completely change the meaning of the question. Be careful!
11. The order of questions can help you. Answer for question 4 will be between answers for questions 3 and 5 in the text.
12. If you can't find answer for some question, don't spend too much time on it and return to it in the end. Probably, this information is just not given in the text.

Take a look at the following example:

Programmable plants

Take a look at the following example:

Programmable plants

In electronics, even the most advanced computer is just a complex arrangement of simple, modular parts that control specific functions; the same integrated circuit might be found in an iPhone, or in an aircraft. Biologists are creating this same modularity in – wait for it – plants, by designing gene "circuits" that control specific plant characteristics – color, size, resistance to drought, you name it.

The relatively new, interdisciplinary field is synthetic biology – the design of genetic circuits, just like in electronics, that control different functions and can be easily placed in one organism or the next. Most of today's synthetic biologists work with simple microorganisms, like E. coli or yeast.

A CSU team led by June Medford, professor of biology, and Ashok Prasad, associate professor of chemical and biological engineering, is doing the same thing, but in the much more complex biological world of plants

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TRUE/FALSE/NOT GIVEN questions:

1. The scientists are using a technique from electronics to control specific plant properties.

TRUE

This is the first question, so answer to it should be somewhere in the first (or second) paragraph. The first sentence of the first paragraph tells us about electronics, and then we have:

Biologists are creating this same modularity in – wait for it – plants, by designing gene "circuits" that control specific plant characteristics – color, size, resistance to drought, you name it.

same modularity = same technique as in electronics
control specific plant characteristics = control specific plant properties

So this statement just summarizes the first paragraph. It is obviously true.

2. Some synthetic biologists work with genetic circuits of mammals.

NOT GIVEN

The second passage only tells us that

Most of today's synthetic biologists work with simple microorganisms, like E. coli or yeast.

But we don't know anything about some biologists. Maybe some biologists work with mammals, maybe not. So the answer is not given.

3. Most of synthetic biologists work with mammals.

FALSE

The word some from the previous question was changed to most of, and this completely changed the meaning of the question! Now, this statement is clearly false as it contradicts the text:

Most of today's synthetic biologists work with simple microorganisms, like E. coli or yeast.

This example shows how important is it to read the questions carefully, as one word can drastically change the meaning of the whole question.

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Education Industry Revving Up

1. A recent newspaper investigation into the growing number of foreign fee-paying students raises some issues for timely reflection. To be blunt, we need to prepare ourselves for a sudden and major increase in population. This new population will not be permanent but it will continue to increase in numbers and make itself at home in New Zealand for the main purpose of intellectual advancement. It will, in effect, be a rotating population but one that produces an increase in the total population at any one time.
2. If you think, as even some Asian students do, that Auckland is already too Asian (one in eight Aucklanders is now Asian), be prepared for it becoming too European or too South American. Our booming education industry still catches some locals by surprise and, depending on your point of view about racial diversity, it may or may not be of comfort to know that it has only just begun.
3. The only limitations to its growth will be the decisions and behaviour of organizations serving these students from overseas who want to study here - whether it is English language or IT skills. And I do not mean just the education function itself: it includes health, transport, property and entertainment. The list increases into all aspects of society as more students arrive from the major continents.
4. My own company has grown 500 per cent in the past four years and our board is anticipating an even higher rate over the next five years. I see no reason we should consider industry growth expectations below this. Early next month we will open a new international language school in Queen St designed to give students internationally accredited English language skills so they can stay longer and study IT courses. Some will go on to our universities.
5. This one new school alone will inject an extra \$60 million-odd annually into Auckland's economy. What does this industry growth mean? It could mean a \$10 billion (contribution to gross domestic product) industry by the end of this decade, employing 100,000 New Zealanders directly and many more indirectly.
6. The conditions which have created this opportunity are many, but underlying them all are the standards which shape education in this country. Some will argue that whimsical circumstances, such as a favourable exchange rate or our distance from the troubled areas of the world, have caused it all. But without the right internationally recognised education standards we would have no such booming industry.
7. Make no mistake, this is our trump card. As long as we are known for quality education we can develop what we have started regardless of almost any other change of circumstance. Undoubtedly, there are financial benefits for society. But we would be blind not to acknowledge and address the many other implications which the newspaper article began to identify.
8. The growth opportunity is so good that we must effectively evolve as an industry and fast, too. We must eliminate the clumsy, experimental mistake-ridden phase of youth. Fundamentally we must leap from childhood to maturity.
9. But how? Experiences in my company lead me to suggest three main areas to address - total service, performance regulation and long-term planning. By total service I mean accepting some responsibility for students inside and outside of campus. Within two years, my company expects at least 1000 overseas students to be studying at all our six

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campuses. We must take some responsibility for this size of customer base, as any normal company would.

10. This means we must attract other suppliers as dedicated partners with us - property, insurance, healthcare, transport, social support, the list goes on. Education New Zealand has a valuable role here.
11. This type of care begins in the students' countries of origin, ensuring they have correct information about our country and how different it will be in many small and large ways. Our company, intent on achieving this, is introducing marketing programmes in three continents. Performance regulation will be vital in our leap to adulthood. We cannot leave it up to the Government; it will mean a private sector-Government partnership.
12. I am also not surprised to hear calls for the Government to introduce an industry levy - frankly, just another tax - to "protect" standards. We should keep in mind that foreign students are happy to come here because of our stable Government, virtually non-existent corruption, and education standards. For the Government to come to our support with an extra levy imposition reminds me of an old saying: When a sufficient number of management layers are superimposed on top of each other, it can be assured that disaster is not left to chance.
13. Long-term planning usually begins with a vision agreed by the industry and I will support any immediate efforts in this area. We now have an industry that is arguably our country's third largest export earner. We need to know where we can take this industry, how it fits with society and its place in an increasingly systemic world where people move more

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. The new residents will stay in New Zealand forever?
2. The main reason these people are in New Zealand is to progress academically.
3. There are many Vietnamese people living in New Zealand.
4. The success of the education industry has been happening for many years.
5. People from Auckland are surprised at the number of Asian students there are.
6. All students want to study English and IT.
7. The writer's company has increased in size over the last few years.
8. The country's financial situation will benefit from overseas students.
9. There will be less jobs for native speakers in the future.
10. According to the writer, New Zealand's exchange rate and location underpin the

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opportunities available.

Answers Discussion for Section 1

1. The new residents will stay in New Zealand forever? **F**

This new population may not be permanent but... (para. 1)

2. The main reason these people are in New Zealand is to progress academically. **T**

...in New Zealand for the main purpose of intellectual advancement. (para. 1)

3. There are many Vietnamese people living in New Zealand. **NG**

Auckland is already too Asian (one in eight Aucklanders is now Asian), (para. 2) - we are told Asians are in Auckland but we don't know what country they are from.

4. The success of the education industry has been happening for many years. **F**

Our booming education industry...to know that it has only just begun. (para. 2)

5. People from Auckland are surprised at the number of Asian students there are. **NG**

Our booming education industry still catches some locals by surprise. (para 2) - the word 'surprise' is mentioned here but it is nothing to do with surprise at the number of Asian students. People could be surprised but we don't know. This information is not given in the text.

6. All students want to study English and IT. **NG**

...these students from overseas who want to study here - whether it is English language or IT skills. (para. 3) - It is possible that ALL students want to study English and IT, but we are not told whether this is true or not. There could be other subjects as well.

7. The writer's company has increased in size over the last few years. **T**

My own company has grown 500 per cent in the past four years. (para. 4)

8. The country's financial situation will benefit from overseas students. **T**

will inject an extra \$60 million-odd annually into Auckland's economy. (para. 5)

9. There will be less jobs for native speakers in the future. **F**

employing 100,000 New Zealanders directly and many more indirectly. (para. 5)

10. According to the writer, New Zealand's exchange rate and location underpin the opportunities available. **F**

...without the right internationally recognised education standards we would have no such booming industry. (para. 6)

5. IELTS Reading- Matching Headings

In the IELTS reading test you may be asked to match headings to sections of text. This type of question tests your ability to understand the main idea of each paragraph.

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Headings are short sentences that summarise the information in a paragraph. You have to pick the one that best summarises the information in a paragraph.

You will be given between 5 and 7 headings and asked to match each paragraph in the reading text to one heading. There are always more headings than paragraphs.

In this lesson we will look at:

1. Common problems
2. Tips
3. Strategy
4. Practice

Common Problems

Below is a list of common problems my students tend to have. Have you experienced any of these problems?

Later in the post we will look at tips to overcome these problems and a strategy for answering this kind of reading question.

1. There is too much information to get through and not enough time.
2. Trying to match a word or words from the headings to a word in the text.
3. Some of the headings may appear to have the same meaning.
4. Some students only read the first sentence of each paragraph and do not understand the main idea of the paragraph.
5. Spending too much time on one paragraph or heading.
6. Answers are not in the same order as the text.

Tips and Solutions

1. Do this question **first**. By doing this you will be able to get the general meaning of the text as a whole and this will help you with the rest of the question that requires you to take a more detailed look at the text.
2. You are not expected to read every word of the text. This will take too long and you don't have time for this. In this kind of question you are only expected to understand the main idea of each paragraph. A good way to do this is to read the first one or two sentences and the last sentence of the paragraphs. You can also briefly look at the rest of the paragraph but you don't have to read every word.
3. If there are words you don't understand, don't worry about this. Again, you should only worry about the general meaning of the paragraph as a whole, not individual words. Even native speakers will fail to understand every word in the IELTS reading test.
4. Be aware of synonyms. Many students look for words that match exactly with words in the text and ignore synonyms. For example, a keyword in the heading might be 'Beautiful', however the word you're looking for could be many different synonyms of 'beautiful' like 'attractive', 'pretty', 'lovely' or 'stunning'.

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5. If there are two or three headings that are similar, write them beside the paragraph and try to find out the difference between the two headings. What are the keywords? How does this change the meaning? Which one matches the paragraph best?
6. If you still can't decide which one suits best, move on and come back to it later. The answer will normally be easier to find after you have matched some more headings.
7. Ignore anything you already know about the topic. You are being tested on the text only.

Now take a look at the following example:

The lost giants of Australian fauna

(A) Australia's wildlife is unique. The vast majority of the animals that live there are not found anywhere else – and things were no different 1 million years ago during the Pleistocene: the age of the super-sized mammal. Before humanity became Earth's undisputed superpower, giant beasts of all shapes and sizes dominated every continent, but the Pleistocene mammals of Australia were different. Some of them could grow to the size of small cars, or possessed teeth longer than knife blades.

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(B) None of these animals survive today – although exactly why that's the case is a mystery. Humans, with their advanced hunting techniques and use of fire to modify the landscape, may have played a central role in the megafauna's disappearance, but this idea is still a matter of heated debate.

(C) Even if we cannot be sure that the arrival of Australian Aboriginals on the continent had catastrophic effects on its native animals, it seems that the animals had a rather spiritual effect on the humans. The Aboriginal mythological "Dreamtime" includes a cast of monstrous creatures, many of which bear a close resemblance to some of the real-life monsters that once stalked Australia's plains. Are the myths based in fact? Perhaps: after all, these creatures are far stranger than anything dreamed up by humans.

(D) For instance, the two-tonnes weighting Diprotodon comfortably holds the title of largest marsupial ever. In size and appearance it looked superficially like a modern rhinoceros, but the Diprotodon seems to have had a social lifestyle more like that of an elephant, another mammal with which it shares anatomical similarities. What the Diprotodon most resembles, however, is exactly what it is: an enormous wombat.

(E) Another record breaker, this time a world champion; Varanus priscus, commonly known by its antiquated genus name Megalania – was the largest terrestrial lizard the world has ever known. Megalania was a goanna lizard, a relative of today's infamous Komodo dragon, and conservative estimates have predicted that it was at least 5.5m long.

(F) These monster marsupials were not the only giants. Their numbers were swelled by half-tonne birds and dinosaur-like tortoises. Although this biological assemblage was truly nightmarish for humans, it greatly enriched the Australia's fauna and contributed to the world's biological diversity. Unfortunately, all of these species are extinct nowadays. This fact shows us that even strong, monstrous creatures can easily die out. So we need to care about animals that surround us today and don't let them disappear as it happened to their distant ancestors.

Matching Headings Questions:

Which paragraph contains the following information? Write the correct letter, A-F, in boxes 1-8 on your answer sheet

1. Extinction of monstrous creatures
2. The largest mammal
3. Myths and reality
4. Incredible creatures of Pleistocene Australia
5. Importance of animal protection
6. Giant lizards
7. Arrival of Australian Aboriginals
8. Mystery the giants' disappearance

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Explanations

Explanations

Paragraph A

(A) Australia's wildlife is unique. The vast majority of the animals that live there are not found anywhere else – and things were no different 1 million years ago during the Pleistocene: the age of the super-sized mammal. Before humanity became Earth's undisputed superpower, giant beasts of all shapes and sizes dominated every continent, but the Pleistocene mammals of Australia were different. Some of them could grow to the size of small cars, or possessed teeth longer than knife blades.

After reading this paragraph we can clearly see that its main idea is to describe the wildlife in Australia during Pleistocene. This idea is briefly written in the first sentence:

Australia's wildlife is unique.

So we can immediately cross out the irrelevant headings:

1. ~~Extinction of monstrous creatures~~ (there is nothing written about animals' extinction in the first paragraph)
2. ~~The largest mammal~~
3. ~~Myths and reality~~ (the text just gives information about the animals, it says nothing about whether it is real)
4. **Incredible creatures of Pleistocene Australia**
5. ~~Importance of animal protection~~ (animal protection is not mentioned)
6. ~~Giant lizards~~ (nothing about lizards)
7. ~~Arrival of Australian Aboriginals~~ (nothing about Aboriginals)
8. ~~Mystery the giants' disappearance~~ (we're not given any information about animals' disappearance)

So we're left with two headings. But despite that **super-sized mammal** is mentioned in the text, the main focus of this paragraph is Australia's wildlife during Pleistocene. So the correct answer is **Incredible creatures of Pleistocene Australia**.

Paragraph B

(B) None of these animals survive today – although exactly why that's the case is a mystery. Humans, with their advanced hunting techniques and use of fire to modify the landscape, may have played a central role in the megafauna's disappearance, but this idea is still a matter of heated debate.

This paragraph says that we don't know why these creatures disappeared. And again, the first sentence of this paragraph summarises its main idea:

None of these animals survive today – although exactly why that's the case is a mystery.

Now we can cross out the irrelevant headings:

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1. **Extinction of monstrous creatures**
2. ~~The largest mammal~~
3. ~~Myths and reality~~
5. ~~Importance of animal protection~~
6. ~~Giant lizards~~
7. ~~Arrival of Australian Aboriginals~~
8. **Mystery the giants' disappearance**

Both headings that are left look good. But the first one doesn't give enough information, as it is highlighted in the paragraph that **the case is a mystery**. So the correct answer is **Mystery the giants' disappearance**.

Paragraph C

(C) Even if we cannot be sure that the arrival of Australian Aboriginals on the continent had catastrophic effects on its native animals, it seems that the animals had a rather spiritual effect on the humans. The Aboriginal mythological "Dreamtime" includes a cast of monstrous creatures, many of which bear a close resemblance to some of the real-life monsters that once stalked Australia's plains. Are the myths based in fact? Perhaps: after all, these creatures are far stranger than anything dreamed up by humans.

Important Reading Exercises

THE LOCH NESS MONSTER

- In the Scottish Highlands there, is believed to be a monster living in the waters of Loch Ness. The waters of Loch Ness are one mile wide and 24 miles long, the largest body of freshwater in the United Kingdom. To many sceptics, this monster is only a modern day myth, but to others who claim they have seen it, the monster exists and still lurks in the waters of Loch Ness today.

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- Throughout Scotland, research has been done at several lakes but Loch Ness is the icon for monsters – Nessie, as the monster is affectionately named, being the most popular of them all. Both professionals and amateurs flock to this lake with their cameras in the hope of capturing a brief glimpse of Nessie and possibly solving the mystery of the Loch Ness monster.
- The very first sighting of Nessie was as far back as 565 AD. It is believed that she ate a local farmer and then dived back into the waters, with no accounts of being seen again for over 100 years. However, since the turn of the 20th century, several other people have claimed to see her. Some people believe that old Scottish myths about water creatures such as Kelpies and water horses have contributed to the idea of this wondrous monster lurking beneath.
- 2007 brought about the most recent sighting of Nessie. A tourist named Gordon Holmes from Yorkshire visited the Loch Ness waters and claims he not only saw her, but has captured her on video. He claimed she was jet black, about 15 metres long and travelling in a very straight line at about 6 miles per hour. Despite this supposed evidence, controversy still reigns and opinion is clearly divided about its existence. The video footage has been discredited amid accusations of tampering, whilst others claim that the image caught by Holmes could be nothing more than a tree trunk or even one of the otters that inhabit the loch.
- Some scientists believe that the Loch Ness monster could be a mirage or a psychological phenomenon in as much as sometimes we see what we want to see. Of course those who have seen her beg to differ, but many experiments have been conducted to arrive at theories to explain what it is that people could be witnessing. It has been suggested that Nessie could be related to a prehistoric animal known as a Plesiosaur, an animal that measured up to ten metres in length and is otherwise thought to be extinct, although this theory is unsupported by any data. One scientist in particular has been researching the lake itself to find out more about its history. It seems that for such a large animal to live in this lake it would require a vast food source, but for such an amount of fish to survive there would need to be plenty of microscopic animals called zooplankton. The only way to find out how much of this there is in the water is to measure the amount of algae. Algae needs light to survive so by measuring just how deep the daylight can penetrate the lake scientists can then start to work out what kind of population can be sustained. Despite results that suggest that the fish population was too small, the conclusions drawn were inconclusive.
- In the 1900s, a ten year observational study was carried out, recording an average of 20 sightings of Nessie per year. The phenomenon exploded in the second half of the century, when photos were publicly released of a 'flipper'. Submarines were sent into Loch Ness to try to discover more about this creature (and now are actually run as tourist attractions). Another theory behind why Nessie rose to the

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top of the waters where she was more likely to be seen, was that disruption from nearby road works in the 1930s forced her to move to higher levels due to the amount of vibration felt in the water. Another argument centres on the geographical placement of the Loch, which sits on the Great Glen fault line formed over 400 million years ago. Some scientists have claimed that resulting seismic

top of the waters where she was more likely to be seen, was that disruption from nearby road works in the 1930s forced her to move to higher levels due to the amount of vibration felt in the water. Another argument centres on the geographical placement of the Loch, which sits on the Great Glen fault line formed over 400 million years ago. Some scientists have claimed that resulting seismic activity in the lake could cause disturbances on its surface and people could be mistaking this for Nessie.

- Up until today, there is no convincing proof to suggest that the monster is real, which, given the preponderance of digital cameras, webcams trained on the loch and other technological advances in recording equipment, suggests that the myth of Nessie may be just that – a myth. Nonetheless, accommodation all over the Scottish Highlands offers tours of the lake itself so tourists can try to catch their own glimpse of Nessie. In 2007, it was estimated that related tourism brought in an estimated £6 million to the region, thanks in part to the attention of the film industry.

Questions 1 – 6

Do the following statements agree with the information given in the reading passage?

In boxes 1-6 on your answer sheet write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- The first reported sighting of the Loch Ness monster was in 1962.
- It is believed the idea for the Loch Ness monster may have been inspired by other stories of sea creatures.
- The last person who claims to have seen the Loch Ness monster has video footage.
- There is evidence to suggest that the Loch Ness monster is related to the plesiosaur.
- Testing of algae in the loch proved that the food source was insufficient to sustain Nessie.
- Movement along a fault line could have caused Nessie to rise to the surface.

Questions 7 -13

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Answer the questions below using **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

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

- When was the first recorded sighting of Nessie?
- What was Cordon Holmes suspected of doing to the video footage?
- What common animal may have been caught on camera and mistaken as proof of Nessie?
- Images of what, caused an increase in the number of Nessie enthusiasts?
- What can visitors hoping to see Nessie travel in?
- Disturbances caused by what could have caused the creature to surface?
- What has promoted tourism in the Loch Ness area in recent years?

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-28**, which are based on Reading Passage 2 below.

IELTS Reading Practice Test 1 Answer:

1. False

'The very first sighting of Nessie was as far back as 565 AD'

2. True

'Some people believe that old Scottish myths about water creatures such as Kelpies and water horses have contributed to the idea of this wondrous monster lurking beneath,'

3. True

'2007 brought about the most recent sighting of Nessie. A tourist named Cordon Holmes from Yorkshire visited the Loch Ness waters and claimed he not only saw her, but had captured her on video'

4. False

'It has been suggested that Nessie could be related to a prehistoric animal known as a Plesiosaur...although this theory is unsupported by any data

5. False

'Despite results that suggest that the fish population was too small, the conclusions drawn were inconclusive'

6. False

Disturbances could be mistaken for the Loch Ness Monster.

7. 565 A.D.

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The very first sighting of Nessie was as far back as 565 AD'

8. Tampering

'The video footage has been discredited amid accusations of tampering

9. Otter

'...others claim that the image caught by Holmes could be nothing more than a tree trunk or even one of the otters that inhabit the loch'

10. A flipper

'The phenomenon exploded in second half of the century, when photos were publicly released of a 'flipper','

11. A submarine

'Submarines were sent into the Loch Ness to try to discover more about this creature (and now are actually run as tourist attractions).'

12. Road works

'disruption from nearby road works in the 1930s forced her to move to higher levels'

13. The movie industry

'In 2007, it was estimated that related tourism brought in an estimated £6 million to the region, thanks in part to the attention of the film industry.'

14. II

The paragraph refers to the two main problems' that TPM addresses.

15. IV

The paragraph talks about when and how TPM was introduced to parts of the world.

16. X

The paragraph focuses on the importance not only of managers but of all employees in the application of TPM.

IELTS Academic Writing Task- 1

In your IELTS Academic Writing Task 1, you will be given with one or more graph(s) (i.e. bar, column, line or pie), table, flowchart, map or process diagram and you need to summarize the main information, compare data, show contrasts and trends, identify significant trends and describe a process. You should write between 150 to 200 words and the minimum word requirement is 150. You are advised to finish your report writing in 20 minutes. Always present factual data based on the diagram presented, and NEVER assume something, even

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if this is a common knowledge. Write in a way so that the reader (examiner in this case) can very easily follow the trends of the graph and understand the factual information regarding the diagram.

Vocabulary for Academic IELTS Writing Task- 1

The Academic IELTS Writing Task 1 requires you to use several vocabularies to present the data given in a pie/ bar/ line/ mixed graphs or to describe a process or a flow chart. Being able to use appropriate vocabulary, presenting main trends, comparing & contrasting data and presenting the logical flow of the graph ensures a high band score in your Academic IELTS writing task 1. This vocabulary section aims to help you learn all the vocabulary, phrases and words you need to know and use in your Academic writing task 1 to achieve a high band score. The examiner will use four criteria to score your response: task achievement, coherence and cohesion, lexical resource, grammatical range and accuracy. Since lexical resources will determine 25% of your score in Task 1, you have to enrich your vocabulary to hit a high score. To demonstrate that you have great lexical resources you need to:

- Use correct synonyms in your writing.
- Use a range of vocabulary.
- Do not repeat words and phrases from the exam question unless there is no alternative.
- Use less common vocabulary.
- Do not use the same word more than once/twice.
- Use precise and accurate words in a sentence

Use Synonyms

- Increase = rise / go up / uplift / rocketed / climb / upsurge / soar.



- Cars = automobile, motor vehicle, vehicle.

The general format for writing academic writing task 1 is as follows:

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Introduction + Basic/ General Trends + Details Description + Conclusion (optional).

Each part has a specific format and therefore being equipped with the necessary vocabulary will help you to write the task 1 efficiently and will save a great deal of time.

Vocabulary for the Introduction Part:

Reporting Details:

Main features in the Details

- + Comparison and Contrast of the data. (Do not give all the figures.)
- + Most striking features of the graph.

Conclusion: Conclusion (General statement + Implications, significant comments)
[Conclusion is optional.]

Introduction + Overview/ General trend.		
Main features in the Details/diagrams	+	Comparison and Contrast of the data.
Conclusion (Optional)		

Tips:

1. Write introduction and General trend in the same paragraph. Some students prefer to write the 'General Trend' in a separate paragraph and many teachers suggest the both to be written in a single paragraph. Unless you have a really good reason to write the general trend in the second paragraph, try to write them both in the first paragraph. However, this is just a suggestion, not a requirement.

2. Your 'Introduction (general statement + overall trend/ general trend) should have 75 - 80 words.

3. DO NOT give numbers, percentages or quantity in your general trend. Rather give the most striking feature of the graph that could be easily understood at a glance. Thus it is suggested to AVOID -

"A glance at the graphs reveals that 70% male were employed in 2001 while 40 thousand women in this year had jobs."

And use a format /comparison like the following:

"A glance at the graphs reveals that more men were employed than their female counterpart in 2001 and almost two-third females were jobless in the same year."

Just after you finish writing your 'Introduction' (i.e. General Statement + General overview/ trend), you are expected to start a new paragraph to describe the main features of the diagrams. This second paragraph is called the 'Body Paragraph / Report Body'. You can have a single body paragraph/ report body or up to 3, (not more than 3 in any case) depending on the number of graphs provided in the question and the type of these graphs. There are certain phrases you can use to start your body paragraph and following is a list of such phrases ---

1. As is presented in the diagram(s)/ graph(s)/ pie chart(s)/ table...

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2. As (is) shown in the illustration...
3. As can be seen in the...
4. As the diagrams suggest...
5. According to the...
6. Categorically speaking...
7. Getting back to the details...
8. Now, turning to the details....
9. The table data clearly shows that...
10. The diagram reveals that...
11. The data suggest that...
12. The graph gives figure...
13. It is interesting to note that...
14. It is apparently seen that...
15. It is conspicuous that...
16. It is explicitly observed that...
17. It is obvious...
18. It is clear from the data...
19. It is worth noticing that...
20. It is crystal clear/ lucid that...
21. It can be clearly observed that...
22. It could be plainly viewed that...
23. It could be noticed that...
24. We can see that...

Vocabulary to show the changes:

17. It is obvious...
18. It is clear from the data...
19. It is worth noticing that...
20. It is crystal clear/ lucid that...
21. It can be clearly observed that...
22. It could be plainly viewed that...
23. It could be noticed that...
24. We can see that...

Vocabulary to show the changes:

Trends	Verb form	Noun Form
Increase	rise / increase / go up / uplift / rocket(ed) / climb / upsurge / soar/ shot up/ improve/ jump/ leap/ move upward/ skyrocket/ soar/ surge.	a rise / an increase / an upward trend / a growth / a leap / a jump / an improvement/ a climb.
Decrease	fall / decrease / decline / plummet / plunge / drop / reduce / collapse / deteriorate/ dip / dive / go down / take a nosedive / slump / slide / go into free-fall.	a fall / a decrease / a reduction / a downward trends /a downward tendency / a decline/ a drop / a slide / a collapse / a downfall.

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Steadiness	unchanged / level out / remain constant / remain steady / plateau / remain the same / remain stable / remain static	a steadiness/ a plateau / a stability/ a static
Gradual increase	-----	an upward trend / an upward tendency / a ceiling trend
Gradual decrease	-----	a downward trend / a downward tendency / a descending trend
Standability/ Flat	level(ed) off / remain(ed) constant / remain(ed) unchanged / remain(ed) stable / prevail(ed) consistency / plateaued / reach(ed) a plateau / stay(ed) uniform /immutable / level(ed) out/ stabilise/ remain(ed) the same.	No change, a flat, a plateau.

Examples:

The overall sale of the company has increased by 20% at the end of the year.

The expenditure of the office remained constant for the last 6 months but the profit rose by almost 25%.

There was a 15% drop in the student enrollment of the University.

The population of the country remained almost the same as it was 2 years ago.

The population of these two cities increase significantly in the last two decades and it is predicted that it will remain stable in the next 5 years.

1. Pie Chart

Step by Step Instructions:

1. Read the question twice very carefully.
2. Look at the data. What data is represented on the axis? What groups are represented? What time periods are shown? What are units of measurements?
3. What are the main features?
4. Can I make any comparisons? Are there any exceptions?

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5. Make a quick plan using above structure.
6. Write introduction by paraphrasing question.
7. Write second paragraph, which is summary or overview of main features.
8. Support the ideas in second paragraph with more detail in third and fourth paragraphs.
9. Make sure I've not repeated any words and used a range of vocabulary.
10. Check for any grammar mistakes and make sure I've got at least 150 words.

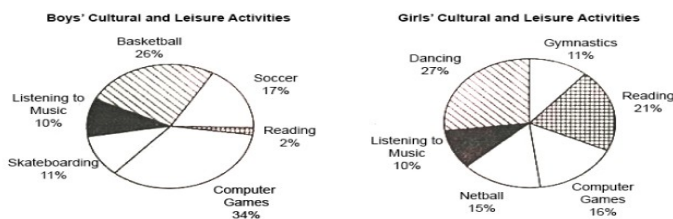
Sample Question-1

You should spend about 20 minutes on this task.

The pie graphs below show the result of a survey of children's activities. The first graph shows the cultural and leisure activities that boys participate in, whereas the second graph shows the activities in which the girls participate.

Write a report describing the information shown in the two pie graphs.

Write at least 150 words.



Structure for This Task

The structure is a very simple four paragraph structure. You can use a different structure if you like, but this one has been proven to be successful and approved by IELTS examiners.

Paragraph 1 (Introduction)

Sentence 1- Paraphrase Question

Paragraph 2 (Overview)

Sentence 1- Overview of first main feature

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Sentence 2- Overview of second main feature

Model Answer:

The two pie charts draw the conclusion of a survey of boys' and girls' cultural and leisure activities.

Overall, equal quantities of both sexes enjoyed listening to music, but a dramatically larger number of girls liked reading. There were also many differences in terms of the children's preferred sports.

Turning to the first chart, we can observe that boys prefer playing computer games (34% participation rate) than taking other activities. Playing basketball comes as the second most popular leisure, practiced by almost a third of male children. Basketball is followed by soccer, which is exercised by 17%. Skateboarding and listening to music are less preferable activities, chosen by 11% and 10% of boys respectively. Reading, the least popular cultural activity among boys, represents only two percent.

Taking a closer look at the second chart, we can see that girls' most preferred activity is dancing, being 27% of the total. In contrast to the boys' preferences, reading is chosen by more than a fifth of all girls. Although percentage of female children who play computer games is roughly twice less than that of boys (16%), this activity is third most popular on the girls' chart. With a slight difference between computer games and netball, the latter is practiced at 15% rate. Similarly to skateboarding popularity among boys, 11% of girls go in for gymnastics. Listening to music comes as the least popular leisure, with a proportion of

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10%, equal to those on the first chart.

(244 words)

Sample Question-2

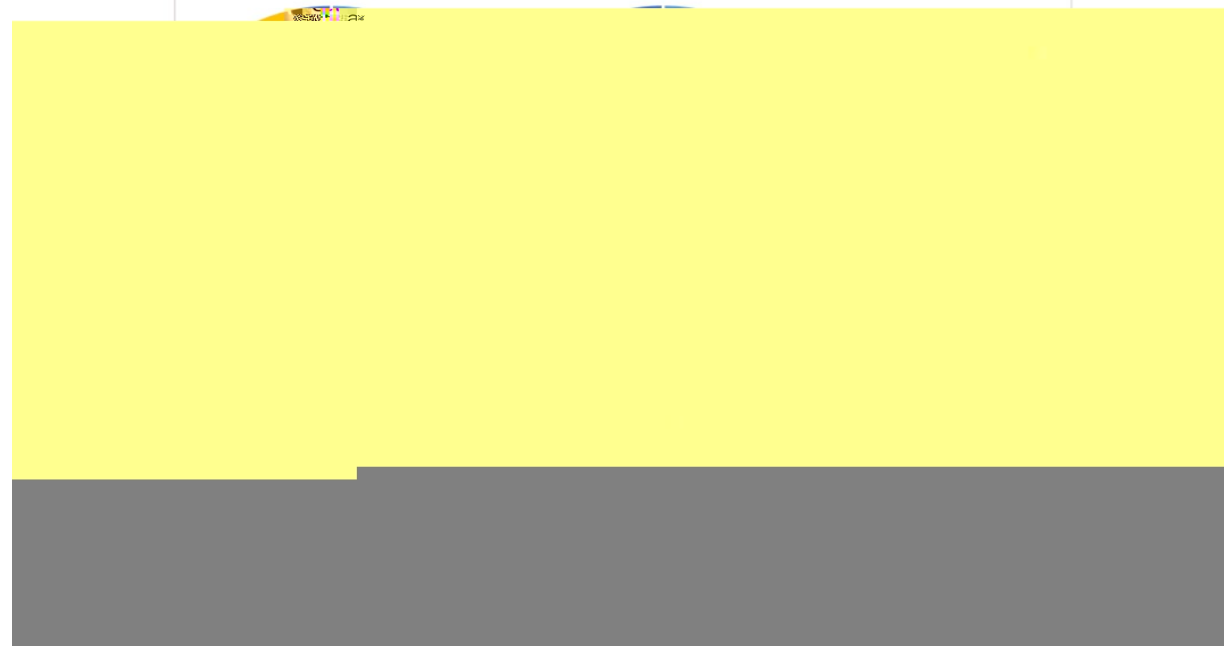
You should spend about 20 minutes on this task.

The two graphs show the main sources of energy in the USA in the 1980s and the 1990s.

Write a report for a university lecturer describing the changes which occurred.

Write at least 150 words.

Sources of Energy, USA, in the 1980s and 1990s.



2. Bar Graph

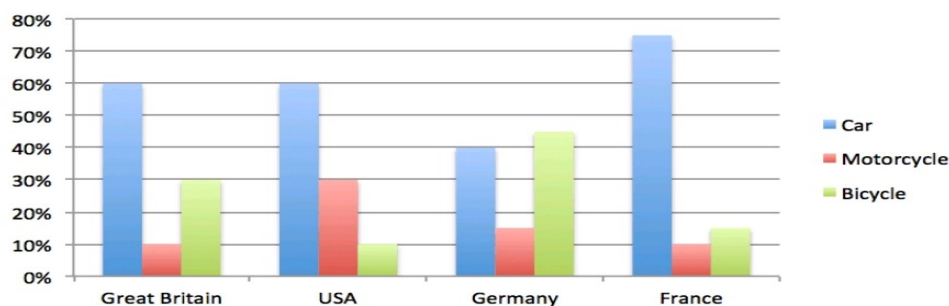
A **bar graph** (also known as the bar chart) is a graph that contains either horizontal or vertical bars to present data comparison or contrast among categories or variables. In your IELTS Academic task 1, you might get a bar graph that will have numerical values of different variables shown by the length and height of lines or rectangular shapes of equal width. This bar graph will show the quantitative comparison of various data or categories and you are expected to write a report or summary of the diagram.

1) Analyze the graph

Firstly, you need to get an overview of the graph/chart/diagram you will describe. Look for general trends, changes and key features to get an idea of how you will structure the information.

Example:

Transport preferences among young people from different countries



We can note some trends:

- Car was the most popular type of transport in all countries, except for Germany.
- In Great Britain and USA, there are big differences between percentages of people who choose some kind of transport.
- In Germany, percentages of people who choose car and bicycle are roughly the same.
- In France, percentages of people who choose motorcycle and bicycle are nearly equal.
- Motorcycle was the least popular type of transport in all countries, except for the USA.

- Overall, car is the most chosen transport, bicycle is on the second place and motorcycle is the least chosen transport.

2) Write an answer with the following structure:

Once you've thought out all patterns on the graph, you can start writing your answer.

Sample Question-1

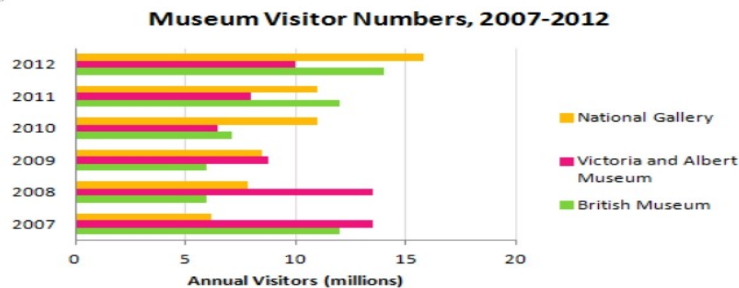
You should spend about 20 minutes on this task.

The bar chart shows the number of visitors to three London Museums between 2007 and 2012.

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

Write at least 150 words.

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How to answer this task?

1. **Introduce the bar chart.**

Write what it shows/compares.

2. **Give a general overview.**

Write in brief about the main changes on the chart.

3. **Note the changes that occurred to each element.**

Look attentively at the chart and discern each museum's trends.

4. **Describe each element of the chart in a separate paragraph.**

Tell about each museum's number of visitors and how it changed throughout the period. Use vocabulary, linking structures and words from academic wordlist.

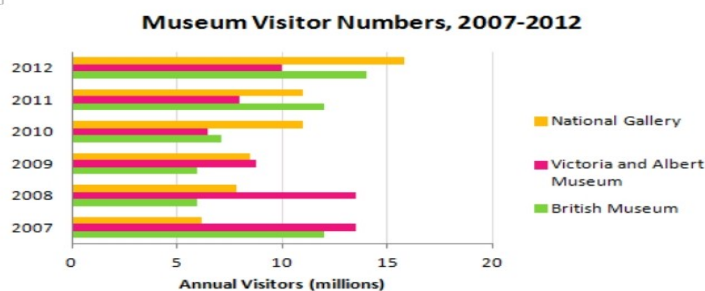
Model Answer

The bar chart compares the yearly number of visitors in 3 different museums from 2007 to 2012.

Overall, the peak of visitors' number was in 2012, while the lowest point was in 2009 and 2010.

Victoria and Albert Museum was the most popular from 2007 to 2009. During 2007-2008 its annual number of visitors remained constant at about 14 million people per year. However, the figure started to decline rapidly in 2009, and reached its lowest point of about 8 millions in 2010, becoming the least popular museum for the rest of the period. After that, the number of Victoria and Albert Museum's visitors gradually rose up to 10 million visitors within 2 years.

British Museum was the second most popular in 2007, being outraced by Victoria and Albert Museum. Nevertheless, its number of visitors experienced a sharp fall in 2008 and remained unchanged the following year. Then, the figure started to increase. It reached its peak of approximately 11 million visitors in 2012, regaining its position of 2007.



How to answer this task?

1. Introduce the bar chart.

Write what it shows/compares.

2. Give a general overview.

Write in brief about the main changes on the chart.

3. Note the changes that occurred to each element.

Look attentively at the chart and discern each museum's trends.

4. Describe each element of the chart in a separate paragraph.

Tell about each museum's number of visitors and how it changed throughout the period. Use vocabulary, linking structures and words from academic wordlist.

Model Answer

The bar chart compares the yearly number of visitors in 3 different museums from 2007 to 2012.

Overall, the peak of visitors' number was in 2012, while the lowest point was in 2009 and 2010.

Victoria and Albert Museum was the most popular from 2007 to 2009. During 2007-2008 its annual number of visitors remained constant at about 14 million people per year. However, the figure started to decline rapidly in 2009, and reached its lowest point of about 8 millions in 2010, becoming the least popular museum for the rest of the period. After that, the number of Victoria and Albert Museum's visitors gradually rose up to 10 million visitors within 2 years.

British Museum was the second most popular in 2007, being outraced by Victoria and Albert Museum. Nevertheless, its number of visitors experienced a sharp fall in 2008 and remained unchanged the following year. Then, the figure started to increase. It reached its peak of approximately 14 million visitors in 2012, regaining its position of 2007.

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National Gallery Museum showed the most notable development with a steady growth throughout the period. Being the least popular museum in the beginning, it experienced a growth of more than 10 million visitors over 6-year period, and became the most visited museum in 2012.

Sample Question-2

The chart shows the number of mobile phones and landlines per 100 people in selected countries.

Write a report for a university lecturer describing the information given.

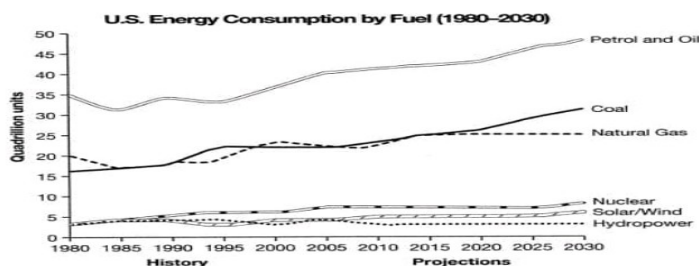
You should write at least 150 words. You should spend about 20 minutes on this task.

4. Describe each change on the graph in a separate paragraph.
This graph is a good example of a situation when students get confused, thinking there is not enough information to write 150 words. In this case, make a lot of comparisons, support your assertions with data and paraphrase the written information. Use graphs, linking and words from academic wordlist.

Sample Question-1

The graph below gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030. Summarize the information by selecting and reporting the main features, and making comparisons where relevant.

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Model Answer:

The line graph shows energy consumption by fuel type in the

United States from 1980-2008, with projected use until 2030.

Overall, fossil fuels have been the dominant type and will continue this trend into the future. Nuclear and renewable energy sources have represented a small but significant proportion of total energy use and despite small projected gains; it is projected that they will continue doing so.

Petrol and Oil command the biggest share with 35 quadrillion units (35q) in 1980, rising to approximately 40q in 2008 and this trend is set to continue with a projected value of nearly 50q in 2030. In 1980 natural gas and coal came in second and third, with around 16q and 20q respectively. However, coal overtook natural gas in 1990 and despite some fluctuation, is set to be the second most used fuel in 2030 with just over 30q. It is predicted that natural gas will level off and remain relatively constant at about 25q.

Nuclear and the renewable energies all represented around 4q in 1980 and fluctuated up until 2008. It is speculated that nuclear energy will reach 10q by 2030 and solar/wind around 5q, with hydropower dropping and then remaining constant at approximately 2q.

Sample Question-2

The line graph below gives information on cinema attendance in the UK.

Write a report for a university lecturer describing the information given.

Write at least 150 words.

You should spend about 20 minutes on this task.

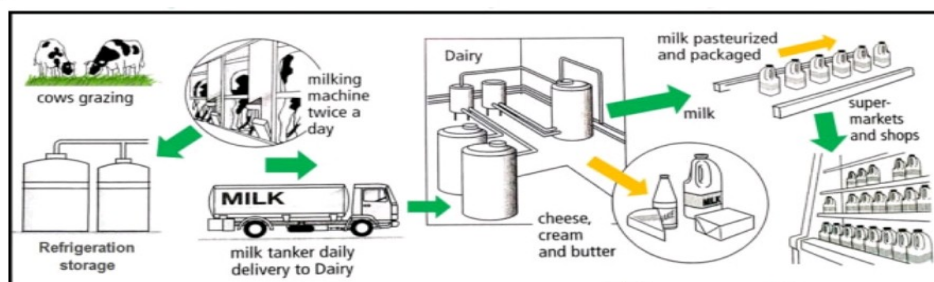
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Model Questions and Answers

The diagram below shows the production and processing of milk and dairy products for commercial sale.

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



Sample answer

The diagram illustrates the way milk, cheese, cream and butter are produced, processed and packaged for sale to consumers. Overall, there are 8 stages in the process, starting with cows grazing on the grass, to the sale of dairy products in supermarkets and shops.

In the first four stages, cows graze in the fields, after which they are taken to a milking machine to be milked twice a day. Following this, the milk is put into refrigeration storage. In the next step, the milk is put into a tanker where it is then ready to be delivered to the dairy on a daily basis.

In the last four stages, once the milk is delivered to the dairy, it is subsequently put through a pasteurization process. It is then turned into various dairy products such as cheese, cream and butter. Finally, as soon as the milk and dairy products have been processed and packaged, they are then sent out to supermarkets and shops where they are displayed and ready for purchase by consumers.

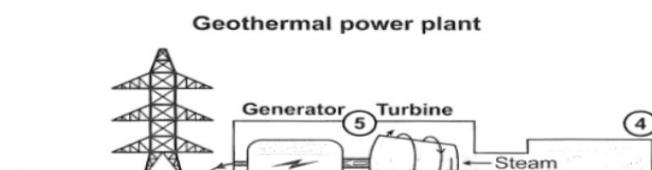
169 words.

In the task below, I used a process diagram from the Cambridge IELTS 12 Academic book.

The diagram below shows how geothermal energy is used to produce electricity.

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

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IELTS Writing Task- 2

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IELTS Writing Task 2 requires you to write an academic-style essay on a common topic. You have 40 minutes to write at least 250 words.

IELTS Writing Task 2: 5 Step Approach

Task 2 can be broken down and thought about more easily in 5 steps:

1. Question Analysis

You must first understand the question to know exactly what the examiner is looking for. One of the biggest mistakes students make is not answering the question properly. If you do not answer the question fully, you can't score higher than a Band 5. In order to do this, you must first identify the question type, then identify the keywords in the question and finally identify the instructions words in order to find out what the examiner wants you to do with the question

2. Planning

The students who get the highest marks plan before they write and they often plan for up to 10 minutes. Planning helps you organize your ideas and structure before you write, saving you time and helping you write a clear essay.

3. Introduction

The introduction should tell the examiner what the rest of the essay is about and also answer the question directly. This tells the examiner that you know what you are doing straight away and helps you write your main body paragraphs.

4. Main Body Paragraphs

This is where you give the examiner more detail. You do this by stating your main points and supporting these with explanations and relevant examples. The key to IELTS Writing Task 2 success is to give the examiner exactly what they want and nothing else.

5. Conclusion

Here you provide a summary of what you have already said in the rest of the essay.

IELTS Writing Task 2 Essential Information

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1. You must write an essay in response to a question.
2. You must write 250 words or more.
3. You should spend around 40 minutes on this part of the test.
4. Task 2 is worth 2/3 of your total mark on the Writing test.
5. General Training and Academic are essentially the same for Task 2, but different for Task 1.
6. There are certain types of questions you will be asked, such as opinion, discussion etc. See below for more detail on these.
7. You will be assessed in four areas:

Good and Bad Examples

Question: There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people's health and well-being.
To what extent do you agree or disagree with this statement?

Good Introduction

Rising global temperatures and human health and fitness issues are often viewed as being caused by the expanding use of automobiles. This essay agrees that increasing use of motor vehicles is contributing to rising global temperatures and certain health issues. Firstly, this essay will discuss the production of greenhouse gases by vehicles and secondly, it will discuss other toxic chemicals released by internal combustion engines.

Bad Introduction

Nowadays, cars are a very popular way of getting around. Day by day many more people drive cars around but others feel that they cause global warming. Global warming is one of the most serious issues in modern life. They also affect people's health and well-being which is also a serious issue.

As you can see the bad example talks about the topic very generally, copies words and phrases from the question and doesn't include a thesis statement or outline statement. If your introductions look something like this, don't worry. Most of my students write introductions a lot like this when they first start in my class and the structure below always helps them fix any problems and write very effective introductions.

Structure of a Good Introduction

If you use this structure you will not only score higher marks but you will also save time in the exam. If you practice enough, introductions will become easy and you will do them in just a few minutes. This will leave you lots of time to focus on the main body paragraphs where you can pick up lots of mark.

An IELTS writing task 2 opinion essay should have three sentences and these three sentences should be:

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1. Paraphrase question

2. Thesis statement

3. Outline statement

That's it. Simple! Let's look at each sentence in more detail.

1. Paraphrase Question

Paraphrasing means stating the question again, but with different words so that it has the same meaning. We do this by using synonyms and flipping the order of the sentences around.

Question: There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people's health and well-being.

Paraphrase: *Rising global temperatures and human health and fitness issues are often viewed as being caused by the expanding use of automobiles.*

The synonyms I've used are:

Increasing- expanding

Car use- use of automobiles

Global warming- rising global temperatures

People's health and well-being- human health and fitness

As you can see, I then switched the order of the sentence around.

I have therefore demonstrated to the examiner that I can paraphrase and have a wide range of vocabulary. These are two of the things that the examiner is specifically looking for and you will gain marks for including them.

You should practice this with past paper questions.

2. Thesis Statement

This is the most important sentence in your essay. This is your main idea and I often describe it to students as how you feel about the whole issue in one sentence. It tells the examiner that you have understood the question and will lead to a clear and coherent essay. Let's look at the thesis sentence from the previous example:

Thesis statement: *This essay agrees that increasing use of motor vehicles is contributing to rising global temperatures and certain health issues.*

Writing Task 2 Discuss Both Views Essay Lesson

This lesson will help you answer IELTS writing task 2 discussion (or discuss both views and give your opinion) questions.

These particular questions require a different approach to opinion essays because you have to discuss both sides rather than just argue in favor of one side.

This writing will look at:

- Identifying the question
- Example Questions
- Structure

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- Sample Answer
- Task Achievement
- Coherence and Cohesion
- Lexical Resource

Identifying the Question

Look at the three questions below and choose one you think is a discussion question.

1. Computers are being used more and more in education and so there will soon be no role for the teacher in education.

To what extent do you agree or disagree?

2. Computers are being used more and more in education.

Discuss the advantages and disadvantages and give your own opinion.

3. Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences.

Discuss both sides of this argument and then give your own opinion.

The first question is an opinion question and we can tell this from the instructions 'To what extent do you agree or disagree?'.

The second question is obviously an advantages and disadvantages question.

The third question is the discussion question. We can tell this from the typical instructions in the question 'Discuss both sides of the argument and then give your opinion'.

You may also be asked to 'Discuss both views and give your opinion' or 'Discuss both sides of the argument and give your opinion'.

Each of these questions is asking us to do different things and we therefore need a different structure for each question.

Example Questions

Here are a few other typical discussion questions:

1. A growing number of people feel that animals should not be exploited by people and that they should have the same rights as humans, while others argue that humans must employ animals to satisfy their various needs, including uses for food and research.

Discuss both views and give your opinion.

2. Blood sports have become a hot topic for debate in recent years. As society develops it is increasingly seen as an uncivilized activity and cruel to the helpless

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Here is an essay written by one of our students and a corrected essay is given thereafter.

Research indicates that the characteristics we are born with have much more influence on our personality and development than any experiences we may have in our life.

Which do you consider to be the major influence?

Sample-1

Original Essay:

It is an undeniable fact that some people are god gifted and possess skills which sometime become hard for us to acquire . Even experts have proven that traits which we inherit from our ancestors are more powerful in developing our personality however ,I believe that experience is more powerful in moulding us at different phases of life than the traits which we get from our ancestors .in this essay ,I will discuss the major impact experience put on our outlook.

There are manifold reasons to support my viewpoint.first and foremost,with experience we learn varied aspects of life as a result we get to know how to survive in this complicated world.For instance,when a students go to abroad,they encountered with different situations and have many sweet and bitter experiences ,which teach them a lot of life lessons .They learn how to communicate and adjust with people of diverse culture and tradition in other nation.

Secondly, when we go through any hardship of life then we know about our strengths and weaknesses and become good decision maker. To exemplify, a 23 years old blind boy who was rejected for enrollment by IIT and even many times from other institutes ,then he took wise decision and with his intellectual skills he opened his own big firm and become CEO of 25crore firm.

Finally, experience also make us perfect in particular field which sometime seems to us impossible .To cite an example, when we work as a naïve in any sector that time we make lot of mistakes but later on with practical work we become more efficient and perform task frequently which we find very hard in our initial days at workplace .

After analyzing aforesaid viewpoints ,it has been proven experience plays vital role in our

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lifetime .we become more mature and more understandable with practical things only

Corrected Essay

It is an undeniable fact that **Undoubtedly** some people ~~people's characteristics~~ are **god God** gifted ~~and possess skills which sometime become hard for us to acquire~~ . Even ~~Even~~ **some** experts have proven that ~~traits which we inherit from our ancestors~~ **inherited traits** are more powerful in developing our personality. however, ~~However~~ **I** believe that experience is more powerful in ~~moulding us~~ **character building** at different phases of life than the traits ~~which we get~~ from our ancestors ~~in~~ **In** this essay, I will discuss the major impact ~~of experience~~ **for developing our personality** ~~put on our outlook~~.

- The first sentence is unclear when the writer only put *some people are God gifted*, try to mention the specific one such **people's features**, another reason is that because we focus on the discussion about *characteristics/personality*.
- The phrase **It is an undeniable fact that** is counted as 6 words. You'd better use **Undoubtedly**. Succinct and keep to the point.
- The sentence: "and possess skills which sometime....acquire" I omit as this has nothing to do with the previous one.
- Some punctuation errors, such as (*Even, however, in*)
- The phrase of *traits which we inherit from our ancestors* is too long. We can cut it down into only two words (**inherited traits**)
- Moulding is inappropriate word in this topic, so it is better to put **character building**.
- A strong thesis statement includes the topic of the essay and your claim towards the issue.
- The phrase "*put on our outlook*" is omitted as it does not have any contribution to the thesis statement.

~~There are m~~ **Manifold** reasons to support my ~~viewpoint~~ **first viewpoint will be discussed** ~~and foremost with~~ **Firstly** with experience ~~(a comma)~~ we learn

- Some punctuation errors, such as (*Even, however, in*)
- The phrase of *traits which we inherit from our ancestors* is too long. We can cut it down into only two words (*inherited traits*)
- Moulding is inappropriate word in this topic, so it is better to put *character building*.
- A strong thesis statement includes the topic of the essay and your claim towards the issue.
- The phrase "*put on our outlook*" is omitted as it does not have any contribution to the thesis statement.

~~There are many~~ *Manifold* reasons to support my ~~viewpoint-first~~ *viewpoint will be discussed. and foremost, with, Firstly,* with experience (*a comma*) we learn varied aspects of life ~~as a result. As a result,~~ we get to know how to survive in this complicated world. ~~For instance, For instance,~~ when ~~a students~~ *students* go ~~to abroad abroad,~~ they encountered ~~with in~~ different situations and have many sweet and bitter experiences, which teach them ~~a lot of many~~ life lessons (?????). ~~They. They~~ learn how to communicate and adjust with people of diverse culture and tradition in other nations ~~s.~~

- The words *aspects & situations* in the second and fourth sentences are too vague. You need to narrow them by giving detailed explanations

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- Some punctuation errors
- The writer use article "a" in plural noun *a students*.
- The given example is not too details. You mention about a lot of life lessons without any detailed examples about life lessons.
- A lot of can be narrow down to *many*
- Abroad is adverb, so no need preposition "*students go to abroad*".
- Encountered with is inappropriate collocation – *encountered in*
- *Experience* is uncountable noun

Secondly, when we go through any hardship of life ~~then,~~ we *can* know about our strengths and ~~weeknesses~~ weaknesses and *will* become good great decision maker. ~~To exemplify, To illustrate,~~ *a 23-years-old blind boy who was rejected for enrollment by IIT and even many times from other institutes a 23-year blind boy was rejected on enrollment by IIT and other institutions.* ~~then~~ He then took wise decision and ~~with~~ his intellectual skills ~~he opened~~ to open his own big firm and ~~become~~ *became* CEO of 25crore firm.

- Need to use a comma between dependent clause and independent clause, for example "when we go through any hardship of life, we can know about our strengths and weaknesses and will become great decision maker".
- Other errors are also detected in this previous edited sentence, such misspelling "weeknesses" and less meaning vocabulary "good"
- It is better to use "to illustrate"
- This sentence "*a 23 years old blind boy who was rejected for enrollment by IIT and even many times from other institutes*" is called fragment sentence.
- Inconsistent tenses, such as took - become

Finally, experience also make us perfect in particular field which sometime seems *impossible* to us ~~impossible~~. ~~To cite an example,~~ For example, when we work as a naïve ?? in any sector ~~that time we make lot of mistakes but later on with practical work, we perform in inefficient time and some mistakes we make. However, by practical work,~~ we become more efficient and perform task frequently which we find very hard in our initial days at workplace.

- Some punctuation are errors and underdeveloped complex sentences appear in the second sentence.

~~After analyzing aforesaid viewpoints,~~ *In conclusion,* it has been proven experience plays vital role in our lifetime ~~we~~ *We* become more mature and *merely* more understandable ~~with practical things only~~ in practical ways.

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You should spend about **40** minutes on this task

It is said that "Not everything that is learned is contained in books".

Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

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

Books are not the sole sources of knowledge and no one can get practical knowledge just by reading books. This essay completely agrees that knowledge from experience is sustainable because it provides best way to handle life. This essay will first discuss how the experience gained by knowledge is more effectible in one's life followed by a discussion how this is valued by workers and employees.

The knowledge from experience is supportable that handovers many life skills how to lead a successful life ahead. Due to continues effort in one specific field makes a man perfect from where he/she can learn some life skills as such adjustment with the situation, cooperation in work etc. The

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methods of knowledge which are contained in books are limited in specific field and are not enough to provide proper guidance. If any one learns ideas from own, that can be utilized time and again throughout the life. Step by step methods can be achieved via self learning which might be long lasting. Recently Global Times reported that, about 85% of motorbike mechanics are from self learning environment and they are doing far more better job than who are from book based knowledge.

Employees who are from self – learning background are doing better in their field and the experience which they gained from their work pioneering them how to spend a successful life ahead. Self learning job holders are satisfied with their profession because they have no other alternative to choose whereas the workers who are from bookish knowledge are wandering here and there to find suitable job as per their knowledge. According to a survey done by Cambridge University in 2014 showed that about 40 percent of graduated students are unemployed who are from educational background and knowledge.

In conclusion, inborn and innate qualities lead a person towards her destination and bestow satisfaction in those field what they are practicing in their everyday life.

(Approximately 295 words)

You should spend about **40** minutes on this task.

More and more people are visiting historic sites and sometimes tourists may damage these ancient sites. The number of people visiting these places should be strictly limited.

Do you agree or disagree?

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

The majority of people maundering everywhere to observe tectonic precinct and usually they may ruin such locale. This essay disagrees that

You should spend about 40 minutes on this task.

More and more people are visiting historic sites and sometimes tourists may damage these ancient sites. The number of people visiting these places should be strictly limited.

Do you agree or disagree?

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

The majority of people maundering everywhere to observe tectonic precinct and usually they may ruin such locale. This essay disagrees that excursionist must given an opportunity to view even if there is minor damage took place. Firstly, this essay will discuss how observing of pre-historic monuments bring cognitive benefits to the specific place and secondly, it will

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discuss how the income generated from visitors can be utilized in development sectors.

Sojourning historical places is a welcoming development as it brings financial growth. If such places are visited by guests on the one hand, they would broadcast message about the places which helps to gain global popularity on the other hand, it also assists to earn foreign currency which can be used in country's wellbeing. The fund also can be used to repair the ancient sites if they are degraded by the spectators. According to a recent survey done by UNESCO' more than 65% of the oldest parts of Nepal were promoted by tourists from abroad and this helps to maintain effective economical outlay.

To be a developed country budget plays crucial role and that can be gained by allowing foreigner to roam in such important antique fields. Holyday makers have to pay large amount of money to see those places that have venerable significance hence, it increases national level of income. The amount which is achieved through tourism can be used in development work as such constructing of hospitals and schools. Himalayan Times recently reported that, about two billion national fund of Nepal in 2017 was collected from visiting of relics and the government had spent one third of the total capital in expansion fields.

In conclusion, it is worth to allow the visitors to visit ancient sites as it handovers affirmative output although it has some minor demerits.

(Approximately 299 words)

You should spend about 40 minutes on this task.

Some people think that instead of preventing climate change, we need to find a way to live with it. To what extent do you agree or disagree?

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

You should write at least 250 words.

Sample Answer:

Temperature increment is the greatest threat to the existence of life on hearth and the majority of authorities assume that an alternative way of surviving should be introduce in spite of measuring this issue. This essay completely disagrees with this because we still have time to tackle this phenomenon and reduce the impact of climate change on the earth.

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IELTS Speaking (Academic and General)

What is the IELTS Speaking Test?

The IELTS Speaking test is broken down into three parts:

1. **Part 1** is about YOU. They will ask you familiar, everyday questions about your life. This will last around 4-5 minutes.
2. **Part 2** is sometimes called the 'long turn'. You will be given a cue card and you will have 1 minute to prepare your answer. You will then be asked to speak for up to 2 minutes.
3. **Part 3** is more abstract. This is your opportunity to really develop your answers and discuss the issues brought up by the examiner. This will last 4-5 minutes.

What is the Purpose of the IELTS Speaking Test?

It is extremely important that you understand what the test is and, more importantly, what it is NOT.

It is **NOT**:

- A test of how many answers you've **memorized**.
- A test of how many 'big'/'fancy'/'high-level' words you know.
- A test of how many different grammar structures and tenses you know.
- A test of how 'British' or 'American' your accent is.

It is:

- A test of how well you can communicate through spoken English.

There is a little more to it than that, as you will see below, but you should always remember that they are simply testing if you can open your mouth and communicate in English.

Don't make it more complicated than it needs to be.

IELTS Speaking Tips

A lot of candidates who take **IELTS Speaking Test** find this section the hardest one because it involves face-to-face communication. But in fact, IELTS Speaking is the easiest section of IELTS to improve your score. You may think, *"But how? Interviews are so spontaneous! I just won't have enough time to plan a good answer. Moreover, I'll be worrying..."*.

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It's true, speaking interviews are spontaneous. But all test-takers are worrying and don't have much time to plan their answers. And examiners are used to that, so they don't expect you to speak like an orator. They don't even expect you to give very logical and structured answers! You're only tested on your ability to:

- speak fluently and without hesitation,
- use various vocabulary,
- avoid grammar mistakes,
- pronounce words well.

But you can also **increase your score by following these simple IELTS Speaking tips and tricks**. Here we've gathered **top 10 IELTS Speaking tips** to increase your IELTS Speaking score:

1. Be fluent and liberated

Speak fluently and spontaneously. You will gain more points. Don't worry too much about using clever vocabulary, it's more important to be fluent. But also don't speak too quick and mind your grammar. You should find a "healthy balance" between speaking too quickly and making long pauses.

2. Practice answering sample questions

Typically, you will be asked about everyday topics, such as work, studies, sport, family and so on. So you should try answering **IELTS Speaking questions** before the exam. You will be surprised how simple they are! You just need to learn appropriate vocabulary and understand what answers you will give.

3. Ask the question again if you need to

Don't be shy, if you want to clarify something. You will not lose points for asking the



6. Be coherent

Use linking words and structures. Words and phrases like *however, nevertheless, all in all, moreover* will enrich your speech.

7. Give yourself time to think

If you are unsure how to answer the question, you can give yourself a bit more time to think by using this tip. First of all, you can say: "*That's a tricky question...*", "*I've never thought about that before...*" or "*That's an interesting question...*". This way you'll have some extra time to plan your answer.

You can also reformulate the question:

Examiner: What was your favourite book in the childhood?

You: What book did I like as a child? Let me see...

8. Made a mistake? Don't panic!

If you made a mistake - don't panic! Try to correct yourself as smoothly as possible. And if you can't - just continue speaking, you won't lose many points for a few mistakes.

9. Make a good first impression

Look good, smell good and feel good. Be confident. Although it may not seem very important, a strong first impression will go a long way.

10. Don't learn answers by heart

Examiners are able to determine whether you speak freely or you memorized the answer before your interview. Learning full scripts is a bad idea. Instead, it is much better to learn separate words and collocations and adopt them in your speech.

IELTS Speaking Marking Criteria

On this page you will find out how your speaking skills are graded on **IELTS Speaking test**.

IELTS Speaking scores are calculated using **4 criteria**:

1. Fluency and coherence (FC) = how clear and structured is your speech.

To increase score for FC:

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- o connect your sentences by linking words and sign points
- o extend your answers, add all the relevant details
- o speak smoothly and continuously
- o use pausing correctly

2. Lexical Resource (LR) = how good is your vocabulary.

To increase score for LR:

- o use a wide range of vocabulary
- o discuss different topics freely, using appropriate words
- o speak formally or semi-formally
- o choose words accurately
- o use idiomatic language

3. Pronunciation (P) = how naturally you sound.

To increase score for P:

- o pronounce words as clearly as possible
- o record your speech and work on the words that you spell incorrectly
- o stress words and sentences correctly
- o use correct intonations
- o try to be easily understood by the examiner

4. Grammatical Range and Accuracy (GRA) = how good is your grammar.

IELTS Speaking

Part- 1

In part 1 of the Speaking test, the examiner will ask **4-6** general questions on familiar topics. It is expected that the examiner will introduce him/her first and ask your name and then ask you to confirm your identity.

The questions in this part include familiar topics such as home, family, work, studies and interests. Part 1 of the test will last **4-5** minutes.

It is customary that the examiner will ask your name first. He/she then will ask you to show your identity (passport in this case) and want to know what you do, where you from are and some basic conversation-starter questions.

Some such common questions are given below:

Q. Good morning. My name is Saran Sapkota. Could I have your name, please?

Q. And your candidate number?

Q. Can I see your ID?

Q. Well, great. Where are you from?

Q. What do you do?

Some of the common topics and question that you can expect to encounter in your speaking test part 1 are given below for your preparation for the test. Answers to these questions vary from candidate to candidate and you are advised to think about possible answers to all these questions.

Some of the common topics and question that you can expect to encounter in your speaking test part 1 are given below for your preparation for the test. Answers to these questions vary from candidate to candidate and you are advised to think about possible answers to all these questions.

Study	Daily routine
Work	Daily activities
Hometown/ Living place	Food/ Cooking

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Home/ Accommodation	Going Out
Family	Hobbies
Friends	Internet
Clothes	Leisure time
Gifts	Music
Music	Neighbours &
Shopping	Neighbourhood
Sport	Newspapers
TV	Pets
Transport/Travelling	Reading
Weather	
Culture/Tradition	

IELTS Speaking Topic 1- Work

1. Do you work or study?

- I graduated a few years ago and I'm now in full-time employment.

What is your job?

- I'm currently an English teacher working for the British Council in Ho Chi Minh City.

Why did you choose that job?

IELTS Speaking Part- 2 (Cue Card/ Candidate Task Card.)

This part of the test allows you to speak for longer on a given topic.

You will be given a card with a particular topic on it, and this will include key points that you should talk about.

You will be given one minute to plan and then you will talk for between 1-2 minutes.

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Many consider Speaking Part 2 to be the most difficult part of the IELTS Speaking test because it is a monologue. A monologue is different from the rest of the test because you will be speaking alone, without any questions or help from the examiner.

Below are some tips:

1. You Don't Have to Talk About Every Bullet Point

In the Official Marking Criteria for the Speaking Test there is nothing that states that you have to talk about every bullet point. Lots of IELTS examiners know this, but they don't tell students because they don't want to give them an unfair advantage.

You will always be given a general topic at the start of the test and then 'You should say:' followed by 3-4 bullet points. The rule is that you must talk about the general topic at the top of the card, but you don't have to talk about all of the bullet points. Note that it says 'You **should** say' not 'You **must** say'.

The bullet points are there to help you, so if you want to talk about them, please do. However, if there are one or two that you don't like or you don't feel comfortable talking about, leave them out and talk about something else. Make sure what you talk about is within the general topic and you will be fine.

2. Have a Strategy

IELTS is much easier if you have a strategy for each part of the test. You can use this strategy when you are practicing and then you will be much more confident in the real test.

3. Preparation

They say practice makes perfect and this is very true for IELTS Speaking.

- Don't memorise answers. There are too many topics for you to memorise and it is highly unlikely that you will get the same topic in the real test. It is a complete waste of time and leads to some very strange answers. If the examiner spots this, they are allowed to give you a Band 0!
- Focus on fluency and pronunciation. Record yourself and listen to yourself. How could you improve your fluency and pronunciation?
- Learn functional language used to describe common grammar functions, such as talking about the past, present or future, giving your opinion, evaluating someone's opinion and talking hypothetically.
- Time yourself so you know how much you have to speak in 1-2 minutes.

4. Use 1 Minute Wisely

You will have one minute to prepare before you start talking. You will not have enough time to write full sentences. You will, however, be able to write keywords. These keywords

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should guide you through your talk and help if you can't think of ideas.

1. Describe someone in your family who you really admire.

You should say:

what relation this person is to you

what are your first memories of this person

how often you see this person

And explain why you really admire this person.

Sample Answer:

I've got a small family with only five members and all of us are very close to each other and we love each other very much. Among them, I love my mother more than anyone else in the whole world. I adore my mother for her caring, loving, adorable behaviors and wit. She is the person I can share everything with and that's the reason I worship her so much. She is perky, charismatic, optimistic and the ray of sunshine in my life.

Possibly she was the first human I saw when I opened my eyes to this world. A relationship with a mother is divine and all of my childhood memories are either related to my mom or my school. I can still remember a day I was late to come back home after school and that's because there was a ceremony at the school I did not know about. All of a certain I found that my mother was entering through the school gate to find me. I was so frightened that my mother would rebuke me for being late unnoticed and she must be mad at me. But to my best surprise, when my mother saw me, she had a warm smile on her face that I'll never forget till my last breath on this earth. Then she hugged me and gave me a kiss. I felt then that I love my mother more than me. She attended the program at the school and afterwards we came back home together. She is kind in a unique way and yet proactive and in control. She loves cooking, decorating homes with innovative ideas, helping others and reading. She hates driving and liars, you know what I mean.

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I spent my 19 years or so with my father and mother but I stay in a metropolitan city now for my education. Whenever I get a vacation, I meet my mother at my village home. On an average, I spend 2/3 months with my mother each year but I talk to her over the phone almost twice a day.

The reasons why I admire her are endless. She is caring, tender, she has got a big heart and she possesses a great love for everyone. She had been an ideal mother to raise 3 kids and making sure our education and moral values. She had made a lot of sacrifices all of her life and had never complained about anything to my best knowledge. She is the person who reminds me the power of love and affection.

2. Describe a book that had a major influence on you.

You should say:

what the name of the book is & who the author is

how you first heard of the book

what the main story of the book is

and explain why it played such an important role in your life

Sample answer:

The book that tremendously influenced me in my college level is titled "**Pather Panchali**" by Bibhutibhusan Bandopadhyay. This book was published in 1929 and later a movie was

IELTS Speaking Part -3 (Follow up Questions)

In part 3 test the examiner will ask further questions which are linked to the topic talked about in part 2.

This part of the test is designed to give you the opportunity to talk about things in a more abstract way.

Below are some tips to help you get the best score you can possible get in Part 3. Most of these tips are about the psychology of Part 3 because I have found that students are not mentally prepared for this section and good students often get lower score because of this.

1. Don't try to finish quickly

Speaking for up to 15 minutes in a foreign language is tiring. You might not have slept the night before, you are stressed and you might have also done other tests that day. In short, you will be exhausted and your body will want you to take it home and tuck it into bed as quickly as possible.

Lots of students give very short answers because they simply want their test to be over as soon as possible. Know that the examiner will keep asking you questions (and the next ones will probably be more difficult), so it is much better to give a full answer and answer the question to the best of your ability, than to simply give a short answer and hope that it ends quickly.

2. Know that the examiner is trying to stretch you

Part 1 is really just a warm-up and Part 2 is a monologue, so Part 3 is the examiners chance to really test you and stretch your language abilities to the very limit. The main thing to remember is that they will ask you questions you won't be able to answer as well as you hoped. They will often increase the difficulty until you can't answer the question. They are not trying to be cruel, this is just the best way for them to test your knowledge of grammatical structures and vocabulary.

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Think about a personal trainer or athletics coach forcing an athlete to perform more and more strenuous exercises to judge their true ability.

If you know this is going to happen you will not get stressed out and you will answer the questions more confidently and get higher scores.

3. Don't be afraid to ask questions

There will be words in some questions that you don't understand. The rule is that you can ask the examiner to explain what one word means, but you can't ask them to explain what a whole sentence means.

You can also ask them to repeat the question, if you didn't quite get what they said.

Please don't abuse this privilege and try to use it for every question.

4. Always give an answer

There will be at least one question that you have no idea how to answer. Don't worry, this is normal- see point number one. The most important thing to do is to at least make an attempt. You have been speaking for 15 minutes and one question is not going to lower your mark for the whole test. However, the worst thing you can do is to simply not attempt an answer. If you have this mindset, then you won't push yourself to the limit of your abilities.

It is also fine to admit that you have no idea. Simply say "I'm really not sure about this question, but if I had to answer, I would say.....". The examiner will be much happier that you attempted an answer, rather than just saying "I don't know" or blankly look at them (which happens more than you would think).

You can also give yourself time to think about the question by saying "That a difficult question, just give me a second to think about that." or "I've never thought about that, to be honest, give me a moment." However, don't do this for every question, only the ones you need to actually think about.

5. Think about what structure the examiner is testing.

The examiner needs to know that you are capable of using a wide range of structures. Don't worry about inserting as many structures as possible into your answers because they will ask you specific questions to test specific grammar structures. Let's look at the examples

Part-1/Part-2/Part-3 Sample Answer and Questions

SET-1

Part 1

Do you like travelling?

Yes, definitely! I think seeing the world, from great historical monuments to white sandy beaches, is what life is all about. It's a very interesting way to learn about new cultures and explore new places.

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What is your favourite type of holiday?

I *really like* going to the countryside, getting away from it all. Nothing relaxes me as much as wilderness... I am tired of tourist traps and usually go off the beaten track...

What do you do on holidays?

I *prefer* visiting various museums and places of interest. *For instance*, on my last vacation I was to Rome and I visited 12 museums. It was fantastic! Of course, sometimes I go shopping with my friends or relatives too... But I don't find it near as exciting...

Are there many tourists visiting your country?

Probably yes... My country has different tourist attractions in many cities, especially the capital... *For example*, my country has old-time religious traditions... *That's why* we have a lot of ancient cathedrals and churches that are interesting for both tourists and local citizens...

Part 2

Now, have a look at the card and prepare a monologue.

Describe a tourist attraction you once visited. You should say:

- When you visited it
- Where is it situated
- Who you went with

and say what about it you like the most

A couple of years ago I went on a holiday to Paris with my parents... it is a very popular tourist destination, since it has various places of interest, *such as* ancient museums and monuments... *That's why* there are always hordes of tourists... So we decided to go out of season in the autumn... *Fortunately*, the weather was great, and we did not waste any days watching TV at the hotel... it was a memorable holiday ... we enjoyed breathtaking views from the top of the Eiffel tower and dined in cozy little restaurants. *I would certainly recommend* visiting Paris, it is a picturesque city.

Part 3

Why do you think tourism is so developed now?

Well, because it is a lot easier to travel nowadays... you can choose charter flights and find various youth hostels all around the world, so you don't need to spend much money on the travelling. *Moreover*, you can book a trip via the Internet, so you don't even have to leave home.

How people choose their destination?

There are a lot of ways. For instance, you can surf the internet for all the necessary

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information... Or you can visit different travel agencies for more advice.

What kind of transport do you prefer on holidays? Why?

It depends... I usually reach my holiday destination by plane because it is the fastest and the least dangerous way to travel. *However*, flying can be a bit uncomfortable... So I also travel by train *from time to time*. But I never drive car on a vacation, because I do it every day.

information... Or you can visit different travel agencies for more advice.

What kind of transport do you prefer on holidays? Why?

It depends... I usually reach my holiday destination by plane because it is the fastest and the least dangerous way to travel. *However*, flying can be a bit uncomfortable... So I also travel by train *from time to time*... But I never drive car on a vacation, because I do it every day when I work... I would have a busman's holiday otherwise.

Do you prefer travelling alone or in tour groups? Why?

I definitely prefer travelling alone because I like to plan the trip by myself... When choosing a guided tour, you should always conform to a set schedule... So if you are in India and, *say*, you want to spend an extra hour at Taj Mahal, you simply cannot do that with a group tour... I like independent travel. *That way* I get to see and do exactly what I want and spend as much time as I want at various stops.

SET-2

Part 1

Do you have a lot of friends?

Not a lot, but I have a few very close friends ... I think it is better to have one reliable friend than a thousand fair-weather friends... *Although* it's not easy to meet someone you have a lot in common with, I think managed to do it.

How often do you see your friends?

As often as I can... We enjoy each other's company, so we see each other almost daily... *What's more*, we live very close to each other, so it's easy for us to meet up.

Is there anything special about your friends?

Oh, *that's an interesting question*... I *guess* there are lot of things... *For instance*, my best friend can draw unbelievable art, good enough to sell. And my other friend is really keen on cooking... *But most importantly*, they are people, who are near and dear to my heart.

For how long do you know them?

I've known my friends since my childhood... We've been through thick and thin together... Probably that's why we're so close now.

Part 2

Now, have a look at the card and prepare a monologue.

Describe your friend. You should say:

- Who is he/she
- When did you meet

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- Why is he/she so close to you

and say what do you like about your friend the most

I would like to talk about my friend William... *I wouldn't say* he's my best friend, but I would rather call him as a good friend of mine... I met him last year at local sports centre. It turned out that we were studying at the same college... Then, *miraculously*, I got into the same class with him and we got on like a house on fire... He's the sweetest person I've ever met! He's smart, helpful, caring, funny and somehow good-looking... *And most importantly*, we have a lot in common and he understands me as nobody else does.

Part 3

Do you think friendship is important nowadays?

Yes, certainly! Without my friends I'd be very sad and lonely, but they cheer me up and help in every way possible... *Of course*, all relationships have their ups and downs, but we should definitely try not to lose touch with our friends.

What do you think is the best time to get new friends?

Hmm... *Probably*, the best time to get new friends is your school and university years. You have many possibilities to get in touch with different people... *And* it is easier to find friends with similar interests...

A Lesson 1: Holidays



IELTS Holiday vocabulary

You probably know the meaning of individual words like 'flight', 'tour' and 'view'. However, the key to showcasing your advanced English is to show you are able to use these individual words in combination with other words to form set phrases and expressions.

Read the following IELTS-style questions and answers below and pay attention to the phrases in **bold**. Use the 'Definitions' section at the bottom of the page to check the meaning of any phrases you don't understand.

Part 1-style questions

Examiner: What kind of holiday do you like?

Miguel: I try to avoid **tourist traps** ... I like to **get away from it all** and prefer going somewhere **off the beaten track** ... last year I had the **holiday of a lifetime** ... a two week **wildlife safari** in Kenya.

Examiner: What do you like to do when you're on holiday?

Anna: I enjoy visiting the local **places of interest** ... I like to **go sightseeing** and always sign up for **guided tours** as it's a chance to be shown around and take photographs ... one of my hobbies.

Examiner: Do you have many tourists in your country?

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Amy: Yes ... we have a lot of **holiday resorts** along the coast that are popular with tourists ... most people come on **package holidays** and stay in one of the many hotels and **self-catering apartments**.

Part 2-style task

Describe a beautiful place you once visited. You should say:

- when you went to this place
- where it was
- who you went with

and say why you liked it so much.

Sally: A few years ago I went on a **long weekend** to the Lake District in the UK ... it's a very popular **holiday destination** in the north of England ... I went on my own and had a wonderful time ... I stayed in a **youth hostel** and met some really nice people ... but the most memorable thing about the holiday were the **breathtaking views** ... and lovely **picturesque villages** ... it can get very busy with **hordes of tourists** so I decided to **go out of season** in the autumn ... the weather was fantastic and the shops were full of **local crafts** ... a really great holiday ... it's certainly not the kind of **short break** for someone looking for a busy nightlife but if you want to relax in the middle of **stunning landscape** I would certainly recommend a holiday to the Lake District.

Part 3-style questions

Examiner: What do you think has led to the growth in the tourism industry?

Miguel: It's much easier and affordable to travel now ... nowadays you can get cheap **charter flights** or **all-in packages** ... to somewhere near or to a **far-off destination**.

Examiner: How do people tend to choose a destination?

Anna: The Internet is a great source of information and high street **travel agents** are still very popular ... that's where I like to go to get **holiday brochures** for the place I'm interested in.

Examiner: People sometimes say flying is the most glamorous form of travel. Do you agree?

Amy: I'm not so sure really ... flying can be quite boring ... queuing up at the **check-in desk** ... going through **passport control** ... sitting for ages in the **departure lounge** ... then the flight itself can be quite uncomfortable ... no ... I'm not sure I agree.

Definitions

- **all-in package/package holiday**: a holiday where you purchase the travel and accommodation together
- **breathtaking view**: an extremely beautiful view

Part 1-style questions

Examiner: Do you live in a house or an apartment?

Callum: Actually I live **on campus** ... in a **single room** in **halls of residence** ... all first year students are encouraged to do that as they're close to the university ... next year I plan to move into **student digs** in town ...

Examiner: Tell me about where you live.

Julia: I live with my parents **in the suburbs** of Madrid ... we only **moved in** recently ... in fact we had a **house-warming party** just a few weeks ago ...

Examiner: What kind of accommodation do most people live in in your city?

Maria: In the city itself the majority of people live in **apartment blocks** ... that's what surprised me about England ... most people seem to live in **terraced houses** with lovely **back gardens** ...

Part 2-style task

Describe a house or an apartment you would like to live in. You should say

- what kind of accommodation it would be
- where it would be
- who would live there with you

and say why you would enjoy living in this place.

Paolo: I think most people when answering this question would say they'd like to live in a big **detached house** with **spacious rooms** ... views of the countryside and so on ... but actually my **ideal home** would be a lot different ... I've always loved the idea of having a **mobile home** ... a really expensive one with **all the mod cons** ... so I could live wherever I wanted or at least have lots of holidays and be able to take all my **home comforts** with me whenever I travelled ... I realise this would have to be a second home as I'd need a base ... a **permanent address** ... but the mobile home would be the accommodation I'd find it exciting to live in ... I suppose once I settle down and have children I'll want **to get on the property ladder** ... I'll be like everyone else ... saving up **to put down a deposit** on a house or an apartment ... I don't think my family would want to live in a mobile home ... but I like to think I'll still keep that **dream home** in mind ...

Part 3-style questions

Examiner: Is it better to own your own home or to rent?

Ana: I think both have their advantages ... living in **rented accommodation** isn't necessarily a bad thing ... you don't have a huge debt like you do when you **take out a mortgage** but I suppose the **property market** offers you an investment for the future ... I'm sure that's why most people prefer **to own their own home** ...

Examiner: What options are available to young couples looking for accommodation in your country?

Toni: If they want to buy their own home it isn't easy for **first-time buyers** ... mortgages are hard to get so most people live with their parents or in **rented accommodation** ... but that

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can also be very expensive ... you often have to **pay rent in advance** ... and if the accommodation isn't **fully furnished** you have the expense of buying furniture ...

Examiner: What are some of the pleasures involved in making a home for ourselves?

Suki: I suppose it starts with **house-hunting** ... finding your ideal home ... some people enjoy **doing up an old property** ... giving a property that's old and tired a new lease of life ... others like making wherever they live feel like home with some **home comforts** ...

Definitions

- **(all the) mod cons**: technology at home that makes jobs easier such as a washing machine, dishwasher etc.
- **apartment block**: a large building made up of smaller units of apartments
- **back garden**: a garden at the rear of the house
- **detached house**: a house that is not physically connected to another property
- **to do up a property**: to repair an old building
- **dream home**: a home you regard as perfect
- **first-time buyer**: someone buying a property for the first time, especially when taking out a loan (mortgage)
- **fully-furnished**: a rented property with all furniture included
- **to get on the property ladder**: to buy a property with the aim of buying another bigger or more expensive one later in life
- **hall of residence**: a college or university building where students live

Part 1

Time: 4-5 minutes

Now, in this first part of the test I'm going to ask you some questions about yourself.

Let's talk about your hometown.

1. What kind of place is your hometown?
2. What do young people do for entertainment in your hometown?
3. What is the worst thing about living in your hometown? (Why?)

I'd like to move on and ask you some questions about tourism in your country.

1. What should a visitor see and do in your country?
2. Are there any traditional art or music that you would recommend? (Why?)
3. Tell me about the kind of visitor who come to your country.

Let's move on and talk about being on time for appointments.

1. Is being late acceptable in your culture? (Why/why not?)
2. Are you ever late for appointments? (Why/why not?)

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3. What type of excuses do you think are alright for lateness?
4. How do you feel when someone is late for an appointment with you?

Part 2

Time: 3-4 minutes

Now, I'm going to give you a topic and I'd like you to talk about it for 1-2 minutes.

Before you talk you'll have one minute to think about what you are going to say and you can make notes if you wish. Do you understand?

Ok, here's some paper and a pencil to make notes, and here is your topic. I'd like you to describe something you own which is very important to you.

Describe something you own which is very important to you.

You should say:

- What you use it for
- How long you have had it
- Where you got it from

And explain why it is so important to you.

Follow up questions:

1. Is it valuable in terms of money?
2. Would it be easy to replace?

Part 3

Time: 4-5 minutes

We've been talking about something you own which is very important to you, and I'd now like to ask you some questions related to this.

First, let's consider values and the way they change.

1. What kinds of possessions give status to people in your country?
2. Has it always been the same or were different possessions thought of as valuable in the past?
3. Why do you think people need to show their status in society?

Now we'll discuss the role of advertising.

1. Do you think advertising influences what people buy?
2. Do advertisements give correct information, or do they encourage people to buy things that they may not need?

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