"Exaggerate your Expectations"

IELTS SELFHELP BOOK

CRACK

THE

IELTS'

Myth

Er. DAISON. SAMUEL

For both Academic & General Training

IELTS Course Book

CRACK
THE
IELTS'
Myth

Crack the IELTS' Myth

Copyright: April 2012 by Daison. Samuel

CRACK
THE
IELTS'
Myth

By

Er. DAISON SAMUEL

A complete guide for professional communication in English Language

About the Author

Er. Daison. Samuel is an Engineer, Corporate Trainer, Personality Development Trainer and a Business Operations Specialist.

He inspires people to find a way to lead their way from the way they are far away. He started training personality development courses from the age of 18. He talks about leaders and create leaders rather than bosses. He trains people to become their own leaders to lead themselves and the people who believe them.

He was born and brought up from a middle class family. He started business at age 8 with the available resources within the small village. Before start writing this book he was working as the director of operations of an International Business School.

He was in the field of training IELTS for more than half a decade. He noticed numerous failures by the students because of lack of right methods and idea to appear the examination, promoted him to publish this contribution to the society and all enthusiastic exam takers.

*I dedicate this book to my father Dr. N.Samuel
to whom I shall remain indebted for his love
and trained me the international language skills
followed by; the development of this book*

Dear Reader,

This book is not a course book or a practice book. This book consists of ideas, techniques, tips, short cuts, definition, directions, links to access other books and websites. You can use this as a guide to clear your doubts while you are preparing for the examination. This book can be considered as a capsule to crack the unsolvable problems that you are facing with the IELTS exam preparation.

This is a resource, collected from other resources to form a complete resource to help you to generate your dream resources. For example; two molecules of hydrogen and one molecule of oxygen combined in a suitable reaction to form water. Water can form any shape, the shape of water determined by the material used to hold it. Similarly, there is no specific way to think the following resource; it all depends on your mentality and way of thinking to generate new idea that is most suitable for you.

Even though this books is exclusively prepared for IELTS test takers but can be used as a bridge between International English and Practical communication. Communication is the keyword in corporate world, what you can do without the ability to communicate properly.

So, this book is designed not only for IELTS test takers but also for all English readers from high school to colleges, universities to work desk. Professionals can't survive with out right way of communication; express their ideas and instruction to implement, evaluates their skills.

IELTS – proficiency test is mandatory because of lack of confidence in communication. If you study the right methods of communication then why should you fear to present yourself in public? Studying basic grammar and tense is good and important but you should know where and how to apply it.

GOOD LUCK

Acknowledgment

CRACK THE IELTS' MYTH

Preface

"Enjoying the art of education cannot be leveled out without an organized system of education; if anybody wants to do so, enroll into that system of liberty and prosperity"

"IELTS has cemented its position as the world's most popular high stakes English language test with latest figures revealing a record 1.5 million tests were taken around the world in 2010."

-World News

IELTS is the world's proven English language proficiency test. Based on records, over 1.4 million candidates sit for IELTS every year for international education as well for employment. IELTS is recognized by more than 6000 institutions in over 135 countries. IELTS tests are held in over 500 centers with tests up to four times a month. IELTS respects international diversity and in fair to anyone who sits the test, regardless of nationality.

IELTS test takers and the organizations which rely on IELTS test results benefits from IELTS continuing investment in quality assurance, research and development to ensure that the test remains robust and relevant.

International teams of writers contribute to IELTS test materials and invest in on-going research to ensure that IELTS remain fair and unbiased- wherever and whenever the test is taken and that IELTS encourages, reflects and respects international diversity and is fair to anyone who sites the test, regardless of nationality, background, gender or lifestyle.

The rigorous processes used to produce the test materials ensure that every version of the test is to a comparable level of difficulty, so that candidates' results are consistent wherever and whenever they take the test.

The Evolution

In 1980 English Proficiency Test Battery (EPTB) was replaced by ELTS (English Language Testing System). EPTB was mainly used for overseas student recruitment operations since mid 1960s in UK universities and colleges. The new test had an innovative format that reflected changes in language learning and teaching theory and developments in language testing. ELTS influenced much by the growth in 'communicative' language learning and 'English for specific purposes'. Test tasks were based on an analysis of the ways in which language was used in academic contexts and

were intended to reflect the use of language in the 'real world'.

ELTS Test Format

The ELTS test offered a choice of six modules covering five broad areas of study of UK tertiary education and one non-specific area. The areas are:
*   Life Sciences
*   Social Studies
*   Physical Science
*   Technology
*   Medicine
*   General Academic

Non- Academic test also conducted for vocational candidates. Each candidates was required to take three sections in their subject area or module and two common tests in the general section

*   Study Skills
*   Writing
*   General Reading
*   General Listening &
*   Individual Interview

The ELTS Revision

In 1987 British Council and UCLES EFL (now know as Cambridge ESOL) commissioned Edinburgh University to conduct a validation study. There was consensus to broaden the international participation in the revision project and in response to this the International Development Program of Australia University and Colleges (IDP), now known as IDP Education Australia, jointed British Council and UCLES to form an international partnership, reflected in the new name for the test: The International English Language Testing System. The number of subject-specific modules was reduced from six to three and the Non-Academic test was replaced by the General Module. IELTS (The International English Language Testing System) form became operational in 1989.

Test Format of 1989 IELTS

From 1989 IELTS candidates took two non-specialized modules, Listening & Speaking and two specialized modules Reading & Writing. The non-specialized modules tested general English while the specialized modules were intended to test skills in particular areas suited to a candidate's chosen course of study. Specialized Reading & Writing modules were available

in three discipline fields which linked together related fields that had previously been separate modules in the ELTS battery, as shown below:

- Module A – Physical Science & Technology
- Module B – Life & Medical Sciences
- Module C – Business Studies & Social Sciences

1995 Revision of IELTS

In keeping with the commitment of the IELTS partners to respond to developments in applied linguistics measurements theory and teaching practice, further modifications to the test were implemented in April 1995. In addition to a number of modifications to improve security and administration, there were three areas of significant change:

1. **The field-specific Reading and Writing** Modules A, B and C were replaced with ONE Academic Reading Module and ONE Academic Writing Module. Details of the research behind this change to the test design can be found

2. **General Training Reading and Writing** Modules were brought into line with the Academic Reading and Writing Modules in terms of

timing allocation, length of written responses and reporting of scores. The difference between the Academic and General Training Modules is in terms of the content, context and purpose for testing rather than the scales of ability.

3. **Measures were introduced** to gather data on test performance and candidate background so that issues of fairness relating to test use and users could be more effectively monitored.

Next Stage of Development

A revision for the speaking test was launched in 1998 and the came out in July 2001. New assessment criteria for the writing test were operational from January 2005. A computerized version of IELTS was also introduced in 2005 at certain centers.

The following test pattern retains many of the features of the 1980 ELTS including the emphasis on the comprehension of extended text in the receptive papers (Reading & Listening), and the direct testing of performance through a face-to-face Speaking test and the use of the essay and report formats in the Writing test. Now it becomes the most friendly communication proficiency test to cross the boards for job and studies.

The twenty years of change changes the face and pace of testing pattern as well boom up the test facing candidates.

Most candidates fear to appear the proficiency test IELTS not only because of their lack of knowledge in that stream but also communication disabilities (it explicitly because of lack of coherent training from basement courses). But their desire to go abroad to get admission in good Universities and attain better career they are forced to sit for the examination.

IELTS is not a new thing but just the basic communication test. The societies, schools, teachers even training institutes are making them fear, for certain reasons. I swear there is nothing to fear at all. To know exactly about the program we should get proper training from trained trainers. What lacks in our society is not the number of the institutions but skilled and properly trained trainers to train the candidates a systematic approach to IELTS by giving individual attention. Recently, British Council and IDP are conducting Train the Trainer (TTT) program for the enthusiastic faculty to shape their skills as well to give aware about the right way of teaching IELTS. Organizations are using Trained and Certified IELTS Examiners for the same so they deliver the best to the half boiled Trainers to make them

complete.

Crack the IELTS' Myth gives nothing more than the usual but everything in a systematic and eloquent way to score maximum band using the skills of concern student by applying Psycho-Lingua Methodology. It never promises bigger but better.

We wish all the best to all candidates; who walk-in with much expectation about their future.

GUIDELINES

IELTS is a language proficiency test that checks the language flexibility with specific pattern. Knowing everything means nothing but knowing something that makes everything means the complete. To score higher band you should be with intensive training program & pinpointed focus on preparation.

Here are some guidelines to help you to know about you with IELTS.

Listening:

- **Specific information** Listening for ideas or facts and regarding other information
- **Detail Collection** Able to comprehend the elements of a text – such as descriptions etc
- **Find out the gist** Listen for the right answers for the questions such as where, when, who is speaking etc
- **Infer meaning** Interpreting the meaning from the words literally spoken; understanding the real meaning in-depth
- **Tracings signpost** Identifying the keywords which direct the listeners to help you to follow the question to the right answer
- **Stress, rhythm and intonation analysis** Understanding the effect of pronunciation based on meaning and actual feel.
- **Predict the content** Guess what type of answer may possibly matching with the situation

Reading:

- **Understand the meaning of lexis** Reading a text and grasp out the meaning of vocabulary from the context and information or through the flow of sentence
- **Predict the answer** Guess the answer choice from the text before you read, the headline, picture or a topic which prompts your ideas and activates your knowledge
- **Inference** Infer and find out the writer's opinions or suggestion from the language
- **Scanning** Reading with the specific purpose of extracting the whole thing.
- **Through reading** Go through the passage to understand the detailed meaning
- **Skimming** Fast reading to get the general information

Writing:

Your writing ability will be assessed by the following criteria:

- **Task Achievment/Task Response**
- **Coherence and cohesion** Your response needs to be logically organized into paragraphs, and you need to connect the ideas clearly. The paragraphs must have a central topic as well as supporting statements and examples
- **Vocabulary** To obtain a high score for this criterion, you must demonstrate a varied vocabulary. You need to be able to use the words appropriately and spell them correctly.
- **Grammatical range and accuracy** You should use a variety of simple and complex grammatical structures accurately. You will also be assessed on your ability to punctuate your writing appropriately.

Speaking:

Your speaking ability will be assessed by the following criteria:

- **Fluency and coherence** Express ideas and opinions clearly and coherently without long pauses and hesitations.
- **Lexical Resource** Use a wide range of vocabulary naturally.
- **Grammatical range and accuracy** Use a wide range of grammatical structures without making many mistakes.
- **Pronunciation** Speak clearly and use pronunciation features naturally.

Special Note for speaking:

- Don't memorize long answers
- Use your imagination in your answers
- Use varied and advanced vocabulary
- You can stall, but not for long
- Answer should be realistic
- Give much preference to updated information

CONTENT

INTRODUCTION

- IELTS Basics
- Exam Types (Academic & General Training)
- Test Format
- Scoring Criteria (Listening & Reading)
- Band Descriptors (Writing & Speaking)
- Exam Administration
- Registration
- Test Results

CRACK THE IELTS' MYTH

IELTS BASICS

IELTS (International English Language Testing System) is a language proficiency test for all aspirants, who would like to migrate to abroad countries such as Canada, UK, New Zealand, Australia, Ireland, South Africa, USA (for Some Universities & Colleges). It tests **your ability** to communicate in English. IELTS results are used by organizations and institutions to assess **your language skills** when you want to study, work or live in an English-speaking country. IELTS respects international diversity and is fair to anyone who sits for the test, regardless of nationality.

IELTS is different to other English language tests. It is a **communicative test.** IELTS is a test that assesses **how you communicate rather than what you can communicate.** Other tests may assess your ability to memorize English vocabulary but **IELTS checks how you use it in context.**

All over the globe seventy one countries consider English as their official language including seven native English speaking countries such as **USA, Canada, UK, South Africa, Australia, New Zealand and Ireland.** It is mandatory to show your proficiency in the global language through English proficiency tests

such as IELTS, TOEFL, BEC, IET, TOEC etc based on the purpose of migration to these English countries. Among them IELTS is acceptable for most cases and simple as well easy to crack.

Believe in yourselves, the score depends on **the way you analyzing the problem and solving it.** There is a method to crack the IELTS tough nut, if you catch the points you will drive to the way of success of higher band.

Most candidates appearing for IELTS examination probably would be graduates. The main problem they are facing would be the essay types and speaking. They practiced to write essay in numerous pages rather than precise points. They are trained to speak ideas using lot of words rather than consolidated sentences. This would be the main disaster they may be facing between the two tests. **Time management would be another crucial factor.**

The root of a tree determines its stability rather mere outward appearance. Likewise, the foundation in English communication determines the aspirants to roll on smoothly or stressfully.

The exam takers should have a valid passport as well aged 16 years for IELTS registration. Some colleges and universities consider the high score in English language examination of their secondary and/ or higher secondary but the listed among them are very few.

The main topics to be included:

1. Environment
2. Technology
3. Tourism
4. Medicine
5. Architecture
6. Business & Commerce
7. Finance
8. Law
9. Science

    a. archaeology
    b. psychology
    c. biology
    d. chemistry
    e. physics

Data's relevant on:

1. Describing data
2. Describing processes and procedures
3. Cause and effect
4. Sentence types- simple, compound, complex
5. Connecting ideas- cohesion and coherence
6. Conjunctions – co-ordination and subordination
7. Conditionals – contingencies
8. Future possibilities – speculation
9. Stress & Rhythm – word and sentence level
10. Levels of formality in written and spoken language
11. Politeness & degrees of certainty using modal verbs
12. Intonation patterns
13. Vocabulary – strategies for developing & consolidating
14. Adjectives – royal order of adjectives
15. Articles – definite and indefinite
16. Referents – tracking participants

Main activities needed:

1. Developing both spoken and written form of the language
2. Improving grammatical accuracy
3. Listening skills
4. Expressing Ideas
5. Building vocabulary
6. Other aspects of academic English

EXAM TYPES

Two **types** of IELTS test:

1. Academic
2. General Training

⦿ Academic – For Institutions (Higher and Further Education) –Validity 2 yrs

The Academic format is for those who want to study or train in an English-speaking university or Institution of Higher and Further Education. Admission to undergraduate and postgraduate courses or for doctorate program is based on the results on the Academic test. One should complete 12th grade to write this examination and must have a valid passport. Age should be above 16 years old. In certain cases in hospital administration & professional registrations (for nurses and doctors) those candidates should sit for Academic.

⊙ General training – For school, work or migration – Validity 1 yr

The General Training format focuses on basic survival skills in abroad social and educational context. It is for those who are going to English-speaking countries to do secondary education, work experience or training programs. People migrating to Australia, Canada and New Zealand must sit the General Training test.There are four modules in IELTS exam:

1. Listening
2. Reading
3. Writing
4. Speaking.

IELTS **results** are graded on the unique
IELTS **9-band** scale.
The total test time is **2 hours and 45 minutes.**

Listening, Reading and Writing must be completed in one day. Depending on your test centre, the Speaking test may be offered on the same day or up to a week before or after the other parts.

TEST FORMAT
Academic (AC)

Module 1 – Listening
Time Schedule

Question Answering	Extra Time(Transfer the Answers)
30 minutes	10 minutes

Classifications

Sections	Questions	Type	Purpose	Question Types
1	10	Conversation	Transaction	2-3
2	10	Monologue	Transaction	2-4
3	10	Conversation	Academic	3-4
4	10	Monologue	Academic	1-3

⊙ There are 8 types of questions in listening section

Module 2 – Reading

Time Schedule

Question Answering	Extra Time(Transfer the Answers)
60 minutes	No Extra Time allotted

Classifications

Passages	Questions	Passage Type	Question Types
1	11-15	Physical Science/ Technology	2-4
2	11-15	Life/Medical Science	3-4
3	11-15	Business Studies/ Social Science	2-3

⊙ The related types of passages are subjected to shuffle

⊙ There are 10 types of questions in the reading section

Module 3 – Writing (Paper Based/Computer Based)

Time Schedule

Time Schedule

Question Answering	Extra Time(Transfer the Answers)
60 minutes	No Extra Time allotted

Classifications

Task	Time- 60 Minutes	Questions	Mode	Answer Types	Word Count
1	20 Minutes	Report	Graph/Chart/ Table/Diagram/ Process	2	150
2	40 Minutes	Discussive/ Argumentative	Formal/Semi-formal/Ethical/ Favoring	5	250

Module 4 – Speaking (Interactive – Face to Face)

Time Schedule

Question Answering	Extra Time
11-14 minutes	No Extra Time allotted

Classifications

Sections	Time	Questioning Type	No: Questions
1	4-5 minutes	Personal Introduction/ Interview	5-11
2	3-4 minutes	Long Term (Cue Card)	1
3	4-5 minutes	Short Term (Discussion)	3-7

General Training (GT)

Module 1 – Listening (There is no difference b/w Academic and GT in this module)

Time Schedule

Question Answering	Extra Time(Transfer the Answers)
30 minutes	10 minutes

Classifications

Sections	Questions	Type	Purpose	Question Types
1	10	Conversation	Transaction	2-3
2	10	Monologue	Transaction	2-4
3	10	Conversation	Academic	3-4
4	10	Monologue	Academic	1-3

⊙　There are 8 types of questions in listening section

Module 2 – Reading (Passages are different from Academic reading and sub-classed on to small units)

Time Schedule

Question Answering	Extra Time(Transfer the Answers)
60 minutes	No Extra Time allotted

Classifications

Passages	Questions	Passage Type	Question Types
1	11-15	Factual Information	2
2	11-15	Work Context	2
3	11-15	Descriptive/Instructive	2

⊙ The related types of passages are subjected to shuffle

⊙ There are 10 types of questions in the reading section

- **Factual Information** (The text relevant to basic linguistic survival in English)
- **Work Context** (Applying for jobs, company policies, pay and conditions, workplace facilities, staff development etc)
- **Descriptive/Instructive:** The modules will be adapted to real life situations and because of it will more closely meet the needs of candidates who take IELTS for employment   or immigration purposes.

Module 3 – Writing (Paper Based/Computer Based)

Time Schedule

Question Answering	Extra Time(Transfer the Answers)
60 minutes	No Extra Time allotted

Classifications

Task	Time- 60 Minutes	Questions	Mode	Answering Types	Word Count
1	20 Minutes	Letter Writing	Formal/ Semiformal	2	150
2	40 Minutes	Discussive	Personal/ Non-Personal	2	250

Module 4 – Speaking (Interactive –Face to Face)

Time Schedule

Question Answering	Extra Time(Transfer the Answers)
11-14 minutes	No Extra Time allotted

Classifications

Sections	Time	Questioning Type	Question Types
1	4-5 minutes	Personal Introduction/ Interview	5-11
2	3-4 minutes	Long Term (Cue Card)	1
3	4-5 minutes	Short Term (Discussion)	3-7

SCORING CRITERION

Listening & Reading

IELTS listening and reading papers contain 40 items and each correct item is awarded one mark; the maximum raw score a candidate can achieve on a paper is 40. Band scores ranging from Band 1 to Band 9 are awarded to candidates on the basis of their raw scores. Although all IELTS test materials are pretested and trailed before being released as live tests, there are inevitably minor differences in the difficulty level across tests. In order to equate difference test versions, the band score boundaries are set so that all candidates' results relate to the same scale of achievement. This means, for example; that the Band 6 boundary may be set at a slight different raw score across versions.

The academic and General Training papers are graded to the same scale. The distinction between the two modules is one of genre or discourse type. Academic papers may contain source texts featuring more difficult vocabulary or greater complexity of style. It is usual that, to secure a given band score, a greater number of questions must be answered correctly on a General Training Reading Paper.

Listening (Academic/General Training)

There 40 questions in the listening section, the scores are reported based on the below band interpretation after processing. There is no difference between the academic and general training on listening section and its scoring criteria.

Band Score	Raw Score	Max Score
9	39-40	40
8.5	37-38	40
8	35-36	40
7.5	32-34	40
7	30-31	40
6.5	26-29	40
6	23-25	40
5.5	18-22	40
5	16-17	40
4.5	13-15	40
4	10-12	40

Reading (Academic)

Band Score	Raw Score	Max Score
9	39-40	40
8.5	37-38	40
8	35-36	40
7.5	33-34	40
7	30-32	40
6.5	27-29	40
6	23-26	40
5.5	19-22	40
5	15-18	40
4.5	13-14	40
4	10-12	40

Reading (General Training)

Band Score	Raw Score	Max Score
9	40	40
8.5	39	40
8	37-38	40
7.5	36	40
7	34-35	40
6.5	32-33	40
6	30-31	40
5.5	27-29	40
5	23-26	40
4.5	19-22	40
4	15-18	40

IELTS markings took place at the test centre by trained markers and examiners. Markers are trained to understand the IELTS marking policy and are required to demonstrate that they are marking to standard before they are allowed to mark Listening and Reading papers. Markers are re-tested every two years to ensure that their marking remains up to standard. Systematic monitoring and double marking of a proportion of answer sheets is carried out at each administration.

Candidates receive scores on a Band Scale from 1 to 9. A profile score is reported for each skill. The four individual scores are averaged and rounded to produce an Overall Band Score. Overall Band Score and scores for each sub-test (Listening, Reading, Writing and speaking) are reported in whole bands or half bands.

Writing and Speaking

Examiners for the Writing and speaking sub-tests are recruited and trained in line with agreed standards. They are required to demonstrate that they are marking to standard every two years in addition to on-going monitoring of their performance. When marking the writing and speaking sub-tests, examiners use **detailed performance descriptors** which describe **written and spoken performance** at each of the 9 IELTS bands.

Writing

Examiners award a band score for each of four criterion areas: Task Achievement (for Task 1), Task Response (for Task 2), Coherence and Cohesion, Lexical Resource and Grammatical Range and Accuracy. The four criteria are equally weighted.

Speaking

Examiners award a band score for each of four criterion areas: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy and Pronunciation. The four criteria are equally weighted.

Versions of the band descriptors for writing and speaking have been developed to help stakeholders better understand the level of performance required to attain a particular band score in each of the criterion areas. IELTS examiners undergo intensive face to face training and standardization to ensure that they can apply the descriptors in a valid and reliable manner.

Overall Band Score

Candidates receive a Test Report Form setting out their Overall Band Score and their scores on each of the four sub-tests; Listening, Reading, Writing and Speaking. Each of the sub-test scores is equally weighted. The Overall Band Score is calculated by taking the mean of the total of the four individual sub-test scores.

Overall Band Scores are reported to the nearest whole or half band. For the avoidance of doubt, the following rounding convention applies; if the average across the four skills ends in .25, it is rounded up to the next half band, and if it ends in .75, it is rounded up to the next whole band.

For example:

1.   If a candidate achieve;
   - Listening: 6.5
   - Reading: 6.5
   - Writing: 5.0
   - Speaking: 7.0   Overall Score: 6.5

Process: 6.5 + 6.5 + 5.0 +7.0 = 25/4 = 6.25 (Round up to 6.5)

2.   On the other hand;
   - Listening: 6.5
   - Reading: 6.5
   - Writing: 5.5
   - Speaking: 6   Overall Score: 6

Process: 6.5 + 6.5 + 5.5 + 6 = 24.5/4 =6.125 (Round down to 6)

The nine bands and their descriptive statements:

Band 9 – Expert User

- ✓ Accurate and fluent with complete understanding
- ✓ Appropriate language application
- ✓ Fully operational command over the global language

Band 7 – Good User

- ✓ Handles complex arguments quit goodAppropriate language application
- ✓ Less grammatical mistakes/slips
- ✓ Fully operational command over the language with rare inadequacies

Band 6 – Competent User

- ✓ Effective command of the language
- ✓ Fewer and minor mistakes
- ✓ Generally handles complex sentences
- ✓ Slips in tense formation

Band 5 – Modest User

- ✓ Only partial command over the language
- ✓ Collecting ideas from the questions in most situations
- ✓ Making many mistakes
- ✓ Using simple language

Band 4 – Limited User

- ✓ Basic competent
- ✓ Problem in understanding and expressing ideas
- ✓ Not possible to use complex language
- ✓ Making mistake in grammatical structure

Band 3 – Extremely Limited User

- ✓ Understand only general meaning
- ✓ Convey ideas with inappropriateness & inaccurate
- ✓ Frequent breakdowns in communication occurs

Band 2 – Intermittent User

- ✓ Meaning less communication
- ✓ Using isolated words for the most basic information

- ✓ Difficult to understand the questions in speaking and writing modules
- ✓ Long pause and unclear ideas

Band 1 – Non User

- ✓ No ability to use the language
- ✓ Broken and isolated words

Band 0 – Didn't attempt the test

- ✓ Didn't provide any information to enter the exam hall

BAND DESCRIPTOR (Writing & Speaking)
Academic (Writing)

Task 1 (Report Writing)

- ✓ Task Achievement
- ✓ Coherence & cohesion
- ✓ Lexical Resource &
- ✓ Grammatical Range & Accuracy

Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
•Do what you are asked to do •Straight Forward (collect information only from given data) •Transparency •Well Arranged •Express Variations & Changes shown •Never apply your own idea •Brief Prescription •Never Twist the data •Must be easy understood	•Well Organized •Systematic •Easy to Follow •Inter Linked •Ideological	•Varied ocabulary •Accurate Placing •Positioning ideas •Concurrence •Connotation	•Accurate •Simple entences •Complex Sentences •Proper Tensing •Subject-Verb Concord •Phrasal Verbs Application

Task 2 (Essay Writing)

- ✓ Task Response
- ✓ Coherence & Cohesion
- ✓ Lexical Resource &
- ✓ Grammatical Range & Accuracy

Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
• Answer only to the question • Say point by point • Add Sub-points • Express your views • Give Example, Experience, Explanation • Give Suggestions &Opinion • Add Relevant data • Cover all sub-questions • Stick on your views & application • Give proof • Show Evidence • Write your research sentence	•Well Organized •Systematic •Easy to Follow •Inter Linked •Ideological •Connotation	•Varied Vocabulary •Accurate Placing •Positioning ideas •Concurrence	•Accurate •Simple Sentences •Complex Sentences •Proper Tensing •Subject-Verb Concord •Phrasal Verbs Application

General Training (Writing)

Task 1 (Letter Writing)

- ✓ Task Achievement
- ✓ Coherence & cohesion
- ✓ Lexical Resource &
- ✓ Grammatical Range & Accuracy

Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
•Do what you are asked to do •Straight Forward (collect information only from given data) •Transparency •Well Arranged •Express Variations & Changes shown •Never apply your own idea •Brief Prescription •Never Twist the data •Must be easy understood	•Well Organized •Systematic •Easy to Follow •Inter Linked •Ideological	•Varied ocabulary •Accurate Placing •Positioning ideas •Concurrence •Connotation	•Accurate •Simple en-tences •Complex Sen tences •Proper Tens-ing •Subject-Verb Concord •Phrasal Verbs Application

Task 2 (Essay Writing)

- ✓ Task Response
- ✓ Coherence & Cohesion
- ✓ Lexical Resource &
- ✓ Grammatical Range & Accuracy

Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
• Answer only to the question • Say point by point • Add Sub-points • Express your views • Give Example, Experience, Explanation • Give Suggestions &Opinion • Add Relevant data • Cover all sub-questions • Stick on your views & application • Give proof • Show Evidence • Write your research sentence	•Well Organized •Systematic •Easy to Follow •Inter Linked •Ideological •Connotation	•Varied Vocabulary •Accurate Placing •Positioning ideas •Concurrence	•Accurate •Simple Sentences •Complex Sentences •Proper Tensing •Subject-Verb Concord •Phrasal Verbs Application

Speaking (Academic & General Training)

- ✓ Fluency & Coherence
- ✓ Vocabulary
- ✓ Pronunciation &
- ✓ Grammatical Range & Accuracy

Fluency & Coherence	Vocabulary	Pronunciation	Grammatical Range & Accuracy
• Precise answer to the question • Relevant information • Up to date • Convincing • Free flowing words & ideas • Without Long pause • Connection between the words and ideas • Terms based on relevance	• Wide range of words • Appropriate •Varied vocabulary •Meaningful words •Accurate	•Right stress •Right Intonation •Chunking ideas •Rhythm •Give right symbol	•Accurate Tense Forming •Varied Grammar •Use simple sentences •Use complex sentences •Try to use simple present tense

EXAM ADMINISTRATION

IELTS is **managed by** three reputable, international organizations:

- ➤ The British Council
- ➤ IDP Education Australia: IELTS Australia
- ➤ The University of Cambridge Local Examinations Syndicates (UCLES)

All IELTS – related research activities are coordinated under a framework for ongoing test development and validation. Cambridge ESOL has responsibility for specific research and development, and IDP: IELTS Australia and British Council fund and support a research program. Test data is regularly analyzed to ensure that IELTS remains fair and unbiased and that it encourages, reflects and respects international diversity.

REGISTRATION

British Council

The candidates who would like to register examination through British Council log on to https://ielts.britishcouncil.org

- ➤ Find next available date for the examination from the website
- ➤ Select the type of examination (Academic/ General Training)
- ➤ Register online and take the printout of the registration summary
- ➤ Download the application form
- ➤ Download the Chelan form
- ➤ Pay exam fees in a British Council recognized banks (eg:- ICICI in India)
- ➤ Duly fill application (paste 1 photo and pin 1 photo – totally 2 photos)
- ➤ Courier it to the nearest British Council Center

➤ You should confirm that in the courier, you included the following:

✓ Duly filled application form
✓ Cash receipt (Bank sealed Chelan)
✓ Registration Summary (print out from website)
✓ Passport Copy
✓ You wrote the correct phone number and mail ID

If you have any doubts you can contact the British Council executives nearby your location or call up the nearest regional center for more information. Local institutions are also providing the hardcopy of application and Chelan form for the convenience of test takers.

NB: - You should pay the exam fee to the bank within 3 working days after the online registration else the registration would be invalid.

IDP: Australia

The candidates who would like to register IELTS examination through IDP log on to www.ieltsidp.com

➤ Find next available date for the examination from the website
➤ Select the type of examination (Academic/ General Training)
➤ Register online and the printout of the registration summary
➤ Download the application form
➤ Download the Chelan form
➤ Pay exam fees in a IDP recognized banks (eg:- ICICI in India)
➤ Duly fill application (paste 1 photo and pin 1 photo – total 2 photos)

  ✓ Your passport size photo must not be more than 6 months old

➤ Courier it to the nearest IDP Center, handover if nearby;

➤ You should confirm that in the courier, you included the following:

✓ Duly filled application form
✓ Cash receipt (Bank sealed Chelan)
✓ Registration Summary (print out from website)
✓ Passport Copy (Scan, colored printout)
✓ You should write the correct phone number and mail ID

If you have any doubts you can contact your nearby IDP office or call up the nearest regional center for more information.

NB: - You should pay the exam fee to the bank within 3 working days after the online registration else the registration would be invalid.

TEST RESULTS

The result will be published by thirteen days after your IELTS examination

Websites

British Council:
https://ielts.britishcouncil.org/checkresults.aspx
IDP India:
https://results.ielts.org
https://www.ieltsidpindia.com/result.aspx
(For Indians')

LINGUA LEVEL
ENHANCER

- Vocabulary
- Antonyms
- Synonyms
- Fluency & Pronunciation
- Grammatical Range & Accuracy

LINGUA LEVEL ENHANCER

My method of teaching is not to say you should study this and that rather than realize what you know and what you have to know. If you know the distance and precise location between the starting point and destination you can draw the cognitive map and design path based on your own style. These levels teach you to find you and train yourselves your methods.

The myth of studying everything is not necessary for cracking IELTS. But should not ignore or underestimate the required and very relevant things for the same. In IELTS examination, thorough basics as well high level of linguistic skills are not mandatory. If you can master these sets of skills it would be appreciable and applicable.

Preparing for IELTS is different from studying Communicative English. Impart with the English abilities means tasting the nectar from a sea of flowers. It would become tastier while drinking more and more and you enjoy every drop. Mean while, thought of finishing all at once is like drinking salt water. More you drink, tastier you became. I would like to give you some keywords to help you to know the basics and enhance the level of linguistic ability (for IELTS).

As IELTS examination is concerned; the examiners perception and classification are based on descriptors (band descriptors).

For speaking:

- Fluency & Coherence
- Pronunciation
- Grammatical Range and Accuracy
- Lexical Resource

For writing:

- Task Achievement (Task 1)/Task Response (Task 2)
- Grammatical Range and Accuracy
- Lexical Resource
- Coherence & Cohesion

To attain the same you should study and know some of the very basic required things.

- ✓ Vocabulary
- ✓ Antonyms
- ✓ Synonyms
- ✓ Fluency & Pronunciation
- ✓ Grammatical Range & Accuracy

It doesn't mean that you should study all the words and respective meaning from the dictionary but should know how to connect the words by linking the root words. For IELTS examination most probably you may use around fifty to hundred vocabulary in the writing and speaking sections. You should know how to paraphrase the questions for that you should study the antonyms and synonyms. To make the sentence sensible and in grammatical range respective tense forms should not be ignored. Fluency doesn't mean to speak without a break but constitute ideas and comprehend the meaning to convey the message without hesitation and long pause.

Some important things to remember and recall would be necessary in the examination.

VOCABULARY

It is not mandatory to by-heart all the listed vocabulary. In normal case we are using some basic level of vocabulary in writing and speaking. But in certain cases to improvise and flourish the writings and speech in more perpetual way it is better to know some tough words too to express the meaning in appropriate to the context. There are around 250 words listed and it's meaning nearby. These premium words are fair enough to score maximum. The way most people build their vocabulary is by reading words in context. Reading is ultimately the best way to increase your vocabulary, although it also takes the most time.

NB: - If you try to study some of these words you may unconsciously study some other appropriate words during your practice and it would be applicable in the examination. That would be enough to score your required score.

A

- Abate: To become less strong or decrease
- Aberrant: Not usual or normal
- Abeyance: Something such as a custom, rule or system that is in abeyance is not be ing used at the present time
- Abscond: To suddenly leave the place where you are being kept for doing something wrong
- Abstemious: Formal or humorous careful not to have too much food, drink etc
- Admonish: To tell or warn someone severely that they have done something wrong
- Aggregate: The total after a lot of different parts or data
- Alacrity: Quickness and eagerness
- Alleviate: To make something less painful or difficult
- Ambivalence: Not sure whether you want or like something or not
- Ameliorate: To make something better
- Anachronism: Someone or something that seems to belong to the past
- Analogous: Similar to another situation or thing so that a comparison can be made

- Anomalous: Different from what you expected to find
- Antipathy: Strong dislike or opposition towards someone or something
- Apathy: The feeling of not being interested or not caring
- Appease: To make someone less angry or stop them from attacking you by giving them what they want
- Apprise: To inform or tell someone about something
- Approbation: Official praise or approval
- Arduous: Involving a lot of strength and effort
- Artless: Natural, honest, sincere
- Ascetic: Living without any physical pleasures or comforts
- Assiduous: Very careful to make them responsible is done properly or completely
- Assuage: To make an unpleasant feeling less painful or severe
- Attenuate: To make something weaker or have less effect
- Audacious: Brave and shocking
- Austere: Plain and simple and without any decoration
- Aver: To say something firmly and strongly because you are sure that it is true

B

- » Banal: Ordinary and not interesting, because of a lack of new or different ideas
- » Belie: To give someone a false idea about something
- » Bolster: To help someone to feel better and more positive
- » Bombastic: Long important sounding words that have no real meaning
- » Boorish: Behaves in a very rude way
- » Burgeon: To grow or develop quickly
- » Burnish: To polish metal until it shines
- » Buttress: To support a system, idea, argument especially by providing money

C

- Cacophonous: A loud unpleasant mixture of sounds
- Capricious: Changing quickly and suddenly
- Castigation: To criticize or punish someone severely
- Caustic: Criticize someone in a way that is unkind but often cleverly humorous
- Chicanery: The use of clever plans or ac tions to deceive people
- Coda: A separate piece of writing at the end of a work of literature or a speech
- Cogent: Reasonable & correct argument
- Commensurate: Matching something in size, quality or length of time
- Compendium: A collection of different and complete items in a box or book
- Conciliatory: Doing something that is in tended to make someone stop arguing with you
- Condone: To accept or forgive behavior that most people think is morally wrong
- Confound: To confuse or surprise people by being unexpected
- Connoisseur: Someone who know a lot about art, music, food etc

- ▸ Contention: An opinion that someone expresses
- ▸ Contentious: Someone who is contentious often argues with people
- ▸ Contrite: Feeling guilty and sorry for some thing bad that you have done
- ▸ Conundrum: A confusing & difficult problem
- ▸ Converge: To come from different direction and meet at the same point
- ▸ Convoluted: Complicated and difficult to understand
- ▸ Craven: Completely lacking courage

D

* Daunt: To make someone feel afraid or less confident
* Decorum: Correct behavior that shows respect
* Deference: Behavior that shows that you respect someone and are therefore will ing to accept their opinions or judgment
* Delineate: To describe or draw some thing carefully so that people can under stand it
* Denigrate: To say that something or someone is not good or important
* Deride: To make remarks or jokes that show you think someone or something is silly or useless
* Derivative: Something that has devel oped or been produced from something else
* Desiccate: To remove all water from something
* Desultory: Done without any particular plan or purpose
* Deterrent: Something that makes some one less likely to do something
* Diatribe: A long speech or piece of writing that

criticize someone or something very seriously

* Dichotomy: A separation between two things or ideas that are completely opposite
* Diffidence: Shy and unwilling to make people notice you or talk about you
* Diffuse: To make heat, a gas etc spread so that it mixes with the surrounding air or water
* Digression: To move away from the main sub ject that you are talking or writing about
* Dirge: A slow and sad song sung at a funeral
* Disabuse: To persuade someone that what they believe is untrue
* Discerning: Showing the ability to make good judgments, especially about art, music, style etc
* Discordant: To seem strange and unsuitable in relation to everything around
* Discredit: Loss of other people's respect of trust
* Discrepancy: A difference between two amounts, details, reports etc that ought to be the same
* Discrete: Separate
* Disingenuous: Not sincere and slightly dishonest
* Disinterested: Able to judge a situation fairly because you are not concerned with gaining any personal advantage from it
* Disjointed: Not well connected

* Disparage: To criticize someone or something in a way any connection with someone or something

* Disparate: Very different and not connected with each other

* Dissemble: Hiding your true feeling, idea or desire

* Disseminate: To spread information, ideas etc to as many people as possible, especially in order to influence them

* Dissolution: The process by which something gradually becomes weaker and disappears

* Dissonance: Combination of non harmonic musical notes

* Distend: Pressure from inside causing swelling or moving something

* Divest: To take off something you are wearing or carrying

E

* Ebullient: Very happy and excited
* Efficacy: The quality of being able to produce the result that was intended
* Effrontery: Behavior that you think someone should be ashamed of
* Elegy: A poem or song written to show sadness for someone or something that no longer exists
* Elicit: To succeed in getting information
* Embellish: To make a story or statement more interesting by adding details that are not true
* Empirical: Based on the scientific testing and practical experience not on ideas from books
* Emulate: Try to be like someone else because you admire them
* Endemic: Always present in an particular place
* Enervate: Having lost energy and feeling weak
* Engender: To be caused of a situation or feeling
* Ephemeral: Popular or important for only a short time
* Equanimity: Calmness
* Equivocate: To say something that has more than one possible meaning
* Erudite: Showing a lot of knowledge based on careful study
* Esoteric: Known only by a few

* Eulogy: Praising somebody or something very much
* Euphemism: Polite word or expression to talk about a shocking news with out hurting the person
* Exacerbate: To make a bad situation worse
* Exculpate: To prove that someone is not guilty of something
* Exigency: Something that you much do to deal with an urgent situation
* Extrapolation: To make a guess about some thing in the future from facts that you already known

F

* Facetious: Saying things that are intended to be clever and funny but are really silly and annoying
* Facilitate: To make it easier for a process or activity to happen
* Fallacious: Containing or based on false idea
* Fatuous: Very silly or stupid
* Fawning: Praise someone and be friendly to them in an insincere way
* Felicitous: Well-chosen and suitable
* Fervor: Very strong believe or feeling
* Fledgling: A young bird that is learning to fly
* Flout: To deliberately disobey a law, rule etc
* Foment: To cause trouble and make people start fighting each other or opposing the government
* Forestall: To prevent something from happening
* Frugality: Careful to only buy what is necessary
* Futile: No chance of being successful

G

* Gainsay: To say that something is not true and disagree with someone
* Garrulous: Always talking a lot
* Goad: Something that forces someone to do something
* Gouge: A hole or cut made in something, usually by a sharp tool or weapon
* Grandiloquent: Using words that are too long and formal in order to sound important
* Gregarious: Friendly and preferring to be with others rather than alone
* Guileless: Behaving in a honest way, without trying to hide anything or deceive people
    * Gullible: Making false believe

H

*   Harangue: A loud speech that criticizes or blames people or tries to persuade them

I

*   Iconoclastic: Ideas that attack established be liefs and customs
*   Idolatry: The practice of worshiping idols
*   Immutable: Never changing or impossible to change
*   Impede: To prevent something happening in the normal way
*   Impermeable: Not allowed to pass anything
*   Imperturbable: Remaining calm and unworried in spite of problems or difficulties
*   Impervious: Not affected or influenced by some thing and seeming not to notice
*   Implacable: Very determined to continue op posing someone or something
*   Implicit: Understood without being stated
*   Implode: To explode inward
*   Inadvertently: Without realizing what you are doing
*   Inchoate: Just starting to develop
*   Incongruity: An act or event which seems

strange or unsuitable

* Inconsequential: Not important
* Incorporate: To include something as part of a group, system, plan etc
* Indeterminate: Impossible to know about definitely or exactly
* Indigence: Not having much money or many possessions
* Indolent: Lazy
* Inert: Not having the strength or power to move
* Ingenuous: Inexperienced, simple, trusting and honesty
* Innocuous: Not offensive, dangerous or harmful
* Insinuate: Mean something unpleasant without saying directly
* Insipid: Not interested, exciting or attractive
* Insulate: To cover or protect something
* Intractable: Having a strong will and difficult to control
* Intransigence: Unwilling to change your ideas or behavior
* Inundate: To receive so much of something unpleasant
* Inured: To make someone become unpleasant
* Invective: Rude and insulting words
* Irascible: Becoming angry
* Irresolute: Unable to decide what to do

* Lethargic: Feeling as if you have no energy and no interest in doing anything

L

* Levee: A special wall built to stop a river flooding
* Laconic: Using only a few words to say something
* Lassitude: Tiredness and lack of energy
* Latent: Something present but hidden
* Laud: To praise someone or something
* Levity: Lack of respect or seriousness when you are dealing with something serious
* Loquacious: Liking to talk a lot
* Lucid: Expressed a way that is clear and easy to understand
* Luminous: Made of a substance or material that shines in the dark

M

* Magnanimous: Kind and generous
* Malinger: Avoid work by pretending to be ill
* Malleable: Easy to press or pull into new shape
* Maverick: An unusual person with different ideas and skills
* Mendacious: Not truthful
* Metamorphosis: Changing completely from one form to other
* Meticulous: Very careful about small details
* Misanthrope: Dislike others and prefer to be alone
* Mitigate: Making the situation less unpleasant
* Morose: Bad-tempered, unhappy and silent
* Mundane: Ordinary and uninteresting

N

*   Negate: To prevent something from having any effect
*   Neophyte: Someone who has just started to learn a particular skill

O

*   Obdurate: Unreasonably determine not to change your beliefs or feelings
*   Obsequious: Too eager to serve people and agree with them
*   Obviate: Easy to notice or understand
*   Opprobrium: Strong public criticism, hatred or shame
*   Ostentatious: Show off how rich they are

P

* Pathological: The study of the causes and effect of illness
* Pedantic: Too much attention to rules and details
* Penchant: A slight disapproval
* Penury: The state of being very poor
* Perfidious: Disloyal and cannot be trusted
* Perfunctory: Action is done quickly
* Permeable: Substance that allow water, gas etc pass through
* Pervasive: Existing or spreading every where
* Phlegmatic: Calm and not easily excited or worried
* Piety: Respect for God and religion
* Placate: To make someone stop feeling angry
* Plethora: An amount of something, larger than you needed
* Plummet: To suddenly or quickly to go down in value or amount
* Pragmatic: Dealing with problems with sensible and practical way
* Preamble: A statement at the beginning of the book, document or talk
* Precarious: A situation or state is likely to be come very dangerous

* Presumptuous: Showing disrespect as a result of being too confident
* Prevaricate: Try to hid the truth by not answering the question directly
* Pristine: Extremely fresh or clean
* Prodigal: Someone who spending money carelessly and wastes their time
* Propensity: A natural tendency to behave in a particular way
* Proscribe: Try to stop the existence of something

Q

* Quibble: To argue about small important points
* Quiescent: Not developing or doing anything

R

* Recalcitrant: Refused to do what you are told to do even after getting punishment
* Recluse: Liking lonely life
* Recondite: Only a few people know about that information
* Refractory: Disobedient and difficult to deal with or control
* Refute: To prove that a statement of idea is not correct
* Relegate: Depromote
* Repudiate: To refuse to accept something
* Rescind: Officially end a law, decision or agreement that has been made in the past
* Reticent: Talk about what you feel and what you know

S

* Salubrious: Pleasant and healthy place
* Satiate: To satisfy a desire to food, sex
* Savor: Interest and enjoyment
* Shard: A sharp piece of broken glass, metal etc
* Skeptic: Someone who does not believe things unlessthey have define proof
* Solicitous: Anxiously caring about safety, health and conform
* Soporific: Making you feel ready to sleep
* Sporadic: Happening often but not regularly
* Stint: To give or use too little of something
* Stolid: Does not react to the situation or get excited
* Striated: Having narrow lines or bands of colors
* Strut: To show your skills at doing something
* Subpoena: To order someone to come to a court of law and be a witness

T

* Tacit: Unofficially accepting support
* Tenuous: Weak or doubtful link
* Torpor: Not being active because of lazy and sleepy
* Truculent: Bad tempered and always argue with people

V

* Vacillate: Continuously changing opinion, ideas etc
* Venerate: Treat people with great respect
* Veracity: The quality of being true or of telling the   truth
* Vituperative: Full of angry and cruel criticism

W

*   Wary: Worrying much something might be dangerous
*   Welter: A large and confusing number or differ ent details, emotions etc
*   Whimsical: Unusual or strange and often amusing.

Z

*   Zealot: Extremely strong belief especially reli gious As I told before, knowledge about the antonyms and synonyms are necessary for para phrasing and making more sentence strength based on the context. These listed words are very basic and simple. Go through to catch the idea behind that.

ANTONYMS

A

- ✓ Abandon X Retain/Keep
- ✓ Abase X Honor
- ✓ Abate X Aggravate
- ✓ Abhor X Adore/Claim
- ✓ Absurd X Reasonable
- ✓ Abundance X Scarcity
- ✓ Abuse X Use/Extol
- ✓ Accord X Discord
- ✓ Accordant X Contrary
- ✓ Accumulate X Disburse
- ✓ Accuse X Absolve
- ✓ Acquit X Condemn
- ✓ Admit X Adjure/Deny
- ✓ Aggravate X Alleviate/Lessen
- ✓ Agony X Ecstasy
- ✓ Airy X Congested
- ✓ Allies X Enemies/Foes
- ✓ Animate X Inanimate
- ✓ Annex X Separate
- ✓ Ardor X Indifference
- ✓ Assent X Dissent
- ✓ Assemble X Disperse
- ✓ Asset X Dispute

- ✓ Atheism X Theism
- ✓ Audacity X Timidity
- ✓ Audacious X Polite
- ✓ Authentic X Counterfeit
- ✓ Awkward X Convenient
- ✓ Aversion X Affection
- ✓ Awkward X Convenient
- ✓ Awful X Gracious

B

- ✓ Baffle X Encourage
- ✓ Barren X Fertile
- ✓ Belittle X Admire
- ✓ Bemoan X Rejoice
- ✓ Benediction X Malediction
- ✓ Benevolent X Malevolent
- ✓ Benign X Cruel
- ✓ Bestow X Withhold
- ✓ Bigoted X Tolerant
- ✓ Blasphemous X Religious
- ✓ Bleak X Cheerful
- ✓ Blend X Sever
- ✓ Bless X Curse
- ✓ Bliss X Grief/Sorrow
- ✓ Bogus X Real
- ✓ Bold X Timid/Shy
- ✓ Bonafide X Bogus
- ✓ Boon X Bane/Curse
- ✓ Brevity X Loquacity
- ✓ Brightness X Dimness
- ✓ Brusque X Courteous
- ✓ Build X Demolish/Destroy

C

- ✓ Cajole X Flout
- ✓ Candid X Cunning
- ✓ Caprice X Steadfast
- ✓ Carnal X Spiritual
- ✓ Celebrated X Obscure
- ✓ Celibacy X Wedlock
- ✓ Chaos X Cosmos/Order
- ✓ Clear X Vague
- ✓ Clever X Stupid
- ✓ Confounded X Vivid

D

- ✓ Deficit X Surplus
- ✓ Deflate X Inflate
- ✓ Dogmatic X Pragmatic
- ✓ Drain X Fill
- ✓ Dwarf X Giant
- ✓ Dynamic X Static

E

- ✓ Egoism X Altruism
- ✓ Euphony X Cacophony
- ✓ Exaggeration X Understatement
- ✓ Exalt X Abase

F

- ✓ Face X Shun
- ✓ Fact X Fiction
- ✓ Fair X Foul
- ✓ Faithfulness X Treachery/Perfidy
- ✓ Fetter X Free
- ✓ Fickle X Firm/Steady
- ✓ Fictitious X Real
- ✓ Fierce X Docile/Tame
- ✓ Flattery X Detraction/Sincerity
- ✓ Float X Sink/Drawn
- ✓ Frank X Secrete
- ✓ Fresh X Stale/Old

G

- ✓ Gaiety X Sorrow
- ✓ Gaunt X Stout
- ✓ Gay X Gloomy/Sad
- ✓ General X Particular
- ✓ Generous X Mean
- ✓ Genuine X Spurious/Duplicate
- ✓ Giant X Pygmy
- ✓ Gradual X Abrupt/Sudden
- ✓ Grammatical X Boorish

H

- ✓ Haughty X Meek
- ✓ Haves X Have-nots
- ✓ Hectic X Cool
- ✓ Help X Hinder
- ✓ Hereditary X Acquired
- ✓ Hesitate X Decide
- ✓ Heterogeneous X Homogeneous
- ✓ Hide X Reveal
- ✓ Hideous X Attractive
- ✓ Hoard X Scatter
- ✓ Hurt X Heal

I

- ✓ Improvement X Deterioration
- ✓ Innocence X Guilty
- ✓ Insert X Extract
- ✓ Insipid X Spirited
- ✓ Invade X Defend
- ✓ Irritating X Pleasant

J

- ✓ Jeopardy X Safety
- ✓ Jest X Gravity
- ✓ Jolly X Gloomy/Sad/Grave
- ✓ Jovial X Gloomy
- ✓ Juvenile X Senile

K

- ✓ Keen X Blunt
- ✓ Kernel X Shell

L

- ✓ Laborious X Easy
- ✓ Layman X Clergyman
- ✓ Lax X Strict
- ✓ Let X Hire
- ✓ Liberal X Miserly
- ✓ Liberate X Enslave
- ✓ Linger X Hurry
- ✓ Lofty X Low
- ✓ Loathe X Love
- ✓ Lukewarm X Zealous
- ✓ Luminous X Dull
- ✓ Lunacy X Sanity
- ✓ Luxury X Austerity

M

- ✓ Macabre X Pleasing
- ✓ Mad X Sane
- ✓ Malevolent X Benevolent
- ✓ Malign X Benign
- ✓ Mandatory X Optional
- ✓ Mania X Phobia
- ✓ Marriage X Celibacy
- ✓ Mean X Decent
- ✓ Mediocre X Excellent
- ✓ Meek X Haughty
- ✓ Melodious X Discordant
- ✓ Melancholy X Happy
- ✓ Memory X Oblivion
- ✓ Miser X Spendthrift
- ✓ Mitigate X Aggravate
- ✓ Momentary X Lasting
- ✓ Momentous X Trivial

N

- ✓ Nebulous X Distinct
- ✓ Nefarious X Lawful
- ✓ Niggard X Spendthrift
- ✓ Nude X Dressed
- ✓ Nuisance X Entertainment
- ✓ Numerous X Scanty

O

- ✓ Obvious X Obscure
- ✓ Omit X Add/Include
- ✓ Opaque X Transparent
- ✓ Opponent X Accomplice
- ✓ Ostensible X Actual

P

- ✓ Paucity X Abundance
- ✓ Peevish X Congenial
- ✓ Plentiful X Scarce
- ✓ Populous X Desolate
- ✓ Priest X Humility
- ✓ Proceed X Recede
- ✓ Prodigal X Frugal
- ✓ Profuse X Scarce
- ✓ Prohibit X Sanction/Permit
- ✓ Prologue X Epilogue
- ✓ Prolong X Crucial
- ✓ Proud X Humble
- ✓ Provoke X Placate
- ✓ Prow X Stern
- ✓ Pungent X Pleasant
- ✓ Punish X Pardon
- ✓ Puzzling X Lucid

Q

- ✓ Queer X Normal/Common
- ✓ Quench X Inflame
- ✓ Quieter X Excite

R

- ✓ Radiance X Darkness
- ✓ Radical X Orthodox
- ✓ Ransack X Restore
- ✓ Rash X Careful
- ✓ Raw X Ripe
- ✓ Raw X Build
- ✓ Reactionary X Revolutionary
- ✓ Reap X Sow
- ✓ Rebellious X Loyal
- ✓ Recall X Forget
- ✓ Recede X Advance
- ✓ Rectify X Falsify
- ✓ Refusal X Acceptance
- ✓ Refute X Support
- ✓ Regress X Progress
- ✓ Regret X Regard
- ✓ Rejoice X Grieve
- ✓ Reluctant X Willing
- ✓ Remitter X Receiver

- ✓ Remorseless X Remorseful
- ✓ Rend X Link
- ✓ Renowned X Notorious
- ✓ Repel X Impair
- ✓ Reside X Vacate
- ✓ Retain X Relinquish
- ✓ Reveal X Conceal
- ✓ Ripe X Raw
- ✓ Righteous X Corrupt
- ✓ Rigid X Flexible
- ✓ Risky X Safe
- ✓ Rival X Pal
- ✓ Roar X Whisper
- ✓ Rude X Polite/Refined
- ✓ Rule X Misrule
- ✓ Rural X Urban
- ✓ Ruthless X Merciful
- ✓ Reprimand X Compliment
- ✓ Republic X Monarchy
- ✓ Repudiate X Affirm
- ✓ Repulsive X Unresponsive

S

- ✓ Sacred X Profane
- ✓ Sagacious X Silly
- ✓ Salient X Secondary
- ✓ Satire X Eulogy
- ✓ Saucy X Meek
- ✓ Savage X Mild
- ✓ Save X Squander/Kill
- ✓ Scarcity X Abundance
- ✓ Scorn (N) X Praise
- ✓ Scorn (V) X Respect
- ✓ Seek X Shun
- ✓ Seize X Restore
- ✓ Seldom X Often
- ✓ Sensual X Sober
- ✓ Serious X Trifling
- ✓ Servitude X Liberty
- ✓ Sever X Unite
- ✓ Shade X Light
- ✓ Sham X Sincere
- ✓ Shout X Whisper
- ✓ Shrewd X Stupid/Rash
- ✓ Shrink X Swell
- ✓ Silly X Serious/Important
- ✓ Sin X Virtue
- ✓ Sink X Float/Rise

- ✓ Specific X Vague
- ✓ Sterile X Fertile
- ✓ Stiff X Supple/Flexible
- ✓ Stingy X Generous
- ✓ Stout X Thin
- ✓ Stain X Rest
- ✓ Strenuous X Facile
- ✓ Subject X Monarch
- ✓ Sullen X Cheerful
- ✓ Surplus X Deficit/Shortage
- ✓ Sweet X Sour
- ✓ Sympathy X Cruelty

T

- ✓ Tear X Patch/Stitch
- ✓ Tender X Hard
- ✓ Theism X Atheism
- ✓ Thesis X Antithesis
- ✓ Thrift X Extravagance
- ✓ Tough X Yielding
- ✓ Tragedy X Comedy
- ✓ Traitor X Devoted
- ✓ Tranquil X Disturbed
- ✓ Travel X Settle
- ✓ Trembling X Steady/Firm
- ✓ Trifle X Treasure
- ✓ Triumph X Defeat
- ✓ Trivial X Large
- ✓ Troubled X Protected
- ✓ Turbulent X Calm
- ✓ Tyrannous X Benevolent
- ✓ Tyranny X Benevolence/Democracy

U

- ✓ Unanimity X Discord
- ✓ Union X Separation
- ✓ Urban X Rural

V

- ✓ Vacant X Occupied
- ✓ Vague X Clear
- ✓ Vain X Modest
- ✓ Valuable X Worthless
- ✓ Vanguard X Rearguard
- ✓ Vanity X Modesty
- ✓ Variance X Harmony
- ✓ Vast X Small
- ✓ Vigilant X Negligent
- ✓ Vivid X Vague
- ✓ Vision X Blindness
- ✓ Violate X Observe

W

- ✓ Wander X Settle
- ✓ Wane X Wax
- ✓ Weary X Untied
- ✓ Wicked X Virtuous
- ✓ Windward X Leeward
- ✓ Winsome X Ugly
- ✓ Wither X Prosper

Y

- ✓ Yonder X Nearer
- ✓ Youthful X Aged

Z

- ✓ Zeal X Apathy
- ✓ Zenith X Nadir/Zero
- ✓ Zero X Climax
- ✓ Zest X Loathing

SYNONYMS

A

- ✓ Abandon :: Discard :: Vacate
- ✓ Accord :: Agree :: Grant
- ✓ Adversity :: Difficulty :: Misfortune
- ✓ Affluent :: Plentiful :: Rich
- ✓ Aggravate :: Annoy :: Infuriate
- ✓ Alleviate :: Lighten :: Mitigate
- ✓ Amenable :: Agreeable :: Favorable
- ✓ Anguish :: Distress :: Sorrow
- ✓ Apathetic :: Dispirited :: Lifeless
- ✓ Arrogant :: Disdainful :: Imperious
- ✓ Astonish :: Confound :: Overwhelm
- ✓ Atrocious :: Appalling:: Detestable
- ✓ Augment :: Add :: Enlarge
- ✓ Avoid :: Ignore :: Shun
- ✓ Awkward :: Graceless :: Inept

B

- ✓ Baffle :: Confuse :: Deceive
- ✓ Banal :: Common :: Plain
- ✓ Barren :: Desolate :: Sterile
- ✓ Berate :: Criticize :: Disapprove
- ✓ Betray :: Deceive :: Fool
- ✓ Bias :: Inclination :: Predisposition
- ✓ Bitter :: Acrid :: Sour
- ✓ Blend :: Combine :: Mix
- ✓ Bliss :: Happiness :: Joy
- ✓ Bluff :: Boast :: Feign
- ✓ Bold :: Daring :: Fearless
- ✓ Bonus :: Award :: Gift
- ✓ Bother :: Annoy :: Irritate
- ✓ Brief :: Concise :: Short
- ✓ Brilliant :: Clever :: Intelligent
- ✓ Brisk :: Fast :: Swift
- ✓ Budget :: Allot :: Plan

C

- ✓ Candid :: Honest :: Truthful
- ✓ Caricature :: Cartoon :: Imitation
- ✓ Casual :: Informal :: Natural
- ✓ Category :: Classification :: Division
- ✓ Cease :: Desist :: Stop
- ✓ Chaotic :: Disordered :: Messy
- ✓ Cherish :: Esteem :: Love
- ✓ Circumvent :: Avoid :: Go around
- ✓ Commemorate :: Celebrate :: Honor
- ✓ Compensate :: Balance :: Recompense
- ✓ Competent :: Able :: Capable
- ✓ Conceive :: Design :: Plan
- ✓ Confirmation :: Acknowledgement :: Proof
- ✓ Contradict :: Deny :: Oppose
- ✓ Contribution :: Donation :: Grant
- ✓ Courteous :: Polite :: Well-mannered
- ✓ Craving :: Desire :: Longing
- ✓ Credulous :: Confident :: Trustful

D

- ✓ Damp :: Moist :: Wet
- ✓ Dare :: Challenge :: Defy
- ✓ Decay :: Decline :: Rot
- ✓ Decent :: Honorable :: Pure
- ✓ Dense :: Filled :: Packed
- ✓ Designate :: Name :: Select
- ✓ Detain :: Hold :: Keep
- ✓ Disclose :: Announce :: Reveal
- ✓ Dogma :: Belief :: View
- ✓ Durable :: Constant :: Lasting
- ✓ Dwindle :: Abate :: Diminish

E

- ✓ Essential :: Cultured :: Learned
- ✓ Essential :: Basic :: Necessary
- ✓ Estimate :: Guess :: Predict
- ✓ Evaluate :: Appraise :: Judge
- ✓ Exhaust :: Deplete :: Empty
- ✓ Exhilarated :: Cheerful :: Zestful
- ✓ Explicit :: Definite :: Specific

F

- ✓ Fastidious :: Exacting :: Particular
- ✓ Federation :: Alliance :: Band
- ✓ Feeble :: Helpless :: Infirm
- ✓ Fervor :: Intensity :: Passion
- ✓ Feud :: Argument :: Dispute
- ✓ Filth :: Dirt :: Squalor
- ✓ Flatter :: Compliment :: Praise
- ✓ Fleet :: Nimble :: Swift
- ✓ Frivolous :: Inconsequential :: Trivial
- ✓ Frugal :: Prudent :: Saving
- ✓ Furious :: Angry :: Outraged

G

- ✓ Generous :: Benevolent :: Unselfish
- ✓ Genuine :: Actual :: Real
- ✓ Glare :: Gleam :: Glister
- ✓ Gloomy :: Cheerless :: Dim
- ✓ Goad :: Provoke :: Badger
- ✓ Grasp :: Grab :: Hold
- ✓ Greed :: Avarice :: Longing
- ✓ Guarantee :: Assure :: Pledge
- ✓ Guile :: Cunning :: Deceit
- ✓ Gullible :: Credulous :: Unsuspicious

H

- ✓ Habitual:: Accustomed:: Regular
- ✓ Handicap:: Disability:: Disadvantage
- ✓ Harass:: Annoy:: Disturb
- ✓ Harmless:: Innocuous:: Inoffensive
- ✓ Harsh:: Hard:: Coarse
- ✓ Hasty:: Abrupt:: Hurried
- ✓ Haughty:: Arrogant:: Pretentious
- ✓ Hygiene:: Cleanliness:: Sanitation
- ✓ Hypocrisy:: Duplicity:: Falseness

I

- ✓ Ideal :: Goal :: Perfection
- ✓ Idle :: Lazy :: Unoccupied
- ✓ Ignorant :: Stupid :: Un-Intelligent
- ✓ Illogical :: Incongruent :: Rambling
- ✓ Illustrious :: Eminent :: Famous
- ✓ Imitate :: Copy :: Reflect
- ✓ Immense :: Huge :: Mammoth
- ✓ Impartial :: Candid :: Impersonal
- ✓ Impatient :: Anxious :: Eager
- ✓ Implicate :: Accuse :: Insinuate
- ✓ Importune :: Beg :: Solicit
- ✓ Inadvertent :: Accidental :: Unintentional
- ✓ Indifferent :: Apathetic :: Disinterested
- ✓ Isolate :: Detach :: Quarantine

J

- ✓ Jargon :: Argot :: Slang
- ✓ Jovial :: Genial :: Merry
- ✓ Judge :: Estimate :: Referee
- ✓ Justification :: Excuse :: Reason
- ✓ Juvenile :: Adolescent :: Immature

K

- ✓ Keen :: Clever :: Observant

L

- ✓ Label :: Brand :: Classify
- ✓ Labor :: Toil :: Work
- ✓ Lead :: Direct :: Proceed
- ✓ Lean :: Slim :: Thin
- ✓ Leave :: Abandon :: Desert
- ✓ Liberal :: Copious :: Unrestrained
- ✓ Liberal :: Lenient :: Open-minded
- ✓ Limitation :: Boundary :: Constraint
- ✓ Lucid :: Clear :: Understandable
- ✓ Lucky :: Auspicious :: Fortunate

M

- ✓ Mad :: Furious :: Irate
- ✓ Manage :: Administer :: Control
- ✓ Manipulate :: Control :: Shape
- ✓ Marginal :: Borderline :: Limited
- ✓ Match :: Agree :: Correspond
- ✓ Maze :: Complexity :: Labyrinth
- ✓ Meditate :: Ponder :: Think
- ✓ Memorial :: Commemoration :: Monument
- ✓ Mention :: Allude :: Refer to
- ✓ Merge :: Blend :: Fuse

N

- ✓ Narrow :: Confined :: Restricted
- ✓ Nature :: Aspect :: Character
- ✓ Negate :: Contradict :: Refute
- ✓ Negligent :: Careless :: Remiss
- ✓ Negotiate :: Bargain :: Deal
- ✓ Nice :: Affable :: Benign
- ✓ Noble :: Aristocratic :: Distinguished
- ✓ Novice :: Beginner :: Nonprofessional
- ✓ Nuisance :: Annoyance :: Offense

O

- ✓ Obedient :: Faithful :: Loyal
- ✓ Objection :: Disapproval ::Protest
- ✓ Obligatory :: Compulsory :: Required
- ✓ Observe :: Notice :: Watch
- ✓ Obvious :: Conspicuous :: Definite
- ✓ Offend :: Anger :: Irritate
- ✓ Offer :: Bid :: Proposal
- ✓ Omen :: Premonition :: Sign
- ✓ Omit :: Exclude :: Remove
- ✓ Opportune :: Advantageous :: Auspicious

P

- ✓ Pacify :: Appease :: Placate
- ✓ Pain :: Ache :: Discomfort
- ✓ Paramount :: Chief :: Leading
- ✓ Partisan :: Biased :: Dogmatic
- ✓ Passive :: Inactive :: lethargic
- ✓ Pause :: Break :: Cease
- ✓ Permeate :: Diffuse :: Disseminate
- ✓ Perpetuate :: Endure :: Preserve
- ✓ Perplex :: Astonish :: Baffle
- ✓ Persecute :: Afflict :: Harass

R

- ✓ Radiate :: Effuse :: Emanate
- ✓ Radical :: Basic :: Fundamental
- ✓ Range :: Anger :: Furor
- ✓ Rank :: Arrange :: Classify
- ✓ Realize :: Accomplish :: Fulfill
- ✓ Recalcitrant :: Obstinate :: Stubborn
- ✓ Receptacle :: Container :: Repository
- ✓ Reconcile :: Atone :: Conciliate
- ✓ Regret :: Deplore :: Grieve
- ✓ Reliable :: Dependable :: Trustworthy

S

- ✓ Sanction :: Approval :: Permit
- ✓ Section :: Division :: Portion
- ✓ Settle :: Adjust :: Compromise
- ✓ Shallow :: Superficial :: Trivial
- ✓ Shrewd :: Careful :: Calculating
- ✓ Significant :: Distinctive :: Important
- ✓ Slight :: Delicate :: Slender
- ✓ Spontaneous :: Impromptu :: Unplanned
- ✓ Spread :: Announce :: Broadcast
- ✓ Stabilize :: Balance :: Steady

T

- ✓ Tame :: Domesticate :: Subdue
- ✓ Tangle :: Intertwine :: Twist
- ✓ Term :: Cycle :: Duration
- ✓ Thrift :: Conservation :: Prudence
- ✓ Transfer :: Convey :: Exchange
- ✓ Tumult :: Agitation :: Commotion
- ✓ Turbulent :: Disordered :: Violent

V

- ✓ Vain :: Boastful :: Inflated
- ✓ Valid :: Authorized :: Inflated
- ✓ Variety :: Assortment :: Diversify
- ✓ Verify :: Authenticate :: Substantiate

FLUENCY

The right definition for fluency means "able to express oneself readily and effortlessly".

- Free flowing sentences and words
- Without hesitation and long pause
- Not much difficulty in expressing ideas
- No contradictory ideas or mixed ideas
- Continuous and packing of ideas

Accent got not much importance in this examination but neutral accent would be much better. Use your own tone and style of speaking. Never pretend to be somebody or some other country men while you are attending the examination.

In writing & speaking the fluency is determined by lot of factors:

The main among them are:

- The collocation
- Subject- verb concord
- Subject – Adjective concord

PRONUNCIATION

Daniel Jones is considered as the father of pronunciation. It is not possible to spell each and every word exactly in its own style because English is a combination of different languages. The words are borrowed from different scripts.

In speaking module, a quarter of score relay on the pronunciation.

- Clarity
- Stress & Intonation
- Rhythmic flow

GRAMMATICAL RANGE & ACCURACY

It is not possible to start everything from the very basics but brush-up the grammatical range and tense forms wherever it is possible.

The main important things among them are:

Nouns

A noun names a person, place, or thing. A noun answers the questions who, where, what. A noun can function as the subject or object of a verb.

If you know the meaning of the word, you can tell if its noun by thinking about the way it would be used in a sentence.

- If the word can function as the subject of a sentence; it's a noun
- If it can be replaced by a pronoun like he, she, it or they; it's a noun
- If you can put an article like the, a, an before it; it is noun
- If it has a plural form
- If it has a possessive form (ending – 's)

- If you don't know the meaning of a word, but it has one of the following suffixes, then it's probably nouns

ACY	HOOD	OGY	AGE	ICE	OR	ANCE
ICS	RY	ANCY	ISM	SHIP	DOM	IST
SION	ENCE	ITY	TION	ENCY	MENT	TUDE
ERY	NESS	URE				

Adjectives

Adjective describes a noun, answering the questions what kind, which one or how many. In a sentence, you will generally find adjectives right in front of the nouns they describe (The book is full of sophomoric humor) or after a form of the verb be or some other linking verb (The book's humor is sophomoric)

If you know the meaning of a word, you can tell if it's an adjective by thinking about the way the word would be used in a sentence. If the word can be used to describe a noun, it's an adjective. Most adjectives have comparative and superlative forms (rife, rifer, rifest and sanguine, more sanguine, most sanguine). Most adjectives can be turned into adverbs by adding –ly

If you don't know the meaning of a word, but it has one of the following suffixes, then it's probably an adjective.

ABLE	AL	ANE	ANT	AR	ENT	OUS
FUL	IBLE	IC	ILE	INE	ISH	IVE
IVE	LESS	OSE				

Verbs

A verb is a word that represents an action or state of being. Every sentence must have at least one verb. The main verb usually comes right after the subject (They squander their fortunes), but sometimes is separated from the subject (The contestant with the second highest vote total wins the consolation prize)

If you know the meaning of the word, you can tell if it's a verb by thinking about the way the word would be used in a sentence. If, with the addition of an −s, it can follow a pronoun like he or it and make a sentence, it's a verb. If it has a past form ending in-ed and a progressive form ending in −ing then it's a verb.

If you don't know the meaning of a word, but it has one of the following suffixes, then it's probably a verb.

EN	IFY	ESCE	IZE

ACCURACY

Forming accuracy in grammatical range means, the combination of words and placing it in proper place for proper reason in respective to the context. Accuracy in writing and speaking comes from practice. It can't be attained in one day.

Some simple examples of placing and combining words:

• Strong coffee
• Heavy rain
• Light music
• Beautiful girl
• Marvelous speech
• Gorgeous rings
• Nice name
• Good advice

Using words together or combining words by putting the right word to right word in right time is an art. Experts can easily handle these situations. For IELTS, only basics skills are required.

Methods and Strategies

- **The Listening Module**

  o Section Classifications
  o Types of Questions
  o Listening Strategies (Basic & Principal)
  o Tips to crack listening module failures
  o Methods to crack each listening questioning types
  o Skills required in listening section
  o Extra support for listening

- **The Reading Module**

  o Purpose of reading Passages
  o Types of Questions
  o Methods & Techniques to crack reading section
  o Special Attention
  o Reading Strategies
  o Time Management

- **The Writing Module**

  - o Task Information (General)
  - o Task Information (Specific)
  - o Band Descriptors
  - o Writing Strategies (Basic & Principal)
  - o Extra Tips for writing
  - o Mode of questioning (Task 1- Report Writing)
  - o Methods for answering (Report Writing)
  - o Mode of questions (Task 1 – Letter Writing)
  - o Methods for answering (Letter Writing)
  - o Mode of Questioning (Task 2 – Argumentative/Discursive)
  - o Method for Answering (Task 2 – Argumentative/Discursive)
  - o Sample Essay

  - ✓ Task 1 (Report Writing)
  - ✓ Task 1 (Letter Writing)
  - ✓ Task 2 (Argumentative/Discursive)

- **The Speaking Module**

  - o Speech Functions
  - o Assessment Criteria
  - o Speaking sessions
  - o Speaking Strategies

The LISTENING MODULE

o Section Classifications
o Types of Questions
o Listening Strategies (Basic & Principal)
o Tips to crack listening module failures
o Methods to crack each listening questioning types
o Skills required in listening section
o Extra support for listening

Section Classifications

IELTS **listening tests**

Mainly focusing the communication on transactional situations, such as making arrangements for transport, accommodation and leisure activities and academic situations; such as taking part in a seminar or listening to a lecture,

In addition, candidates listen to both conversations and monologues. In each case the context, purpose and relationship between speakers will affect the language used.

IELTS Listening section 1 **(conversation with a transactional purpose)**

The conversation may be between two friends. In this case the speakers may use fillers, phrasal verbs and colloquial expressions; they may leave sentences unfinished or interrupt one another (conversation is between a shopkeeper and customer).

IELTS Listening Section 2 **(monologue with a transactional purpose)**

The speaker may be addressing the listeners directly – a speech by a tour guide. In this case, the language may be quite informal. Alternatively, this section may present information in the form of a recorded message or a radio broadcast directed at an unseen audience. In this case the language may be more formal and with longer sentences and more complex syntax

IELTS Listening section 3 **(conversation in an academic context)**

The conversation may display similar features of speech to those in section 1, depending on the relationship between the speakers, but the lexis and structures are likely to reflect those more often heard in an academic context. The range of vocabulary is likely to be wider than that of section 1 conversations, and there is likely to be more negotiation of meaning.

IELTS listening section 4 **(monologue in an academic context)**

A monologue in an academic context is likely to have been carefully prepared and the speaker may be referring to notes as he/she gives the talk or lecture. This section is likely to be the closest to written language, with dense information and complex sentences with subordinate clauses. However the speaker will also usually use signposting language to help the listener follow the argument.

Types of Questions

Listening test consist of four sections with 10 questions each; The first two sections related to social needs (transactional purpose) and the last two concerned about educational or training related. The first section would be conversation, second – monologue, third – conversation and fourth is a monologue.

Questions types asked for Listening module:

- Multiple Choice
- Short answer questions
- Sentence completion
- Completion (Notes/form/table/summary/ flow-chart)
- Labeling a diagram, plan or map
- Classification of information
- Matching information
- Summary

Listening Strategy

Principal

In listening section, the exam pattern mainly testing two types of knowledge:

1. **Linguistic** Knowledge
2. **Non- Linguistic** Knowledge

1. **Linguistic** Knowledge

    a.   Lexis
    b.   Grammar
    c.   Phonology
    d.   Discourse

2. Non-Linguistic Knowledge

    a.   Understanding of the context or situation
    b.   The topic & the purpose of the interaction
    c.   Prediction in the light of information we receive

Listening Strategy

Basic

Listen and realize to do work on:
- ✓ Stress & Intonation
- ✓ Classical stream of speech
- ✓ Colloquial & hidden Information
- ✓ Hold pieces of information in our
- ✓ Short-term memory long enough to relate it to further information given later on
- ✓ We are able to interpret not just the surface meaning of the information conveyed but the underlying attitudes and opinions.

What students should do?

1. Sketch out the theme of the conversation before conversation from the questions
2. Listen as well as interact with class room colleagues and teacher in foreign language
3. Case study about the context and purpose of interaction
4. Realize the difference between general and academic spoken English

Basic Tips to crack the listening module:

- ✓ Read the instructions first
- ✓ Instructions are more important than questions
- ✓ Read the questions on the very outset
- ✓ Guess an appropriate answer to the corresponding questions
- ✓ When time comes start answering along with listening
- ✓ In case any confusion compare the assumed answer with the context and the listening extract
- ✓ Never give-up till you catch-up the right answer
- ✓ Predict the words or phrases you might here in matching tasks by thinking of synonyms or paraphrases for options given
- ✓ In multiple-choice questions keep listening until the discussion is over

Listen for **specific information:**

- Use Pre-listening & Post-listening extraction
- Listen actively
- Anticipate key points based on the main idea
- Do not try to record everything in notes
- Watch out for traps

  ▸ Unexpected turn
  ▸ Generalizations
  ▸ Explicit answer choices

- Be aware of spelling mistake, grammar and more than three words

The total span of listening module is 40 minutes; 30 minutes **for listening** section and 10 minutes **to transfer** the answers to the answer sheet.

You are not supposed to write answers on the answer sheet during listening but you must do it on the question paper.

Tips to crack Listening Module failures

Before discussing about question types, I would like to tell you some real time obstacles you may face and remedies that you need to crack in the listening section. Some times you are on a native English speaking land for years or you feel you are an expert in communication but you should be cautious.

In other examinations questions say what to do but in IELTS instructions say how to do. In regular examinations you may get enough time to think for the answer but in IELTS you may not. Regular University exams are like playing on the screen but in IELTS exam it a real time play on a virtual platform.

When you are allowed to open the booklet you should pre-read the first section after adjusting the listening gear. While listening you are on-reading and simultaneously answering the respective question based on the conversation. During On-reading you should not think front or back. That means, you need to flow with the conversation like enjoying and participating the section with them in a virtual world. Post-reading may not be necessary if you feel enough satisfaction on that particular section or you miss to answer any between question.

Post reading is a process with extracting the heard track in respective to the asking question and make a conclusion by recollecting images and voice from the past that reveals in the present for you (for answering that question).

Shiv Khera says *"Winner don't do different things they do things differently"* the same principle you can apply here if you want to score high band. W
hile doing any form of reading do that at once.

✓   Never underestimate or overestimate the listening section
✓   In Listening section instructions are important than questions
✓   In IELTS examination time is everything
✓   Pre-reading, On-reading & Post-reading are very important
✓   You are suppose to answer the questions not to by-heart the conversation
✓   Realize the gist and twist
✓   Over generalization should not to be ignored (may generate confusion)

Reading makes a man full and practice made him perfect. Likewise, expertise IELTS Listening skills are like swimming (connectivity between body, mind and sole is very important).

Methods & Techniques to crack each Listening questioning types

• Multiple Choice

As I told before instructions are more important, read the instruction and know how many right answers you need to choose,

> ▸ Single Answer
> ▸ Multiple Answers

Here you have to apply the process named **process of elimination,** you have to eliminate the wrong answer chooses to find out the best answer among the better answers. It will help you to save time as well brain storming among the more number of answer choices.

The second thing is that never made guess based on your knowledge but work just like a machine to **pick the right answer** based on the instruction and question.

The third thing is **divide and solve** – divide the question into different parts and try to match with the answer choices and only one choice may answer all the part of the question you are approaching with (apply

133

only for complicated questions).

Never ignore the different forms (tense, active – passive), logical connection, speaker and listener, third party and non-linguistic applications.

• Short answer questions

Based on instruction you should answer

- ▸ One word answer
- ▸ No more than two words
- ▸ No more than three words
- ▸ One word and/or two numbers
- ▸ Two words and/or one number

You should analysis the pattern how you can place the answer. You should generalize or give specific answer most suitable to the questions. Keep the format by understanding the same from above and below, example: - 27th September 2010.

•   Sentence completion

You may have to complete the sentence in these methods.

▸ Select right answer from the listening extract
▸ Take the answer choice from the list (list type -very rare case)

Proper tense should be required to place you answer in a sentence. If you are choosing answer from the list there is no necessary of modification.

•   Completion (Notes/form/table/flow-chart)

Note completion, form filling, table completion, flow-chart or diagram completion comes under this section. The forms may be library membership form, railway ticket or air ticket form excreta. You have to listen to the first name or middle name or last name based on the question. Sometimes address, phone number, extension number comes under this category.

You just listen to the spelling, date, time, number and the following based on the respective questions. In table filling, appropriate tense form should be also necessary.

• Labeling a diagram, plan or map

The pictures give proper direction and continuation in diagram. In plan or map there should be routine or systematic flow from one step to another, first come first, then next one by one in an arranged way.

• Classification of information

In information classification, there should be certain category given and you listen to place the questions in which category. Here you need to listen to the style of talking, vocabulary, non-linguistic expression, resembling sentences.

• Matching information

There may be two sets of tables and candidates should find out the right letters or alphabets suitable to the questions and match respective information to form complete data.

- Summary

You have to complete the sentences with the suitable answer from the listening extracts. There should be:

▸ Sentence make sense
▸ Grammar
▸ Tense
▸ Forms

In certain types there may be a list of table given and you can choose the right answer from the table.

Skills required in Listening Section

You need to point out the real entails behind the listening module. While listening, you need to apply some of the following skills to get the right answers without much effort.

o   Able to listen for main ideas and its supporting information
o   Identifying the details in the conversation or monologue
o   Spotting specific information
o   The real content prediction
o   Listening to find out gist
o   Infer meaning from the non-linguistic information
o   Follow indicative words or data
o   Find out directing referrals
o   Understand the meaning behind stress, intonation and the rhythmic flow

Extra Support for Listening

The 40 minutes between the listening sections and answer transferring are very much valuable, you can do the listening in hard way or smart way by time management. This is a process of combining all three communication skills (Listening, Reading & Writing). You have to listen mean while read the questions and instructions and give answers. High level of focus and eye movement is important. Most candidates make mistake because of lack of use the time and not arranging the time in between the listening time. Some feel that the conversation or monologue pass by while they are looking at the question meanwhile others wait for the stream to answer covered listening. To avoid this problem:

✓   Read the questions before the recording begins to know about the session

✓   Make use of the time between the sessions and each sections

✓   Grasp the way of answering the question in a blink of an eye through reading each instruction

✓   Use fast eye movement to analyze the method of answering in table, map, diagram

✓   Compare your predicted answer with the real answer and match with the context

- ✓ Much better not to apply your technical skills in this examination
- ✓ Grammar, Spelling, Placing are important while transferring your answer
- ✓ Never focus on the accent, give attention to the linguistic and non-linguistic skills
- ✓ You are not suppose to study the section but requested analyze and answer the question
- ✓ Never under-estimate your ability while listening to the fluency English streams (loosing mind draws focus results loosing points)

READING

- o Purpose of reading Passages
- o Types of Questions
- o Methods & Techniques to crack reading section
- o Special Attention
- o Reading Strategies
- o Time Management

Purpose of reading passages

The reading module consists of **3 passages** with 40 questions and to be completed in 60 minutes. **No extra time** is allowed for transferring answers. You should read all the questions of the section before you go through the text. In IELTS examination instructions are prior important than questions, before thinking about what to do you should think how to do.

The main purpose of reading test is to:

- ✓ Identify the writer's overall purpose, target audience, sources etc.
- ✓ Identify and follow key arguments in a text
- ✓ Identify opinions and attitudes as opposed to facts
- ✓ Locate specific information
- ✓ Read for detailed information
- ✓ Extract relevant information
- ✓ Distinguish the main idea from supporting detail
- ✓ Recognize key points for a summary
- ✓ Group pieces of information in a text in accordance with salient criteria
- ✓ Extract information from a prose text to put into a diagrammatic representation
- ✓ Make inferences

Types of Questions

Types of tasks for reading:

- **Multiple choice**
  - ✓ Single answer
  - ✓ Multiple answer

- **Shot-answer questions**
  - ✓ Direct answer
  - ✓ Lists

- **Completion**
  - ✓ Note completion
  - ✓ Table completion
  - ✓ Flow chart completion
  - ✓ Summary completion
  - ✓ Sentence completion

- **Labeling a diagram**
- **Matching**
  - ✓ Match items in two lists
  - ✓ Match text or visual information

- **Choosing headings for paragraphs/ sections of a text**
- **Locating information**
- **True, False or Not Given(Identification of information in the text)**
- **Yes, No or Not Given(Identification of writer's views/claims)**
- **Classification**

General Training Reading

The texts may be taken from notices, advertisements, leaflets, newspapers, books, newsletters, magazines, training manuals etc. The main difference of General Training reading compared to Academic reading would be:

- ✓ First two sections consist of more than one types of passages
- ✓ Need to ready more types in all three sections
- ✓ Seems to be simple but the right way to understand the question is important
- ✓ Direct answers
- ✓ Simple sentences and no hidden information

In total the reading passages in general training would be much easier and direct answers can be seen as compared to academic module. Most candidates may under estimate general training reading would be very easy "what is easy to see is easy to miss" – Shiv Khera. The more important thing is to understand the essence of the questions that what you should do. Instructions should not be ignored or left unread.

The rest of answering methods and techniques and tips to crack the general training reading would be the same as academic. GT candidates need not to put that much effort as Academic test takers.

Methods & Techniques to crack reading section

1. Multiple-choice questions

Multiple-choice questions **may focus** on main ideas, details or the writer's opinion. In single answer type select one among the possible options. In multiple answer type, you are asked **to choose** more than one answer from a longer list of possible options. Multiple answer questions always follow the order of the information in the passage, and may cover one section of the passage, or the whole passage.

- Underline the Key words(the words that give you the most information)
- Predict the likely location of the answer in the passage
- Predict answers by using what you know from previous questions.
- Identify the relationship between the options and the stem (cause and effect)
- Identify scan words in the stem and use them to locate the correct section
- Read around this section and match the meaning in the text with the correct paraphrase from the options.

148

2. Short answer questions

These types of questions are usually focused on **factual information.** You need to **use key words in the questions** to help you scan the text quickly. You do not need to include words like article or auxiliary verbs to make the given sentence sense.

- Look for a scan word in each question
- Scan the whole passage for each scan word
- In the passage, put a box around all the names from the questions.
- Number the names in the text according to the question
- Read around the names to find the answers. Try to complete several items at the same time.

3. Completion

- Note Completion

Note completion task usually focus on **the main idea** of part or all of the text. They may include headings, subheadings and numbers or bullet points. You may have to complete gapped notes by using a bank of answer in a box. You should look for parallel meanings in the text. Notes **might not follow** standard grammatical rules or layout.

• Sentence Completion

✓ Remember that the answers are in order
✓ Note the word limit for each gap
✓ Look for words in each sentence to help you scan
✓ Find you scan words in the text. Then read around them to locate the answers.
✓ Focus on the meaning,

• Table Completion

You are required to complete gaps in a table using the **stated number of words** from the passage. Some of the information may already be provided to help you. The question reflects the order of information in the text. You are often tested on **your knowledge of synonyms and paraphrases.**

• Flow Chart Completion

Flow charts are used to summarize the different steps in a series of events or a process. You need to study the flow chart carefully and use the keywords to identify

the relevant parts of the text. You should reconstruct the chronological order in which the events happen and complete the flow chart.

- Labeling a Diagram

Passages that describe mechanical devices or processes may include a diagram-labeling task. It may relate to one section of the text or to several paragraphs. It requires you to read the paragraphs carefully and study the diagram at the same time. You should pay attention to locating specific words that form part of the labels in the diagram and be careful to copy the words you need accurately from the passage.

- ✓ Study the diagram and identify the type of word for each gap.
- ✓ Underlines scan words. Try to predict some of the answers.
- ✓ Scan the text to identify which section describes the information in the diagram
- ✓ Read the section carefully and complete the gaps, using the scan words to guide you to the answers.
- ✓ Remember the sequence will probably follow the same order as the numbers on the diagram

- Matching

You may be asked to **match pieces of textual or visual information** to each other or to sections of a text. These sections will be paragraphs from a single passage. You need to locate information in paragraphs focus on details within a text and can include opinions, discoveries, theories and so on. You must choose a different option for each question.

✓ Identify which phrases/name refer to the part or the whole of the paragraph
✓ Decide where the information is likely to be: the beginning, middle or end.
✓ Scan for the words in the phrases or synonyms of them
✓ Ignore irrelevant information

- Choosing Heading for paragraphs

You need to choose the heading that best summarizes the main idea of the paragraph.

✓ You can collect the function from the first two sentence itself
✓ Conclusive sentence also give prior notification
✓ Go through the passage rather than its depth, if

so it makes confusion
- ✓ Some times same answer may comes for two paragraphs
- ✓ Use subject-verb agreement to generate a heading and compare the same with the selected one from the list

- • Locating Information

Find out the **exact meaning** of the phrases by resembling and comparing with **the keywords** that you marked in the respective questions. Use the exact word or phrase from the passage rather than a guessed choice.

- • True/False/Not Given

True – if the statement **agree with the information**
False – if the statement **contradicts the information**
Not Given – if there is **no information** on this

The questions focus **on the factual information.** You need to read the statements and compare them to the information given in the passage. If the statement relates to information given in the passage, but the passage does not actually agree or disagree with the statement, you need to select 'Not Given'. If you cannot

find the answer of the passage, it probably means that the statement is Not Given.

- Yes/No/Not Given

Yes – if the statement **agrees with the views** of the writer

No – if the statement **contradicts the view** of the writer

Not Given – if it is **impossible to say** what the writer **thinks about** this

You need to decide whether the statement agrees or contradicts the writer's views or claims. This task is different from True/False/Not Given.

- ✓ Look for words in each statement to help you scan
- ✓ Identify comparisons or qualifying expressions in the statements
- ✓ Identify cause and effect statements
- ✓ Try to predict some answers
- ✓ Find your scan words in the text. Then read around them to locate the answers.

- Classification

In this you will see a list of categories and a number of statements. You need to match the statements with the correct categories according to the passage. You should skim the passage to decide which section of the passage each category refers to and then scan the sections of the passage you identified to find the ideas that have the same meaning.

- Summary

✓ Scan the text for the section which relates to the summary
✓ Skim the summary and try to complete the space with your own words.
✓ Look for words/ideas from the list that collocate with words in the text
✓ Find words/phrases in the list which are opposites. Find words that you can eliminate from the list.
✓ Read the relevant section of the text and complete the answers

Special Attention

- ✓ Beware about chameleon questions
- ✓ Watch out for traps
- ✓ Copy answers smartly
- ✓ Manage your own time

Reading module Strategies

To achieve the best results in the reading module, you should use a combination of strategies simultaneously.

Essential Reading comprehension skills

- Skimming

  o Reading for general ideas or to understand the gist
  o Might be used to decide if a long article.

It involves selective reading of the most important parts of the text to find out how the text is organized and get the general idea of what the text is about.

- Scanning

  o Reading for specific piece of information or specific word
  o Scanning should be used when you need to read to find specific pieces of information such as names, dates and facts.

- Identifying main Ideas and Details

The main purpose is to draw out definite idea. Texts are divided into paragraphs to make them easier to read. A text is usually organized in:

o Introduction: theme, statement and objective
o Paragraph: topic, supporting point or details
o Conclusion: summary and restatement of main idea

In the introduction, the writer usually outlines what he or she is going to write about the main issues to be raised. Each paragraph usually deals with one key issue, which is started in a topic sentence and possibly summarized in the last sentence of the paragraph. Supporting details are used to develop and explain the main idea of the paragraph.

- Understanding Opinion

An opinion is a personal belief which may or may not be true. It is different from a fact, which is a statement known to be true or based on generally accepted evidence. When answering questions related to the writer's opinion, you should be careful not to allow your

own opinions to interfere with your choice of answer.

Basic Strategies for the reading module

- Make notes
- Try to predict what you are going to read about
- Build a mental map of the passage as you are skimming it
- Identify the type of text you are reading
- Study the keywords
- Skim actively
- Make Intelligent guesses
- Don't lose track of time

Principal Strategies for reading module question types

- Completion tasks

  o You should only include the words essential to answering the question correctly.
  o In completion tasks with words taken directly from the text, you should try to predict the type of answer you are looking for.
  o Skim the section you have identified and look for synonyms and paraphrases.
  o Think about both the meaning and thegrammar

and remember to sue the exact words from the passage.

o   As options will often have the same grammatical structure.

o   You should focus more on the meaning of the sentence than on grammar.

o   You need to consider all the options in the box.

o   You need to check that you have not used the same option twice.

- •   Multiple choice tasks

o   Try to eliminate the options that seem logically wrong.

o   Eliminate options by putting a cross beside them when you are sure they are wrong (POE –Process of Elimination).

o   Check that the answer reason or explanation to answer the question or complete the sentence.

o   When you think you have found the correct answer to a multiple-choice question, remember to check that the three other   options are definitely wrong.

- Matching Tasks

o Try to think of different words to describe what is in each picture and look for keywords in the texts.

o Match the ones you are sure about first and the more difficult ones second.

o Try to identify keywords in the statements and look for synonyms or paraphrases of these keywords in the text.

o You should skim the passage to build a mental map of the text by noting the main idea of each paragraph.

o It is good idea to match as many headings as you can without reading the passage again, and crosses off the headings you have used; beside each paragraph you should write the number of all the options that might be suitable.

o Then make sure each possible option fits the meaning of the whole paragraph and does not simply use some of the same words.

Time Management

You can possibly apply this time management system for better result in reading test. It all depends on you; each and every task is different.

> Passage 1: 17 minutes
> Passage 2: 20 minutes
> Passage 3: 23 minutes

Keep your glance on:

- Titles, Headings & Sub headings
- Illustrations
- Diagrams & Diagrams
- Words in bold type or italics

Most Applicable Tips

➤ Circle key words on the questions like dates, names, places etc.
➤ Setup a logical information about the questions

WRITING

- o Task Information (General)
- o Task Information (Specific)
- o Band Descriptors
- o Writing Strategies (Basic & Principal)
- o Extra Tips for writing
- o Mode of questioning (Task 1- Report Writing)
- o Methods for answering (Report Writing)
- o Mode of questions (Task 1 – Letter Writing)
- o Methods for answering (Letter Writing)
- o Mode of Questioning (Task 2 – Argumentative/ Discursive)
- o Method for Answering (Task 2 – Argumentative / Discursive)
- o Sample Essay

  - ◊ Task 1 (Report Writing)
  - ◊ Task 1 (Letter Writing)
  - ◊ Task 2 (Argumentative/ Discursive)

Task Information (General)

The writing test is designed to assess whether you possess basic skills to communicate through written English. In this module you need not acquire specialized or generalized information. Technical or scientific proficiency also not recommended.

It is necessary to understand what to write, as well as how to write. It tests your ability to express or describe briefly about:

- Report (Graph/Charts/Table/Lists/Process/ Diagram/Histogram) – Academic
- Letter Writing- (Formal/Informal) – General Training
- To discuss ideas/fact with proof and evidence
- Suitable examples boost-up your points
- To convince and argue you believes and opinion
- To communicate ideas clearly & coherently
- Keep a grammatical range and accuracy
- Use adequate vocabulary and sentence structures (simple/complex)

Tasks for writing module: Academic

- Writing Task 1 (Report Writing) – 150 words
- Writing Task 2 (Essay- Argumentative/ Discursive) – 250 words

Tasks for writing module: General Training

- Writing Task 1 (Letter Writing) – 150 words
- Writing Task 2 (Essay- Discursive) – 250 words

Generally, there are five types of Essay writings:

- Descriptive
- Discursive
- Narrative
- Reflective
- Argumentative

In IELTS examination you need to know only two types:

➤ Discursive (General Training/Academic)
➤ Argumentative (Academic)

Task Information (Specific)

Writing Task 1 (Academic) – Report Writing
You must write a report on visual information such as

- Graph
  - ➤ Line Graph
  - ➤ Bar Graph
- Chart
  - ➤ Pie Chart
  - ➤ Flow Chart
- Table
- Lists
- Diagram
- Pictures
- Histogram
- Process

Task 1 carries one-third of the marks. You should write not below 150 words and are recommended to spend not more than 20 minutes on it.
Description of each type:

- Graph
  ➤ Line Graphs (single, double, triple)

  Line graphs can be used to show how something changes over time. They have an x-axis (horizontal) and a y-axis (vertical). Line graphs can be used to show trends.

  ➤ Bar Graphs (single, double, triple)

  Bar graphs, also known as bar charts, have two axes and are useful for showing how something has changed over a given period of time, especially when there are significant changes. Bar graphs consist of rectangular bars, which can be oriented horizontally or vertically, with the lengths proportional to the data values that they represent. They are typically used for comparing two or more values.

- Chart

  ➤ Pie charts are circular charts divided into sectors or pie slices, usually illustrating percentage. The size of each pie slice shows the relative quantity of the data it represents. Commonly used in the business world.

- Tables

Tables contain words and numbers, displayed in columns or boxes to illustrate a set of facts and the relationships among them. The array of data shows the relative comparison between countries, schools, departments etc. Candidates should briefly point out the vast change between them and should highlight the most scorer as well the least.

- Process

In this task you are given a diagram or meaningful pictures and asked to describe a process or to explain how something works. You have to describe an object or a series of events. The flow of the sequence is important. The prime importance goes to summary.

Writing Task 1
General Training (Letter Writing)

In general training you should know how to write a letter. The idea behind this is it should be brief, describe all the required data you are requested to write. There are two types of letter writing style.

- Formal/Semi-Formal
o For official purposes (Bank, Post Office, Job application etc)
o Lost and Found section, Insurance claims
o Petition, Request, Apology
o Leave application, Certificate request
o Revealing identity
o Report (upper tire)

- Informal
o Friends and relatives
o Parents
o Partners
o Memo (lower level workers)
o Piers & Colleagues

Task 1 carries one-third of the marks. You should write not below 150 words and are recommended to spend not more than 20 minutes on it.

Writing Task 2
Essay (Argumentative/Discursive)

For both Academic as well General Training

Most cases essay may be discursive but some style of questioning seems to be argumentative. Most probably argumentative concept comes under Academic tests.

Discursive essay types

1. Discuss both views
2. Advantages and disadvantages
3. Pros and cons
4. Positives and Negatives
5. Suggestions and Opinions

Argumentative essay types

1. Agree or disagree
2. To what extent do you agree or disagree
3. How much influence
4. Your own opinion

Band Descriptors

Academic Writing Task 1: Report

In IELTS writing task 1 (Academic) the unique band 9 classified based on 4 band descriptors.

- Task Achievement
- Coherence & Cohesion
- Lexical Resource
- Grammatical Range & Accuracy

Task Achievement

Candidates should prove their skills to identify; illustrate and report the key features of the information in the task in a brief note without repetition.

- ✓ Fully satisfies all the requirements of the given task
- ✓ Clearly present a fully developed response (collect information from given data only)
- ✓ Never apply your own knowledge or exaggeration to the report rather than given

Coherence and Cohesion

- ✓ Uses cohesion in such a way that it attracts no attention
- ✓ Skillfully manages paragraphing and should be proper arranged
- ✓ Organizing, presenting, linking information & ideas
- ✓ Right idea at the right place
- ✓ Connection between the sentence and idea
- ✓ Right usage of connectors, preposition, conjunction, pronoun, adverb, adjective
- ✓ Sequence or flow of logic
- ✓ Right use of articles, phrasal verbs
- ✓ Completely covering the topic
- ✓ Express your views in writing

Lexical resource

- ✓ Uses a wide range of vocabulary with very natural and sophisticated control of lexical features
- ✓ Vocabulary usage should be appropriate to the context and sentence
- ✓ Idioms and Phrases
- ✓ Synonyms and Antonyms
- ✓ Right Inflexion and Derivation
- ✓ Collocation (Subject – Verb concord)

Grammatical range and accuracy

- ✓ Uses a wide range of structures with full flexibility and accuracy
- ✓ Use a mixture of simple and complex sentences
- ✓ Use passive voice
- ✓ Simple present tense much preferred
- ✓ Tense formation

Writing Task 2 (For both General Training & Academic)

For Academic writing candidates can use both discursive or argumentative style but it would be much better to discursive form only in General Training Writing Module. While in task 1 the prime focus goes to task achievement but in task 2 the main eye catching thing is task response.

The task 2 hold more marks rather than task 1, 2/3 of the score determined by your task 2 performances. You are allowed to take up to 40 minutes on this task.

- • Task Response
- • Coherence & Cohesion
- • Lexical Resource
- • Grammatical Range & Accuracy

173

Task Response

- ✓ Fully addresses all part of the task (main question and sub questions)
- ✓ Effectively & clearly position your point of view and ideas
- ✓ Presents a relevant, fully extended and fully developedanswer with well supported ideas
- ✓ Balance your essay using balanced points
- ✓ Each and every response should be completely transparent

Coherence and Cohesion

- ✓ Uses cohesion in such a way that it attracts no attention
- ✓ Skillfully manages paragraphing and should be proper arranged
- ✓ Organizing, presenting, linking information & ideas
- ✓ Right idea at the right place
- ✓ Connection between the sentence and idea
- ✓ Right usage of connectors, preposition, conjunction, pronoun, adverb, adjective
- ✓ Sequence or flow of logic
- ✓ Right use of articles, phrasal verbs
- ✓ Completely covering the topic
- ✓ Express your views in writing

Lexical resource

- ✓ Uses a wide range of vocabulary with very natural and sophisticated control of lexical features
- ✓ Vocabulary usage should be appropriate to the context and sentence
- ✓ Idioms and Phrases
- ✓ Synonyms and Antonyms
- ✓ Right Inflexion and Derivation
- ✓ Collocation (Subject – Verb concord)

Grammatical range and accuracy

- ✓ Uses a wide range of structures with full flexibility and accuracy
- ✓ Use a mixture of simple and complex sentences
- ✓ Use passive voice
- ✓ Simple present tense much preferred
- ✓ Tense formation

Writing Strategies (Basic and Principal)

Principal Strategies

You are expected to demonstrate your ability to:

- Discuss abstract issues
- Present a solution to a problem
- Present and justify an opinion
- Compare and contrast evidence, opinions and implications
- Evaluate and challenge ideas, evidence or an argument
- You are able to select relevant ideas and information
- Your knowledge and understanding of the topic
- Your ability in presenting a logical argument
- Your skills in organizing your ideas systematically
- Your ability to use sophisticated English
- Your ability to grasp basic English grammar and vocabulary

Candidates should be cautious about:

- Selecting and presenting ideas
- Brainstorming
- Solutions to problems
- Organizing patterns
- Ranked logically
- Right level of generalization
- Evaluating
- Classification of ideas
- Organizing ideas
- Ranking ideas and consequences
- Comparisons
- Alternative options

Candidates must keep away from:

- Overgeneralization
- Overemphasis or exaggeration
- Understatement
- Confusion
- Waffle

You must present the point of view to express your idea. You should write not below 150 words for task 1 and 250 words for task 2. You will lose marks if you write fewer than the required number of words.

Most probably, task 2 would be always **a discursive essay** question (in general training) that requires you to write about a contemporary social issue. You are given a point of view, an argument or a problem, and are asked for your opinion.

The **content** of the essay must be relevant to the question. The ideas expressed in the essay should **be logically organized and supported.** Different parts of the essay should be logically and grammatically connected; the essay must be **coherent and cohesive.**

The **target skills are:**

- Expressing and justifying a point of view on the topic
- Comparing and contrasting opinions based on personal experience
- Evaluating a situation or development
- Discussing the cause of a problem and suggesting possible solutions

Basic Strategies

- Restrain your emotions
- Avoid excessive emphasis
- Rule out personal prejudice
- Show your preference clearly
- Keep sentence structure simple
- Use transitional expressions for clarity
- Use the active voice, not the passive
- Do not overuse conjunctions
- Use synonyms for variety
- Know the importance of idioms
- Summary of Transitional Expressions

Essential basic writing skills

It is essential to have in-depth knowledge of effective preparation and planning; appropriate style and tone; and the proper structure and format for each type of writing task. It doesn't mean that you should be genius.

Stage 1 (Preparation)

•   Read the task carefully
•   Brainstorm and note down your ideas
•   Plan you essay

Stage 2 (Drafting)

•   Writing you essay following your plan on the answer sheet

Stage 3 (Reviewing)

•   Review and improve your essay

   o Answered all aspects
   o Check the chosen style and tone is appropriate
   o Included an introduction and a conclusion
   o Made your paragraphing clear and logical
   o Made sure all your supporting points are relevant

o Spelling and grammar check
o Wrote minimum number of words

The basic features of formal style

- Do not write contractions
- Do not use abbreviations
- Avoid using the active voice
- Avoid using informal intensifiers
- Avoid using phrasal verbs
- Avoid using informal discourse markers and link words
- Do not use set phrases and idioms
- Avoid ellipsis
- Employ more tentative rather than assertive language
- Use formal vocabulary
- Use more formal grammar
- Use an impersonal style by avoiding the use of personal pronouns
- Avoid using rhetorical questions
- Avoid the overuse or misuse of certain logical connectors

Extra Tips for writing

The key ingredient to writing:

- Presenting, describing, interpreting, and comparing data
- Describing a process or how something works
- Using appropriate and accurate language
- Concentrate only on significant features
- Mention a brief overview of the objects and its purpose
- Focus on its works or significant similarities and difference between the objects
- Use a range of vocabulary and structures
- Your description should end with a summarizing statement

Before starting task 1, candidate should understand:

- The purpose of the graphs/tables
- The different types of writing
- How to show comparison and correlation

The language of graphs, tables are divided, for convenience, into:

- Introductory expressions
- Time expressions
- Terms of measurement

Candidates should also deal with:

- Expressions of comparison and contrast
- Expressions for trends
- Correlations

To use this language correctly, it is necessary to keep the following points in mind:

- You must know the exact meaning and usage of the terms
- You must know the collocations of the terms
- You must know the grammatical features of the terms
- You must care enough to be accurate

Things to notice: (Report Writing)

    1.   Describing the graph/process/chart/ diagram

✓ The body of the report should describe the graph in detail but not all only highlights

✓ You will need to decide on the most clear and logical order to present the material

✓ Link graphs generally present information in chronological order and so the most logical order for you to write up the information would, most probably be from earliest to latest.

✓ Bar graphs, pie charts are organized in different way and so you need to decide on the organization of each one.

    ▸   Concluding sentences

✓ Your report may end with one or two sentences which summarize your report to draw a relevant conclusion

    ▸   Avoiding repetition

✓ You will receive a higher mark if your writing uses a range of structures and vocabulary correctly rather than in a limited number.

- ✓ Repetition cause loosing the mark.
- ✓ Practice writing reports using a wide variety of terms to describe the different movements in the graphs and different structure to vary your writing.

▸ Describing Trends

- ✓ Trends are changes or movements
- ✓ Changes may be expressible in numeric items example: population
- ✓ Expressing movement: nouns & verbs

Examiners are testing your ability to:

- • Objectively describe the information given to you
- • Report on a topic without the use of opinion
- • Use suitable language to describe the graph/ process/ diagram

Mode of Questioning – Task 1 (Report)

Report writing should be perfectly formal and should keep a standard. The key points you should notice are compare and contrast, briefly explain, highlights the main features. The classification or comparison should be done based on:

- ✓ Time Factors (year, month, day)
- ✓ Modes (learning, art, technology, science)
- ✓ Cycle (Stages, Life cycle, process)
- ✓ Preference (Age, category, item)
- ✓ Types

Candidates should answer (report) by keeping the mode of answering by understanding mode of question. These modes should be hidden but reveal the characteristics in writings.

Methods for Answering (Report Writing)

Writing the introduction:

The hardest part of report writing is writing the introduction.

✓ You are not asked to discuss the information, but generally to write a report describing the information

✓ It is not necessary to write an introduction like in an essay for this writing task. You are writing a report, which means that you do not begin with a broad general statement about the topic

✓ You should express your opinion about the significance of the information

Three Steps to keep up:

• Identify the main idea
• Consider the details of what is being shown
• Consider the language to use

Writing the Report

Graphs and tables are generally intended to show comparisons, contrasts, or correlations.

- Comparison, Contrast and Correlation
- Implicit contrast
- Explicit contrast
- Usage
- Other parts of Speech
- Trends: Increase and Decrease
- Verbs
- Vocabulary &
- Usage
- Nouns

Using the right Style:

Modifiers are very important for giving your exact meaning, and you also need to know how to avoid informality, redundancy and repetition.

- Modifiers
- o Adjectives
- o Adverbials
- o Making predictions
- o Idiomatic phrases

188

- Using the correct style & Avoiding common errors:
  o Avoiding informality
  o Avoiding a narrative style
  o Avoiding redundancy
  o Avoiding repetition
  o Avoiding grammatical errors
- Using a compact Style
- Focus

Candidates are assessed on their ability to:

  o Organize, present and possibly compare data
  o Describe the stages of a process or procedure
  o Describe an object or event or sequence of events
  o Explain how something works

Introductory Expressions

The graph	Table shows
Indicates	Illustrates
Reveals	Represents
It is clear from the graph	It is clear from the table
As the graph shows	As the table shows
As can be seen from the graph	As can be seen from the table
As is shown by the graph	As is shown by the table
As is illustrated by the graph	As is illustrated by the table
From the graph	From the table it is clear

Warnings

Avoid using the following phrases

According to the graph	According to my friend
As can be seen from the graph	The graph presents

USAGE

Related verbs

Be	Make up	Consist of	Constitute	Comprise
Amount of	Equal	Amount for	Represent	Include
Record	Reach	Stand at	Become	

Mathematical Expressions

Half	Halve	Double	Triple	Treble	Threefold
Quarter	Multiply	Divide	Average	Total	Partial
Equal	Fraction				

Common Expressions

Time expressions	Quantities	Amount	Figure
Degree	Rate	Level	Percentage
Size	Proportion	Similarity	Number

Time Expression

Slowly	Steadily	Gradually	Quickly
Suddenly	Sharply	Strongly	At a fast
At a faster rate	At a slow	At a slower rate	Quite
Rather	Fairly	Very	Highly
Extremely	Comparatively	Relatively	Hardly
Less than	About	Around	Approximately
Practically	Almost	Nearly	Just over
Just under			

Quantity

The total	The total number	The whole amount
The greatest amount	The minimum	Number
The total amount	All of the	The full amount
The greatest number	The maximum	

Other measurements

Range	Extent	Percent	Rate
Scale	Percentage	Level	Proportion
Degree	Ration	Length	Weight
Altitude	Area	Volume	Size
Frequency	Duration		

Common Adjectives:

High	Low	Large
Great	Significant	Considerable
Substantial	Major	Remarkable
Steady	Widespread	

Common Adverbials:

Over	Under	Just over	Just under
Around	About	Approximately	Slightly
Marginally	Significantly	Close to	Considerably
Substantially	Almost		

Showing comparison:

Hardly	Barely	Scarcely	A little	Slightly
Somewhat	Marginally	Moder-ately	Partly	Relatively
Signifi-cantly	Substan-tially	Particu-larly	Excep-tionally	Remark-ably
Dramati-cally	Enormously	To some extent	Mostly	Mainly
Largely	A great deal	Very much	To a small	Certain
Large	Great	Consider-able extent		

There are different styles are there to write a report among the most popular are two:

Type 1

Most probably you can apply this type in Tables/Lists/ Graphs/Charts.

- ➤ **Introduction**
  - o Paraphrase the heading/topic given as question or the sub title of the graph
  - o Try to include the elements in the x and y axis (date, time, year, rate etc)
- ➤ **Body**
  - o Comparison (elements in the z axis)
- ➤ **Conclusion**
  - o Mention the higher and the lower points or the scorer in the graph (show the differentiator/classifier)

Type 2

This type is mostly used for writing report on process, diagram, and pictures.

- ➤ **Introduction**
    - o Paraphrase the topic/heading/title
- ➤ **Summary**
    - o Write the summary of the whole process
- ➤ **Detail 1**
    - o Arrange the step by step process (first half)
- ➤ **Detail 2**
    - o Arrange the step by step process (second half)

Mode of Questioning Task 1 (Letter Writing)
Mode of Questioning Task 1 (Letter Writing)

Candidates can choice either formal/semi-formal or informal style of letter writing but it is much recommended to use the right format based on the question. We are using the style based on the purpose of writing.

Formal/Semi-Formal style based on the situations such as:

» Writing a Job application form
» Leave application
» Issuing certificate
» Applying for a bank loan
» Visa process (Statement of Purpose)
» Membership application etc

Informal style of letter writing is more suitable applicable in situations such as:

» Sending a letter to friends about Birthday party
» Informing colleague about team get together
» Reporting to Pier workers about assignment deadline change

- » Wishing Parents for their wedding anniversary
- » Informing Co- Partners about the new deal
- » Informing family doctor about the health related problems

You should understanding examiners expectation from the question and revert in respect to that without loosing its core demand.

Methods for answering General Training Writing Task 1 (Letter Writing)

The candidates are asked to respond to a given situation with a letter requesting information or explaining the situation. They are assessed based on their presenting ability based on:

- ➤ Simple presentation style
- ➤ Respond in right form
- ➤ Keeping the standard (ethics)
- ➤ Personal correspondence
- ➤ Elicit
- ➤ Providing factual information
- ➤ Expressing the situation
- ➤ Demand situation based requirement
- ➤ Opinions & Suggestions
- ➤ Complaint presentation
- ➤ Expressing favors and against

The **letter writing** consists of four stages:

1. Salutation

- ✓ Dear Sir,
- ✓ Dear Mr. Name,
- ✓ Dear Ms. Name,
- ✓ Dear Mrs. Name,
- ✓ Dear Name,

2. Body

- ✓ You should write the right points, evidence, facts based on the question
- ✓ Don't express over sympathy or over empathy
- ✓ Never mislead the topic and whatever talking must be reliable
- ✓ You should not write from your own idea by deviating the topic

3. Closing

- ✓ I expect your replay soon,
- ✓ I wish you may call me if you find the product
- ✓ I wish you may revert,
- ✓ I am expecting the right response from your

office,

✓ I express my love to you and your family,

✓ May God make us keep in touch for ever,

✓ I am looking forward at your replay,

✓ I am expecting your call,

4. Signature

➤ Yours Sincerely,
- Name of the candidate

➤ Sincerely,
- Name of the candidate

➤ Lovely,
- Name of the candidate

➤ With Love,
- Name of the candidate

➤ Faithfully,
- Name of the candidate

➤ Obediently,
- Name of the candidate

➤ Regards,
- Name of the candidate

➤ With Regards,
- Name of the candidate

➤ Many Thanks,
- Name of the candidate

Modes of Questioning (Task 2)

In writing Task 2 you should know both the argumentative as well as discursive form of essay writing. There are different modes of questioning in each type you should know what you are suggested to do with that type of questions. You may heard about agree or disagree, if statement, compare, choose your preference, explain, discuss, describe and so on among them we need to focus only the following types of questions for IELTS examination.

Discursive:

6. Discuss both views
7. Advantages and disadvantages
8. Pros and cons
9. Positives and Negatives
10. Suggestions and Opinions
11. People point of view
12. Compare and Contrast
13. Parliamentary concept
14. Discuss both sides
15. General opinion

Argumentative:

5. Agree or disagree
6. To what extent do you agree or disagree
7. How much influence
8. Your own opinion
9. Offend your choice
10. Switch your side
11. How far you agree or disagree
12. To what extent
13. How much influence on you
14. Your strong hold opinion
15. Most point of view
16. Favorite choice

Methods for answering Task 2

Structure of Essay writing:

While writing essay you should keep some principles. Writing essay meaning drafting sketches or like creating skeptical statues. To make a complete essay, each paragraph should be complete; to make a complete paragraph, each sentence should be complete. There should be coherence with in the sentence and cohesion between the sentences and should make sense. To balance the essay, the ideas should be arranged in unique way and theme should be expressed with out complexity with little bit complex sentences.

Each essay should consist of

- An Introduction
- Body
- A Conclusion

Introduction

The Introduction of an essay reveals the nature of an essay. The first sentence of the Introduction must be the **General sentence** and the last sentence must charge the **Topic sentence.** When the examiner reads the

last sentence of the introduction, examiner should get a precise idea about the **objective of that essay** as well **your point of view** about the question statement.

Body

Body is the fleshy part of an essay. Body of the essay consists of two or three paragraph based on the type of the essay you are writing at: argumentative or discussive.

Each Para in the body:

Each paragraph should consist of **only one point.** The first sentence of a paragraph should be the **introduction of that paragraph** and that should be the topic of that paragraph. A paragraph should discuss only about that topic or a point.

The rest of sentences should be the supporting sentences; and support the topic or the main point in that paragraph.

Sub points may be the combination of:

Case 1

> » Example
> » Experience
> » Explanation

Case 2

> » Fact
> » Evidence
> » Proof

Case 3

> » Suggestion
> » Argument
> » Justification

Case 4

> » Opinion
> » Agreement
> » Assessment

Or mixed combination can be also chosen to express the idea. The **last sentence** of the paragraph should be the **conclusion of that paragraph,** which makes complete sense to the topic (Introduction of the paragraph). There should be some connection between the last sentences of the paragraph with its first sentence.

The principle behind this theory is like packing each paragraph like tying a box with unique ideas and the box consist of proportional commodities fit to it that synchronize and balance.

Conclusion

The conclusion is the conclusion of conclusions.

The first sentence of the conclusion must be the **summary of the conclusions** (conclusions of paragraphs in the body). The last sentence must be the conclusion of the conclusion and it must be **the research sentence** and must be the writer's idea. **The last sentence of the essay must be the most powerful sentence of the essay (eye catching sentence).**

Special notes:

- Discuss views, compare, analyze and suggest solution
- Summarize and arrange logically, use clear supporting evidence
- Show clear links between the main idea and the supporting ideas
- Complete every sentence and make a sense
- Give much stress on the introductory and conclusive sentences
- Provide a strong conclusion
- A contradictory sentence with in the same paragraph makes the evaluator much confusion.
- Always remember to keep an eye on timer.
- Use your points to convince the evaluator

Organizing Ideas

- Ranking Ideas
- Consequences
- Comparisons
- Alternatives
- Speculation

Style

There are two types of problems related to style: one is **the effect** of personal writing habits, the second is the result of **cultural difference** between your mother tongue and your educational background on the one hand and English for academic purposes on the other.

Modifiers

The most common errors in the use of modifiers are:

- Overgeneralization
- Overemphasis or exaggeration
- Understatement
- Confusion
- Waffle
- Formulaic and Thoughtless writing
- Immature writing
- Cultural Differences in style

Using the correct style and avoiding common errors

- Avoiding informality
- Avoiding a narrative style
- Avoiding redundancy

To Support or Give an Example

As Follows	For example	For instance
In this instance	To give a specific example	To illustrate

To Support Further

Another example is	Another reason is that	Furthermore
In addition	Moreover	Sequentially

To Compare

Similar to	Similarly	Like
Likewise	Correspond to	Correspondingly

To Link or show Result

As a result	Because	Because of
Consequently	Due to	For this reason
Hence	So	Therefore
Thus		

To Express an Opinion

From my point of view	In my opinion	In my view
It seems that	Personally	I think

To Generalize

Generally	Generally Speaking	In general
On the whole		

To Define or Explain

In other words	To clarify	To explain
To paraphrase		

To Contrast

Although	Dissimilarly	In contrast
Nevertheless	On the contrary	On the other hand
Otherwise	Unlike	While

To Conclude

To conclude	Conclusively	In closing	To sum up
At last	Finally	In the end	In conclusion
In brief	In summary	To be in nut shell	

Sample Essays

I would like to provide 40 samples essays for your reference and to prepare your mind. I took some previous questions and added answers with a standard format. These essays are one standard type for writing IELTS but there are different styles that you may choose.

- Task 1 (Report Writing) – 5 essays
- Task 1 (Letter Writing) – 5 essays
- Task 2 (for both AC/GT) – 30 essays

Writing Task 1
(Academic – Report Writing)

1. **The table below gives information about the 10 fastest trains in the world**

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

10 Fastest trains in the world

Train	Country	Speed	Passengers
CRH380A	China	302.8	494
TR09	Germany	279.5	239
Shinkasen	Japan	275.2	200
TGV Reseau	France	236.12	377
KTX 2	South Korea	218	363
THSR 700T	Taiwan	208	989
AVE Talgo -350	Spain	205	494
Eurostar	UK	199	900
ETR 500	Italy	190	187
HSL 1	Belgium	186	395

*speed in mph   Source: www.jagranjosh.com

The given table illustrates the world's ten fastest trains made by different countries. The list is classified by name of the train, made in, respective speed and its passenger capacity.

The fastest train, CRH380A made by China reached top on the list with 302.8 mph. TR09 in Germany and Japan developed Sinkasen stand next to that with 280 mph and 275 mph respectively. The train from France TGV and KTX 2 from South Korea moves with an average speed of 225 mph. THSR 700T , AVE Talgo -350, Eurostar keeps a speed around 200 mph. How ever, HSL 1 from Belgium is the slowest on the list with a speed of 186 mph.
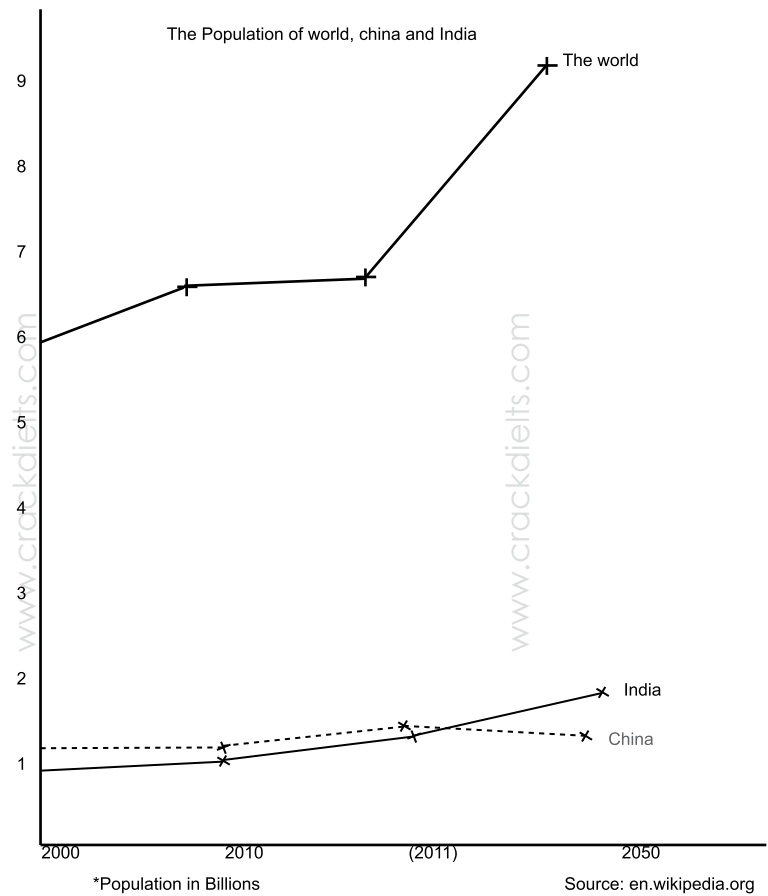
Based on the passenger capacity, THSR 700T from Taiwan occupy 989 passengers. Where else, CRH 380A and AVE Talgo -350 from Spain can accommodate only half of Taiwan's. Eurostar from UK can occupy 900 seats for a single run. HSL 1, KTX 2, TGV can be seated with in a range of 350 to 400 passengers. While the rest of the trains on the list, can make comfort of a maximum of 200 people each on a single journey.
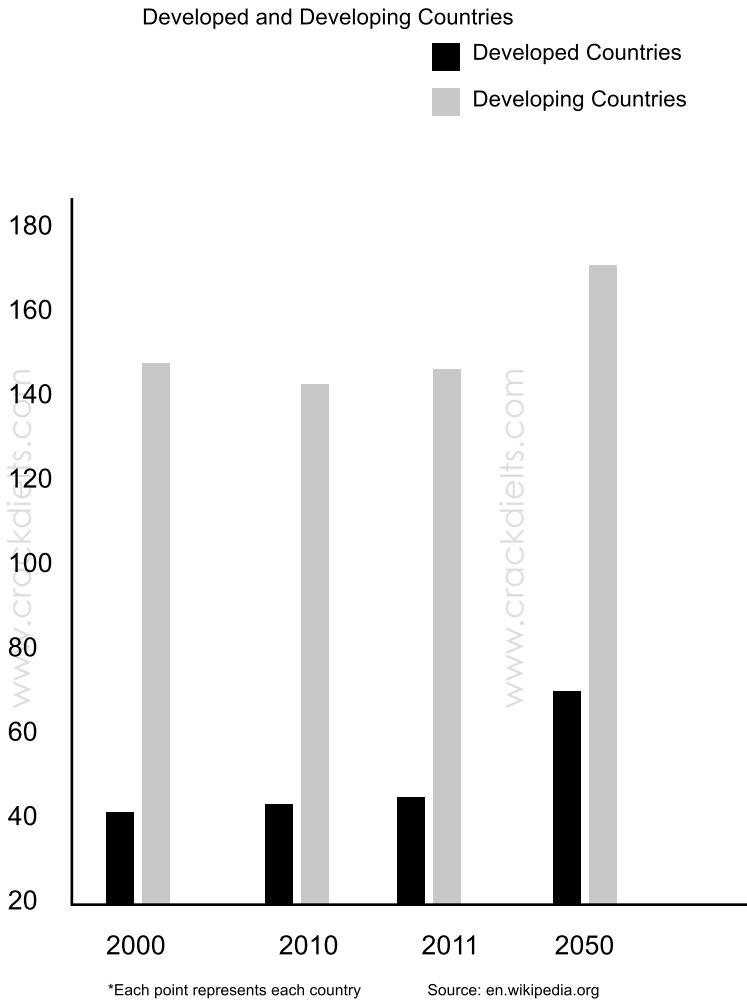
The record breaker from China runs as the fastest, whether; Taiwan's train accommodates a maximum number of people between the stations.

2. **Based on the recent research, it is been found out that there is a wide change hap pen in the global population from 2000 to an estimated 2050. Among them China and India play a major role. The second graph shows the number of developed and developing countries from 2000 to (estimation) 2050. 2011 is considered as a sampling point.**

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

The Population of world, china and India

The world

India

China

*Population in Billions   Source: en.wikipedia.org

Developed and Developing Countries

■ Developed Countries

░ Developing Countries

*Each point represents each country   Source: en.wikipedia.org

Sample Answer:

The graphs state the population of world, China and India as well as developmental stage of countries. The line graph sketches the population growth from 2000 to an expected rate at 2050. Secondly, bar chart shows the number of developed and developing countries during this period. Here, 2011 is considered as a sampling point showing present scenario.

The lines have drawn the population in billions. In 2000, the world population was at 6 billion people while China and India are the main assets with 1.2 and 1 billions respectively. By 2010, world population rises to 6.8 billion among them 1.3 billion people are Chinese moreover 1.1 billion from India. A projected numbering is mentioned for 2050 by world human resource research, reached at 9.2; whether it would be predicted that India over takes China with 1.6 billion of human capital where else China remains steady at the same point where they are, half a century before.

In 2000, around 150 countries are developing their economic status were 42 countries proved their economic stability. When it comes to 2010, a slight rise happened in the number of developed countries and a nominal degradation occurred in the number of de-

veloping countries. An estimation report says, almost double the number of countries would be in developed category where else poor nations could be also moved to developing stage with a point of 172 numbers.

Conclusively, it would be expected that India would be the populous country in the world by 2050 in adequate to that a noticeable change would happen in developing to developed stages in national economy by that time.

3. **The flow chart shows the flow of making chocolate in chocolate processing factory.** Using the information in the pictures, describe the process. Write at least 150 words.
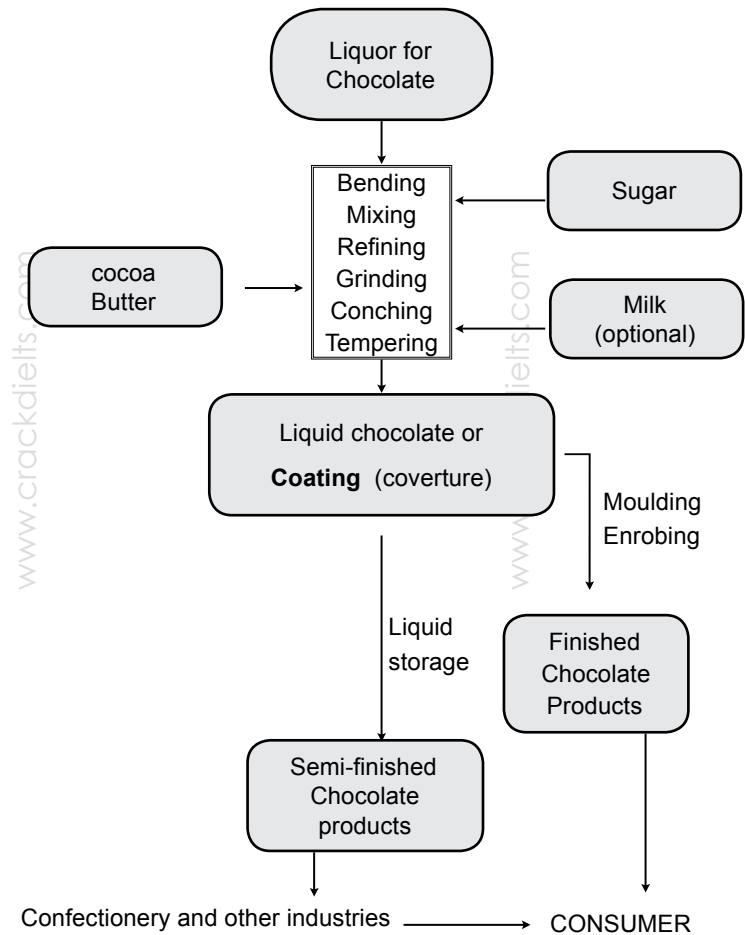
Source: www.icco.org

Sample Answer:

The flow chart shows the processing of making chocolate in a chocolate factory from chocolate liquor blended with cocoa butter to sweet chocolate through various stages.

The complete process starts from mixing of cocoa butter with liquor for chocolate blended together with other ingredients based on the desired taste and smell to produce finished chocolate to consume and liquid chocolate for confectionery. The process completes in two stages, before reaching the store as a complete product.

Liquor for chocolate blended with cocoa butter after adding proportionate sugar on it. Optionally for making milk chocolate, milk would be added to the mixture. Grinding and conching the mixture resulted paste of liquid chocolate. Refining and tempering produce a new outcome named coating or covertures.

Based on demand, covertures are separated into two segments (Liquid stage and molten stage). Molding and enrobing bring finished chocolate and are ready to consume. Where else, semi finished chocolate products are used for confectionery or transport to other industries.

4. The diagram below shows the process of making paper from logs through different stages.

Using the information given in the diagram and the description, describe the process of making paper from cut down trees.
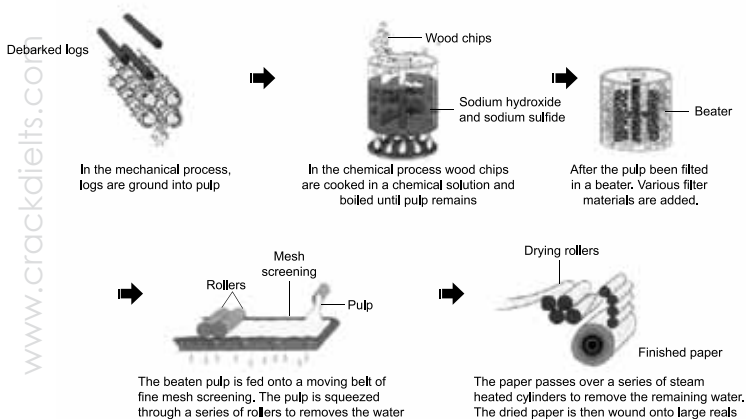
<center>Write at least 150 words.</center>

Figure 1: The process of making paper

Source: www.madehow.com

224

Sample Answer:

The pictorial representation shows the process of making paper from logs to bundles of paper.

This process consists of four stages. The process starts with debarking logs to wounding large sheets of paper on reels through a series of mechanical and chemical processes.

At stage one, logs are debarked with specially designed machines and grounded the huge logs into small pieces called wooden chips. On next stage, the cracked chips are cooked in a cylindrical furnace with chemicals such as sodium hydroxide and sodium sulfide. In this chemical solution, wood chips are boiled until the pulp form. The pulp formation then passes through beater machinery for filtering. Various filtering substances are to be added to it.
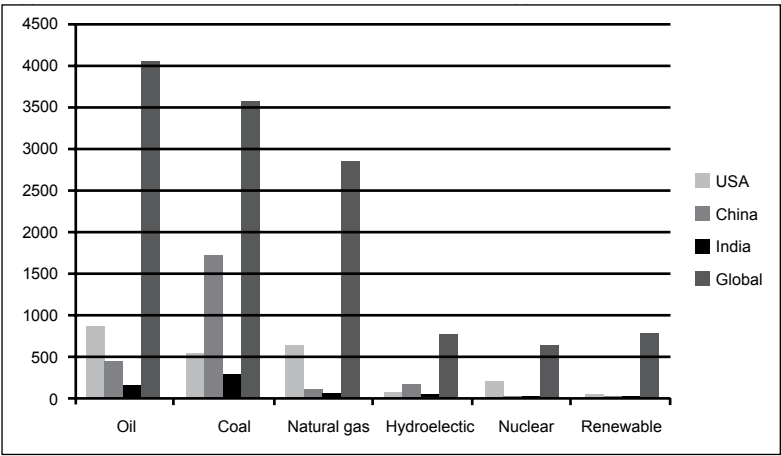
On the third stage, the beaten and filtered pulp drew on fine mesh screen. A series of rollers squeeze the pulp to draw off water. At the final stage, this squeezed processing paper passes through a series of steam-heated cylindrical rollers to wipe out remaining water droplets. This dried paper reeled out into bundles for transportation.

5. **The graphs show global energy consumption for the year 2011 and India's fuel share of energy consumption in 2001.**

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

Graph showing energy consumption pattern (in million tonnes oil equivalent)

india's Fuel Share of Energy Consumption, 2001 (btu)

Petroleum
34.4%

Coal
50.9%

Narural Gas
6.5%

Geothermal, wint
solar
0.2%

Hydro 6.3%

Nuclear
1.7%

Source: EIA
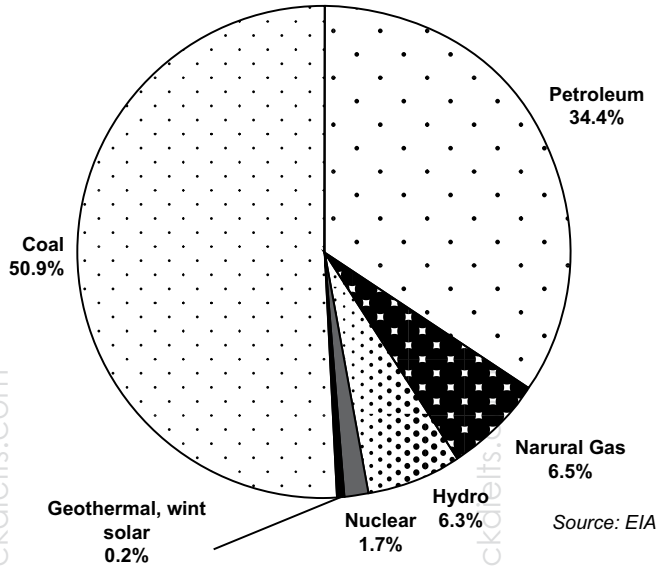
Source: BP statistical review of world energy 2011

Sample Answer:

This essay describes two graphs. The first graph shows global energy consumption pattern for the year 2011 along with USA, China and India on bars. The metric calculation is done in million tonnes of oil. The second graph describes the fuel share of energy consumption in India in the year of 2001, based on a survey.

Bar chart shows, the energy consumption from oil, coal, natural gas, hydroelectric power, nuclear energy and renewable resources in USA, China, Indian and Global. Out of 4000 million tonnes of global oil usage, 800 million tonnes are burned out in USA. China out-reached on the coal usage with around half the portion of universal consumption. Moreover oil, natural gas combustion in USA is also very high compared to China and India. As compared to oil, coal and natural gas the global usage of hydroelectric, nuclear and renewable resources fell down to one third. China, USA and India marked negligible usage of these resources.

Pie slices mention India's fuel share of energy consumption in the year of 2001. Around 51% of energy is consumed from coal. India depended on petroleum products for 34.4% of energy. About 13% of energy is consumed from natural gas and hydro power. Nuclear

energy worth 1.7% but a negligible unit gained from geothermal, wind and solar sources combined.

In short, US outreached in oil and natural gas consumptions while china stood high in coal usage. In India, coal was the major power supply.

Writing Task 1 (General Training)

1.   **Last Tuesday you flew from Chennai to London. When you arrived home, you discovered that you had left your cabin bag on the plane.**

Write a letter to the airline. In your letter, you should explain:

- Where and when you lost your bag
- What your bag looks like
- What its contents were

Write at least 150 words

You do NOT need to write any address. Begin your letter as follows

Dear Sir or Madam:

Sample Answer:

Dear Sir or Madam,

I would like to report a lost property. It seems that I left my black cabin bag on one of your flights. Last Wednesday, October 5th, I flew from Chennai to London on BA238 and took my black cabin bag with me. I put it in the overhead bin. Unfortunately, after the long flight, I must have forgotten it on the plane at London Heathrow airport. My seat number was C-W 34.

It's a black cabin bag. It has outside pockets and is locked with a small oval shaped number lock. I had all of my office work and a self help book "You can win" in it. I also had a new sweater in it (made from Kashmiri wool).

As you can imagine, these items are very important to me. Please let me know if you have my cabin bag and how I can get it back. Write to me in my e-mail address: josephfr@netcom.net.

I'm looking forward for your replay,
Many thanks,
Joseph Franklyn.

2. **You are going to spend your vacation in a city in a foreign country. You have never been there before. Your brother has a friend who lives there.**

Write a letter to the friend in your letter

- Introduce yourself
- Say why you are making this trip
- Ask some questions about the city (eg: -places to see, things to do, things to bring)

Write at least 150 words, you do not need to write any addresses. Begin your letter as follows:

Dear John,

Sample Answer:

Dear John,

Hello, my name is Tessie James; I'm Thomas James' sister. When Thomas told me that he has a friend who lived in Toronto, I was excited. I'm hoping to visit Toronto in the summer. I hope you don't mind if I ask your address. Thomas said: you probably wouldn't mind answering if I write to you.

When I found out that I would get three weeks for a vacation this summer, I decided I wanted to go to Ontario. I've always dreamed of going to Canada (the land of maple leaves). I love watching baseball and I would love to see a major league game in Toronto. The Toronto Blue Jays are my favorite team. I will never miss to see Canada's wonderland, Royal Ontario Museum, Rogers Centre and Air Canada Centre. I want to see Niagara water falls, even I have to travel 75 miles southeast from Toronto city.

I probably would like to know, where should I stay when I visit Toronto? My brother told me it is too expensive to stay in a hotel in the city centre for more than a week. Do you know of any youth hostels? Also, could you tell me about the weather in the summer? I

don't know what to pack! I hope a friend like you staying there for more than a decade can give me crystal clear information for my dream trip come true.

I look forward to hearing from you if you have time to write back.

Best wishes,
Tessie James.

P.S -Thomas said to say hello.

3.   Your neighboring shop owner and near by dweller have recently made a compliant about the noise from your shop late evening.

Write a letter to your neighbor. In your letter

- Explain the reasons for the noise
- Apologize
- Describe what action you will take

Write at least 150 words. You do NOT need to write any addresses.

Begins your letter as follows:
Dear Jones,

Sample Answer:

Dear Jones,

I was shocked to see the police men at my office based on your compliant saying that the noise from my shop has been spoiling your evenings and causing you some distress. I am really, really sorry about that. I locked all the doors and windows and I had no idea that you would be able to hear so much, so I hope you will accept my apologies.

As I told before about the expansion of my business, I am making some new arrangements and renovation works are going on afternoon till evening. Unfortunately, it is all taking longer than expected and I have been having problems with getting things to fit properly which can't be postponed until the next day. Some carpenter work, aluminum works; this has meant a lot of banging and hammering, cutting, chiseling excreta.

As the processing works are still not finished, I have decided to reschedule the work timing by closing the shop for all day for few days. I'll let them work only during daytime hours, so you won't be disturbed in the evening again, I promise.

Sorry to have caused these problems,

Friendly,
Freddy

4. **You are due to start a new job next week but you will not be able to because you have some problems.**

Write a letter to your new employer. In your letter

- • Explain your situation
- • Describe your problems
- • Tell him/her when you think you can start.

You should write at least 150 words. You do NOT need to write your own address
Begin your letter as follows:
Dear Ms. Angela,

Sample Answer:

Dear Ms. Angela,

I thank you for offering a wonderful job opening with your company. I am writing this letter, concerning the position of Assistant Operations Manager that I suppose to join by next Monday. Unexpectedly, a problem has arisen. It would be hard for me to join on the committed date. I am requesting you to extend the date of joining a couple of weeks later.

As you know, I currently work for my relative's spice exporting business, and you will remember from my interview that I have gained valuable experience and made remarkable business there. Unfortunately, the business head get hospitalized due to heart attack. This is the most exporting season this year, if I am moving in this crucial stage it will affect his business a lot. I am training the next in-charge; will handover the responsibilities in two weeks. As my presence is crucial right now here, I should stay and take the wheels under control.

I realize this will be inconvenient to you, but very much hope that, you understand the circumstances; you would be prepared to allow me to take up my position with you two weeks later than planned. I promise, I will be at your office by 3rd October.

I would like to emphasize that I remain very keen to work with you, and that I will be gaining further useful experience during this time.

I look forward to hearing from you,

Yours sincerely,
John Archer.

5.   You want to sell your dining table set. Your friend told you about buying a dining set on last Christmas party at your home. You think she might like to buy it from you.

Write a letter to your friend. In your letter

- Explain why you are selling
- Describe the furniture
- Suggest a date when your friend can come and see the furniture

Write at least 150 words. You do NOT need to write any addresses.

Sample Answer:

Dear Janet,

I still remember, we enjoyed the get together at my home on last Christmas Eve. As you know I am moving back to my home town to run my family business. I am vacating the apartment as well selling the furniture. As you told, you would like to buy a dining set. I need to sell my dining set and you may probably buy one. And if, I wonder if you might be interested in suitably matching six chaired dining set.

The table top is made of teak wood and legs are made of rose woods. The blended synthetic cushion chairs are very comfortable as you saw. I wish it would be perfectly matching your living room walls. The grey glassed rectangular central portion with illuminated lighting gives the real feel of having dinner from Hi-Fi restaurant.

I know you've always liked this dinning table, so I could let you have it at a good price. I'd rather sell it to you

than to a stranger! Why don't you come around and take another look at it on Sunday evening? We'll be here after 4 pm, so maybe we could have dinner together?

Give me a ring and let me know,

With Love,

Lora.

Writing Task 2
(Academic/General Training)

1. The world has seen an increase in flights for leisure, business and commercial purposes around the world over recent years.

    ✓ What do you think the major advantages/disadvantages of such flights?
    ✓ Do you think flights should be taxed more?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. You should write at least 250 words.

The harmony between Concord (reach before you leave) and flying machine by Wright brothers are still unquestionable. The jet fuels are now cheaper than automobile premium fuels. There are many more benefits than drawbacks in flights' travel and business with commercial and business purposes all around the globe with an aspect of time as life.

Modern saying, "Save time save life" is the prime con-

cept of flight travel, reach earlier than other modes of transportation. Businessmen got limited time to find pleasure, to enjoy, for doing business, to relax, to nap out from workload and crowd. They need fastest mode of transportation for all means of purposes (leisure, business and commercials). People can feel all forms of luxury and safety on air than on land and water. Private charted jets for business class people and commercial jets for common man to enjoy the feel of ambience and services. Jet service business market is also booming with skilled CPL (Commercial Pilot License) & BPL (Business Pilot License) Pilots. In short, flights travel overweighs on time saving, leisure and for business.

On the other side, safety on accidental rate can not be considered negligible; travel on air saves time but can't save more lives. Life is worthier than world's rest. Risk on accidental rate is very much higher than the other modes of travel. Luxury tax, flight landing and parking charge are also higher. By all means, measures of taking safety on accidental factors are countable.

Tax goes to government for the prosperity and development of the country men. Based on the present scenario, one third of the ticket charges go as tax even the flight fuel cost less than normal petrol rates. Landing charges and parking charges on hourly basis are very

high and it cost big to the company than on the air.

To be in nut shell, it is more advantageous to the flight and air fright companies. But the safety measures cannot be ignored. Fly like a bird will feel like a bird and go high up to the sky to a limit to land safe on the land.

2. **Some employers reward members of staff for their exceptional contribution to the company by giving them extra money. This practice can act as an incentive for some but may also have a negative impact on others.**

- ✓ To what extent is this style of management ef fective?
- ✓ Are there better ways of encouraging employees to work hard?

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

Employees are the building blocks of a company. Factors such as good package, incentives, bonus, proper respect for the work, appraisal, and appreciation are very important in corporate level. Interpersonal skills are the basement of building healthy employee- employer relationship. 'Time is life' – Employees are working major part of their life time to accomplish employers' dream. They are also expecting the same sort of courtesy.

Rewarding for their hard work means respecting their dignity. Modern corporate managers are using this key to crack the unease peanuts. As an old saying says "patient expecting milk and doctor prescribed to give milk". It would not be possible to predict the personal requirement of an employee but employer can feed the needs by giving back in monetary benefits to fulfill it. On other hand; service can not be valued or the profit making, dedicated workers cannot be balanced with money. If management does so, it equates money for service.

Encouraging is possible not only in the form of giving money but also giving timely appreciation, appraisal, promotion, medical and health treatment to them and their families, foreign trips. Companies are expecting only profit; a company evaluates an employee based on their profit. Giving incentives are not only the right form of encouragement. Some companies are providing motor vehicles for the best performers to work more for the company; remember there would be conditions apply label. Along with promoting best performers encourage the rest of them to polish their skills and use it in right place for right reason on right time.

Conclusively, companies rewarding hard working employees with extra money would be one thought of encouragement but not a final solution to release mental stress. Every employee should realize the truth 'Companies are using employees' skills and make them work for them for their benefits and profits'. It would be much better to remember a proverb "All glitters are not gold".

3.   Happiness is considered very im portant in life.

- ✓ Why is it difficult to define?
- ✓ What factors are important in achieving happiness?

Happiness is a state of mind. Being happy is being living. There are so many factors which determine happiness in bubbling life of a human being. It would be hard to define happiness but it can be defined based on certain factors. In this curatorial life stages, achieving happiness would be tough but certain factors determine that. In this essay, I narrate about defining happiness and the determining factors to achieve happiness.

It would often be a tough nut to crack and pictures the real definition of happiness. The stages and states of happiness differ from person to person. The key root to this can be measured by the brain cycle. Based on medical science, human brain runs based on three stages (conscious mind, sub conscious mind and unconscious mind) with four cycles (alpha, beta, theta and delta). The unique stages of a person would be happening only at alpha state. By definition happiness would be in alpha state of mind.

Sequently, not one thing but different factors constitute in life time in achieving happiness. Some people relay on; achieving success, accomplishing dream, getting results. Some others put their side on; getting married, settled family, peaceful atmosphere, healthy body and mind. More over getting lot of money, a good job, promotion, incentive, perks, salary hike and much on financial stability.

Subsequent to factors, the people change from time to time based on the time. Being happy and pretend to be happy are the different forms we see altogether. As life is important and valued based on their and others evaluation. Importance of achieving happiness is that much big, to that respective person too. It can't be neglected the state and factors of attaining happiness.

To sum up, defining happiness would be similar to defining the whole universe. As a person is concerned, their life is their own world. It depends on them and varies in factors in determining its achievement. One who is thankful to what is given would be the happiest person in the world.

4. **Some people are concerned that children spend too much time on computers- playing games, chatting and watching videos. But all this time is actually good preparation for children, who will have to spend many hours on computers throughout their education and their working lives**

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

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

Write at least 250 words

The world is online. Most people use computers for business and pleasure. There is a growing concern about the effect on the same on children. They spend many hours on the computer playing games, chatting and watching videos. Valuable childhood hours are spent sitting indoors opposite to a computer screen instead of playing outdoors and running free.

Many people argue that the time that children spend online is actually very good for them. They say that children have to prepare themselves for their higher education and working lives. Therefore, the time they spend is actually helping them to gain the computer skills they need in order to become productive adults.

In my opinion, there are advantages and disadvantages to children spending a lot of time using computers. It is clear that children need computer skills to go further with their education. However, there is a difference between time spent on playing computer games and chatting and the time spent for working on school projects or doing online research. It is important to recognize that the online world is huge and offers limitless opportunities in both useful and harmful ways.

Parents play a very important role in supervising the online activities of their children. It is their job to check the sites they are visiting and the games they are playing. It is also their duty to limit the number of hours that children spend in front of the computer. Parents have to make sure that their children have a variety of interests outside the computer world.

In conclusion, it is clear that today children must be computer literate in order to succeed in life. But we

have to remember that children should also experience many other joys of life that make childhood so special. It's possible to balance this out and make sure that children gain important computer skills and still enjoy the pleasures of childhood.

5. **The percentage of overweight children in western society has increased by almost 20% in the last ten years.**

Discuss **the possible causes and effects** of this disturbing trend and **offer a solution**

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

Obesity is not a disease but it is a channel to major problems. Based on the recent study, conducted by WHO (World Health Organization) overweight in younger generation raised around 20% in last decade particularly in non-oriental societies. The effect of these causes a threat to the healthy world but have solution and remedies.

The major cause of body fattening is because of changing life style and trends. Based on nutrition's prescription, lack of time management in food consumption is a major cause of obesity. Now a days, children much prefer to take food while watching TV, playing video games, while traveling; these activities

are not time saving phenomena but unhealthy excuses. Consuming fatty food is becoming a trend; pizzas, burgers, canned and preserved foods can't avoid from junk food category. Lack of exercise, results improper weight gaining. Genetically, obesity arises due to chubby parents. Each cause has its effect but none of them are unsolvable.

The adverse effects due to obesity extent the limit of reports and data charts. It creates high BP, heart attack due to cholesterol deposition on main blood carriers, increase in blood glucose level, it affects mental stability. Possibilities of diabetes and arthritis cannot be neglected in their adult stage. Moreover, it obsessively affects the daily routine, memory level, performance and results. Individuals are suffering diversely which affect the overall nature of a society.

As a proverb says, *"Prevention is better than cure"*. It is easy to eradicate a problem if we try in its initial stage; remedies are there even in vulgar stage too. Prepare the mind is the initial and take pioneer steps to solve the problem. Schools, Colleges should promote aerobic exercise, physical workouts, yoga, meditations excreta. Parents should keep an eye on their children's diet too to keep them healthy. Depromote in-taking fast foods, energy drinks and latest trends on habitual pizza

corners visiting. Promote them taking fresh fruits and vegetables instead of un-balanced dietary.

Conclusively, poor eating habits adversely affect the life style if it's not tamed on childhood days onwards. Children are the future of a nation; *"health is wealth"* if the health of younger generation is not in good condition it disintegrate the wealth of the respective society.

6. **Recent research has shown that media like the Internet and TV have a greater influence over people's lives than politicians.**

Which do you consider to be **the greater influence?**

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

Write at least 250 words

Based on the current survey, Mass media like Internet and Television become inevitable in collecting information and gaining knowledge about the society. Rather than; politicians' speech, party programs, contributions, commitments, promises; media like World Wide Web and channels influences people much more. I put my side towards mass media rather than politicians rigor to influence people with facts and figures.

Booming television channels filled with reality shows, events, facts, live programs and instant access to round around the corner through internet everything is accessible to people through their finger tips. Media convinces people, says truth, shocking news, hidden

lies to their eyes and ears with in no time. Repeatedly, programming events holding bits and pieces of recovered treasures influence common man. Cases such as job scam, rapes, torture provoke people because of making them suffer. TV advertisements, e-mails with specific features influence the mob much. Accessibly, most prefer Internet and TV, and get convinced rather than politicians' activities.

The accomplishment of commitments, active campaign, progressive activities influence the common man. The being Chief minister of Kerala, with a probe *"Move fast reach further"* influence people with certain programs such as hundred days workshop in all segments. Rahul Gandhi *"AICC secretary"* of Indian politics used to visit farmers and stay with them. This would be noticed by all sectors and get their mind moved. Anna Hazare a social worker contributes a village into town using his idea and non profitable work and he is named as un-named politician. Here after, it would be claimed that it cannot neglect the politicians influence to the mob would also be crucial.

To be in nut shell, media such as Internet and TV capture the mind of people. Where else, constant visit and campaign conducted by politicians could be also influential. It all determines the location, attitude of

the people and the facilities available to them. More frequent exposure would be exceeding more (media or politicians).

7.   Universities should accept equal numbers of male and female students in every subject.

To what extent do you **agree or disagree?**

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

Write at least 250 words.

Universities are the knowledge hub of a society. Crafting future engineers, scientists, professors, trainers, specialists, doctors, nurses excreta are their prime objectives. They develop the future of a country and confront its stability. Giving equal importance to both genders are good but it is not fare on every subject. It would be an arguable topic on keeping equilibrium on both male and female on each and every course.

Primarily, the passion and mentality to take a subject is the most important factor. Universities should not impose interested candidates to take unenthusiastic

and non curios topics as their main stream. For example, in engineering and technology; male students are very active and calibrated for the specializations like mechanical and civil. Female switch their options on caring and more on hospitality streams such as air hostess and nursing services. Is it a good idea to give toys to male candidates if they prefer axe, knife and compass? Where else it decays the performance of female aspirants to serve on defensive division and non caring subjects.

Secondary, Compelling candidates to take some subjects will not make them to reach up to the expectation. It is not easy to fill the seats in 50: 50 ratios on gender scale. Securing some slots for female candidates on all streams would be much better. By applying this phenomenon; Universities can give way to the passionate ones to accomplish their dreams. Individual interest should be treated and or else give next favorable choices.

Tertiary, giving much importance on one specific stream or other would cause much trouble to pupils and society. The main responsibilities are to give what our society need. If a society need agricultural officers and giving aeronautical specialists doesn't makes sense. Because of this reason, students are forced to pick any stream to attain a job or for living.

In Conclusion, based on the above examples and evidences, it would be a wrong idea to allot equal number of seats for male and female students on every subject. Universities are the route map of a society. The growth of an industry or a firm or farm depends on the people who work on it. It all lies on the shoulder of the creator/developer. Universities are like pottery, who determines the shape and size and strength of a pot in molding human mind. Human mind can adapt to any circumstance but they determine how and where based on present circumstances.

8.   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?

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

Write at least 250 words.

A new born child gets the appearance and quality of its parents. Attitude, character (collection of habits) and behavior constitute personality. As per the research, it would be true on the mental development and personality of a person much influenced by family and society but can't neglect the influence from experiences.

Certainly, what we sow so shall we reap. An old saying says, "If we sow seeds on rocks it will burn out of heat, if we sow it on good field it will reap better outcome". Human mind is a highly sensitive and cultivatable land of character. What we give would be given? Parents are the first teachers. Based on science, first three

years of a child's brain map more than the rest of the life on attitude development. Attitude constitutes 90% of personality. Born with or new born are like the basement ready for next top up on a construction. The strength of a tree depends on its' root like wise born with certain characteristics help them stand straight.

In constitute with, the nature of inborn; the environment, experience, exposure also influence the human behavior to an extent. A proverb says "Born with nothing, do something; that makes you everything". Experience on worksite, exposure on various circumstances compel with situation like survival for existence. For examples, royal family members are bold and brave enough to show the characteristics of their family status. Trained soldiers, weapon masters, skilled arches gained invincible character and revealing personality through experience and practice.

To conclude, life is a combination of body, mind and soul and its activities. Meaning of life depends on releasing art of personality. It does talk both the characteristics of inborn nature and mastering skill sets influences. In one word it can't define the connection between life and personality. But it can be put under interrogation about the strength of inborn and experience sliding on sketching personality.

9.   **"Prevention is better than cure".**

Out of a country's health budget, a large proportion should be diverted from treatment to spend on health education and preventative measures.

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

You should use you own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Health is Wealth in all aspect of life. Life is a combination of different components. It is necessary to take care of one's healthy life style mean while their being atmosphere. We are responsible for all the catastrophe and disaster happen in this globe. It all adversely affects our healthy life. I totally agree with the suggestion of spending more health budget for health education and its preventive measures rather than working hard to cure which cannot be cured.

The main causes of illness in major cities are lack of cleanliness and unbalanced diet. The disease such as cardiac problems, overweight, gastric problems, liver cancer, blood sugar level variations are happening

mainly due to unsaturated food and tined food products. Hurry burry life style and lack of exercise make them rest on bed with sick. Keep the city clean doesn't meant for the corporation staff members or the residents only but also to all the people pass through. Not to drop waste food, throwing plastic bottles, spitting on the road, careless droppings excreta are should be maintained and controlled.

Government should give them proper education about the health caution matters and preventive measures to avoid these diseases to an extent. An educated person (know basic anatomy) can help a patient in preliminary stage and can save the patient from life to death struggle. There are specialists in all streams but regarding health matters everyone should know the basic and precautions to save a person from snake bite, heart attack, severe blood flow, vomiting, fire burn, flu and so on. Promote people to help each other in emergency situations.

Better attitude to take the responsibly and dedication to take care of the needy one should not be ignored. Discouraging a person who takes initiative to take the victim to the hospital from an accident site would be a real shame and scale back people to come forward in adverse situations. Giving rewards and appreciation

to the people doing good things and make them as a model promote others to take initiative.

In Short, it would be easy to say a person is sick and giving treatment to them. But get ride of problems and from unhealthy situations would be far tough to keep up. So government should spend much more money for preventive measures and health education than take care of diseased people. People would be ready to act only based on their government's initiative.

10. **Some people think that universities should provide graduates with the knowledge and skills needed in the workplace.**

Others think that the true function of a university should be to give access to knowledge for its own sake, regardless of whether the course is useful to an employer.

What, in **your opinion,** should be the main function of a university?

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

Write at least 250 words.

Universities are the workshops to mold the right tool (human mind) for the society with right proportion. Graduates are pupils with knowledge and talents but not with enough skills. Skill sets are trained by companies over the basement gained from the universities. The purpose of education is to live, to work and to earn. The main responsibly of universities should be helping them to attain the same. Nevertheless education would be in wane if accessing knowledge for sake.

Practically, gaining knowledge is to survive with ecstasy. M.K Gandhi - Father of our nation said "To learn is to earn and to live". Live and let live is the prime motto of getting education. Purposely, universities should train with applicability rather than giving theories for the sake. Theories are the blue print of practical or action. If an engineering student study machine drawing without the knowledge of its respective application and purpose then that education would be in vain and institutions are giving that type of education for their sake. If most graduated engineers are working in different fields such as (English teaching, technicians, sales executives) then who would be responsible; university or individual.

Competitive world are looking only smart guys with practical and creative concepts. Executives work hard for survival for fitness. It is not possible to attain experience and training from the respective companies. It should be gained from the campus itself. At least they should be prepared for the future career.

Controversy, trade training in respective to the needs of all employers are not possible in universities. Universities give the route map to grow and to move further. It should be the responsibility of each and every one to find their future. Universities can mold the pupils to think professional and act professionally. The

rest relay on individuals how to think and what to think or dare to think.

To recapitulate the contest, Universities are the right place to bring the professional offspring. The interest and career choosing in work environment should be individuals' preference. However, so many factors give definition to life; not only learning, but also earning moreover striving hard for existence.

11. **We have been living in the nuclear age now for over half a century. Since the first atomic bombs were developed, nuclear technology has provided governments with the ability to totally destroy the planet. Yet the technology has been put to positive use as an energy source and in certain areas of medicine.**

To what extent, is nuclear technology a danger to life on Earth? What are the benefits and risks associated with its use?

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

Write at least 250 words.

Along with the booming technology the research on the bombs are changing from atomic to nuclear in the last golden jubilant years. Empowering and emerging nations declaring new orders for global disaster rather than protecting people, wealth and health. The results outreach Armageddon. The ages proved the tendency of people to destroy rather than its vital usage. The nuclear technology usage is bringing benefits would be

far primitive rather than being a catastrophe.

Nuclear powers are the highly beneficial power source. The normal way of extracting electricity from water, wind and sunlight has certain limitation based on natural phenomenon. Nuclear energy can also be used for treating cancer diseases and for developing medicines for very dangerous and contagious cases of treatments. Machine power got delaying in construction field. Laser beams can be replaced by treated nuclear beams for hard surface penetration and sending beams in long range especially outer space. Benefits would be uncountable if all developers are positive minded.

All negative effects of the nuclear power cannot be predicted. Almost all developed and developing nations are testing nuclear power in a minority level. The results would be far powerful than the theory and calculations. For examples, a village in Russia (affected by nuclear explosion) still remains unopened and soil not suitable for any purpose since 1950s. The reason for explosion is a minor leakage. The affected areas would be put under restricted or even become desert and useful for nothing. The nuclear reactions in the body would be unpredictable if it were put in use for treatment cases.

The energy source from nuclear technology would be far better than other means of electricity but the source would be uncontrollable even a minor mistake happens.

The technology emerges nations, nations brings new brains to develop further more technologies. The result would be enormous but ends with some question to next generation. A single major nuclear blast can totally collapse the globe for more than a million years then what is the meaning of treaty and organizations.

12.   **Studying the English language in English- speaking country is the best but not the only way to learn the language.**

Do you **agree or disagree** with this statement?

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

Write at least 250 words.

English is an international language with more than 3 billion speakers all over the world. For studying English it is not necessary to go to United States of America, UK, Canada, Ireland, New Zealand, South Africa or Australia. It would be an arguable point about studying English in English speaking countries or study using other modes.

Modes of education like direct education (assigned teacher) and indirect education (internet, TV, newspaper, magazine, course books) are available in each and every land to study English. E-books can teach the scripts of English. Mean while internet can provide all the required resources to study English. Olden method of study "study from the direct teacher"

is also available in non English speaking countries too. Digital Library, E-platforms, Course books, Tutors can furnish the need of candidates.

Japanese are speaking English, Chinese are good at English communication and Indians are migrating to English speaking countries. They are not much fussy with the language barriers. Learning platforms gives them the basics and when they are going to the land of native English speakers only hesitation happens on the assent. To study English, flying to America or England would be too costly and it would be helpful if they take higher study program or business and study along with their other interests. Taking basic courses would be fare enough for the university students before starting the regular programs, abroad.

The real exercise on pronunciation, fluency, sentence structure and excellent tense forming should be necessary. It would be a great idea to go to the right place with the right support to attain greater excellence. The course fee, flying charge and stay would be the major barriers for those enthusiasts; if that is not a problem for them then it would be the right choice to fly abroad for language development.

To be in nut shell, to improve communication and attain language proficiency it is not necessary to go to English speaking countries, there are different modes available in their home land itself by creating a suitable atmosphere to acquire a foreign language. People decide the way of their study and mode of study based on the available resources to them.

13. **Many people are using credit cards or loans to run up huge personal debts that they may be unable to repay. It should therefore be made more difficult for individuals to borrow large amounts of money.**

What are **your opinions** on this?

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

You should write at least 250 words.

Need of money is a crucial factor in the present lifestyle. The different forms of money transfer and transaction influences human kind. Debit cards, credit cards, food cards, petro-cards are some of the online money

transaction modes with attractive schemes. People are falling into that track of card system by shrinking their assets into a micro chip. Demands are booming up and options are lining by provoking costumers with choices. The system of credit cards and collateral loan system are a life term deadlock for every customer, like playing fire balls with their kids. I put my majority side with not to surrender themselves to this whitened money transfer system.

Gruelingly, credit cards and personal loans are issued in minutes to the people on the basis of high income and big salary. It would be a provocation to do this and that for their gross benefits. Banks offer home loan, personal loan with big interest or against collaterals. Buying luxury and entertaining are the different source of imitating gold that last for few days or a month. The hidden agenda is the compound interest and hidden charges. In normal case, banks collect the interest of the lent in the preliminary stage and they postpone the regular collection in the final stages of the premium. Most people feel disgraceful and complicated about the system and extra charges would be added for non-paying customers and delaying ones. It can be named after, the other form of cutting own throat by modern money transferring modes.

Statutory, it can be considered as a way of transferring money from one form to another, when individuals are keeping safe play and taking pre-caution using these systems. The late payment adds big interest. Avoid unnecessarily taking personal loans. Mutual benefits from the business and the loan for the business should be measured first and know the return from the same. Those who play safe with these systems can avoid risks and collateral damage.

Conclusively, in this world of online banking and card system with micro chips, it is a blessing when the respondents are carefully managing the same like using sharp knife safely. Nevertheless; interest in debit leads to credit then to debt. Loans may swallow all assets and sometimes become a hell.

14.   **Popular hobbies and interests changes over time and are more a reflections of trends and fashions than an indication of what individuals really want to do in their spare time.**

Do you **agree or disagree?** Give reasons for your answer and include any relevant example from your experience.

Write at least 250 words.

Modernization is a social concept but individual varies in their personal perception. Hobbies are leisure time activities and interests are always personalized to individuals. Trends and fashions are the sub title of this modern world. Only less leisure time is available for these fast moving people. I put my argument by favoring the given point of influence of trends and fashions in hobbies and interests.

Scarcity of time is the main reason for the change in hobbies and interest compared with the past. In olden days; majority of the people choose stamp collection, gardening as their hobbies and reading books (comics, novels, magazines, stories, self-help) as their interests. Now along with the trends and fashion, people are moving with the computer age. Children are font of

chatting, sms transmission, tele-communication and so on. Proverb favors the same *"time and tide waits for no man"*. Time is a big factor for the change.

Cultural transfusion and globalization comes next on the row. Reading religions books and cleanliness on every activity are the traditional culture. Age of emperors prefer painting, drawing, archery, arts are now changes to technology embedded customs on hobbies. Globalization comes next to transfusion on these reflections. Most Indians like western culture and their habits and try to imitate in their life style. It costs the traditional hobbies and our own interest from the land of heaven.

Changing attitude changes the behavior. The prime factor determining the personality of a person is his/her attitude which is hidden in their mind. Attitude towards modern trends and fashion automatically influence their hobbies and interests. Spare time may be considered as the time spending for chatting, cooking, evening gathering, shopping and all such activities.

To be in nut shell, the influences of modern trends affect and conquer the olden style and popularity of hobbies and interests. New age lies on new style and its dilemma. Young children are searching encyclopedia or Wikipedia for getting the meaning and examples of hobbies and interest.

15.   'Failure is proof that the desire wasn't strong enough'

To what extent do you agree with this statement?

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

Write at least 250 words.

Success and Failure are considered as two sides of a same coin. Burning desire compels weakness. Weakness is a state of mind that delivers failure. Get ride off from the clutches of failure is same as a fallen mouse in a bucket of cream. Its desire destines; to crawl out either by striving hard to change the bucket of cream into butter or drown. I put my side to favor this point of view *'burning desire compels failure'*.

History reveals the truth of success and failure. Kingdom and victory are the evidences of their ruling facts. The proof of this fact may be success or failure. Emperor Alexander determined to rule the world; his desire accomplished his dream and named him undefeated. The name and fame of Rome was not built in a day. It was the consecutive efforts of unbounded desire of ruining rulers. The name history says hissing

story *"past is past"*. Past built present, present creates future. What create today would be the records of tomorrow.

Sample bits and pieces from the life of hero anchors say the nuts. For example, philosopher Tolstoy was disturbed by a young boy to know the connection between failure and desire. One day Tolstoy took the boy to the bank of river Tigress to show the relationship between the two. They went into the water till their neck and suddenly he putdown the boy's head with much power and kept down for some time. The boy turned into pale blue, he tried his final effort to get-ride-off from the big man. At last he won based on his desire for air. Thus he proved the relationship with a life-death situation.

Achieving success is the outcome of determination, dedication, hard work and burning desire to attain the same. Play to win and play not to loose be different perspectives of same situation. Failure may be the stepping stone to success only for those believe in their skills and spirit to achieve. Most people fail because of lack of realization. Success is a path not a destination who considers their life got some meaning. Failure is a failure for those who regret to get up from the failure. Their spirit and enthusiasm deters all these matters.

In contrast, all wish to accomplish victory and achieve success but not realizing the path between; and covering the road would be the real failure. The burning desire would not relay on obstacles because they see only the starting and ending points. As epics says *"path is not important where else destination determines destiny"*.

16. **The position of women in society has changed markedly in the last twenty years. Many of the problems young people now experience, such as juvenile delinquency, arise from the fact that many married women now work and are not at home to care for their children.**

To what extent do you agree or disagree with this opinion?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. You should write not below 250 words.

Modern society is changing with trends and fashions along with the perception of equality for men and women too. The rapid change in positioning women

happened in last couple of decades reversely affecting the younger generation and promoting them to commit crimes. The adverse effect is, some children are ought to send to juvenile homes for taming their mind. I support this point of happening in our society due to the lack of care for their children.

Women are the synonyms of love and affection. Children need the presence of their mother and the training of the first teacher to realize what to do and what not to do. Lack of realization and less caring are the prime factors provoking them to do bad habits resulted crimes and doing meaningless things. The natural gifts and prime responsibilities should not be ignored. Giving birth to children and bring them up are their fundamental responsibilities. Attain basic education from their first teacher is the fundamental right of a kid. A woman can not be a man and a man can not be a woman. Moving far afar by forgetting the basic heavenly rules are like keeping the door open to the kids into the world of crimes.

The high price rise for consumable goods and other appliances compel women to go outside and work to take care of their family. The ability to work outside and find dignity in their job makes them more feasible to different positions and attaining crown in different

fields. It doesn't mean women can ignore their kids but should be possible to manage and maintain the family circumstances and situations to keep the kids to reach out from bad things.

Position in the society may not mean good at the family. Family is the basic molding component of a society. It is the responsibilities of married women to give more priority to their children to grow in good and feasible environment. Many wrong doings of the kids can be found out and give proper instructions and simple punishments will save their kids from trouble.

Conclusively, giving responsibilities and attaining higher positions for married women in different levels are good but should not ignore the prime heritage and caring needs to their children too. In this modern world it is not at all easy to change and tame the mind of kids because changing technology changes their nature and culture.

17. **Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after their citizens themselves?**

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

Religious scripts and relics say *"share dishes from your spendthrift to poor then your happiness doubles; give education to needy, which is divine"*. Man is a social being; give enough for the needy if you have much, is a social character. It would not be an interrogative idea to share food and education from high to low but always a responsibility of respective government to take care of their country men.

Government determines boundaries and lines of each nation, the needs of their citizens are bounded within the boundary. A citizen is the structural and functional unit of a country. Food and education are the primary necessaries required for a citizen. Giving good food and proper education facilities are initial deed. The rich and poor are not the nature of a country but the state of

the states. Decisions and determination of government develops scarcity and plenteousness. Developing (India, China) and developed (Britain, France, Germany, United States) countries are classified by government perception. The patriotism, devotion, dedication of a person varies from tradition, culture then to ruining government and their commitment to them.

Animals fight each other for survival and existence but nation war with nations because of greed. It would be a great motion if wealthy nations provide food education to the poor for their existence. Organizations like WHO, UNESCO, UNICEF, UN support the basic perception by providing the same. Major portion of developed countries emerge from present poor nation's natural resources. Most African countries are enriched with natural resources but the being people are washout and their treasures are exploited. Nevertheless, it would be heavenly; if wealthy nations provide some support (food & education) to the needy.

Conclusively, Governments are bound to their citizens and provide their necessity and to cater their need. Wealthy nations can also open minded to supply the possible. It is possible to get-ride of natural disaster but unable to survive from exploitation and scavenging.

18. Music is played in every society and culture in the world today.

Some people think that music brings only benefits to individuals and societies. Others, however, think that music can have a negative influence on both.

Discuss both these views and give your own opinion

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

You should write not below 250 words.

Language is to communicate and Music for gods, music strands are from the nature and its soundings replica. Music reveals the nature of the society and revives the cultural habituate. The monetary and statutory benefits come to individuals and their belonging society on one side and the same would be the opposite on the other hand constitutes a discussive point.

Benefits, fame, respect and value come to the society and the singer or player can not be separable. A south Indian singer, K.J Jesudas got the naming as Divine singer and gifted personality for his inborn talent. His family got out from the shame of below poverty line and

CRACK THE IELTS' MYTH

fume of starving because of his skills. World famous, Beethoven - the great music composer was deaf but his contributions are best in the world, his society has the privilege still now. It is quite unquestionable if it is related to music then it brings benefits to the person and the society.

The divine nature of music comes down to human, negative effects of that respective person also affect the music world and themselves. Certain traditional music such as Poorappattu, Baranypattu is indigestible lyrics that affect the singer and the community reversely. Instead of benefits, it brings only shame and form disgusting. Rap songs also have some negative effect. Consolably, rather than benefits the above facts and evidence prove the negative gesture.

To sum up, it is a good idea that music brings luck and favor to its beloved ones vise versa some music has also contradictory effects on players and the society. It all belongs to circumstances, chance and roles that they are playing up.

19. Discuss the advantages and disadvantages of living and working in a foreign country

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

Write at least 250 words.

In India, about twenty percent average people have an innate desire to migrate to financially sound and ethically free nations. Developed nations bring wealth and healthy ambience to live on for her accommodates. To an extent, living and working in foreign countries brings prosperity and monetary benefits on other side it has some drawbacks too.

The main advantages of living in abroad brings financial enrichment, higher education, better job opportunities, and free education to children till secondary, hand reach out facilities. Companies in developed countries pay better salary than developing one. Best B-School, Top Universities and Premier Colleges for higher education are other pros. Full time jobs, Part time jobs in various departments are easy to get based on the skills and qualification are other benefits. In USA, Britain governments are providing free education to

the children up to higher secondary for the inmates of the country. High-tech facilities such 4G and 5G technologies, super specialty hospitals, malls are nearby to the well wishers. Collectively, it would be a good idea to migrate for working and living in developed nations.

Controversially, there are some negative sides too; traditions, culture, TAX cut, hostility, tie the person while accomplish their dreams. Every new born baby adapt with the tradition of the land. The culture molds the character of the kid and develops attitude in respective to the location. The diversity in culture spoils the inherited nature of the person. Uncontrollable emotions, very high divorce rate, mixing work and pleasure are some of the examples. Big percent of tax are deducting from the people for the country benefits and their prosperity. Employers' hostile the immigrating people to accomplishing missions by giving chain of work projects. Thereby, gain more than they burn for them. Collectively, it is much better to think the cons before leap.

Conclusively, Gaining international experience from foreign countries is a privilege to that people but should not loose their homeland culture while they are mingling with mixed correspondence. Accomplishing dreams are the meaning of a life time, achieve success without lacking credibility.

20. Most countries offer two education systems from which parents can select the form of schooling which most suits their own child.

Compare and contrast state-run and privately-owned schools in your country or in a foreign country.

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

Write at least 250 words.

"Knowledge is Power" -Primary Education is the fundamental right for every born child. Parents are the center of the life circumference of a child. Giving proper education is the inbound responsibility and invaluable treasure by their guardians. Taming and training mind and soul rather than molding body is the prime motto of schooling. Most nations offer two modes of education to nurture the future. The decision lies on their own parents to select which type of system they choose – state run or privately owned schooling.

In India, most parents prefer to choose privately-owned schools with International brand value for their children. Parents are ready to spend anything to attain

better education for their kids – their future. Bridging high profile parents' union, create western credibility, most modern technology and eye catching ambience are the main features that private organizations provides and that is what most parents want. Higher end private schools provide training with healthy competition to generate enthusiasm and generate practical mentality to survive in the competitive world.

In-spite India, in foreign countries state-run schools provide proper education and better facilities rather than privately-owned. Developing countries like India provides free education, is their fundamental right and striving hard to hit the target. Educate the street children are the prime devote of government schools. Moderate parents got little bit hesitation to educate their kids with below average children. Average and below average parents think in reverse manner.

To sum up, Parents strive hard to educate their children by selecting any one of these choices. Money does talk in private school mean while parent's responsibility and government rights reign in state-run school. By all mean –for education, it depends on the state of mind of parents and government to tame the mind of future generation.

21. **The inequality between rich and poor nations is now wider than it has ever been before. What do you think are the main causes of this difference and what do you think can be done to reduce the gap?**

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

Write at least 250 words.

"There is no change for one thing that is change", the world is changing with new faces of changing nations. Some are rich because their dads' are rich some are poor because they are born in poverty. It is the attitude of people that differ from each other and cause inequality. The essay covers the main reasons for the difference and the remedies to reduce the gap between them.

The prime reasons are competitive spirit between the nations, exploitation, lack of education and scavenging primary facilities. Africa is a land of gold and diamonds. It is been exploited by diamond seekers from the same government mines. The competitive spirit to become number one and being super power generates ego to destroy and squandering the resources of a growing

country by developed ones. Animals adapt with the situation, man create surroundings for living using his weapon-able to think. Giving education and basic facilities are the prime responsibilities of a government. But they are not aware or not letting them aware. Men are being slaves from poor nations to rich nations, only reason that they are poor. These reasons cuts the root of ordinary people named free but not yet free.

Finding remedies would become an impossible task but even the word impossible means I am possible. World organizations such as UN, WHO, UNICEF, UNESCO should take more initiative to unify the nations by providing needy resources by collecting from wealthy to growing. Each and every developed country should take savoir action against the people who exploit wealth from other countries. Give proper education to younger generation about the mode of respect of hosting and treating guest rather than being ghost.

In conclusion, authorities are creating trouble; injecting poisonous information to young ones reaps bitter effect. There is nothing in this world without remedy, treat people with respect as we respect ourselves. It all determine based on the mode of thinking and way of acting.

22. Directors of large companies often receive much bigger salary increases than ordinary workers. Employers' organizations say that in a global market this is necessary to attract the best management talent.

What are your views?

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

Write at least 250 words.

Director Board determines the route map of the sail over the employees. The clutches of the director make workout the performance and output of a product or project with their team. The management pays handsome remuneration based on the productivity in the business world in-respect with much management skills of the qualified personnel embalmed with experience. The increases in salary revise would be varies due to designation and position and the nature of the work can be discussed in various views.

Directors plan and design mission to accomplish the vision of the owner of the company, the future

developers should be treated with respect in all modes especially salary and hike. Well trained, educated, highly experienced managers with superb skills and indefinite talents should be treated with respect and honor with best pay in the global market. For example, Reliance, TATA, Pepsi, Coca Cola are hireling topnotch business enthusiast with a perception that what cannot be done. Bonus, Incentives, Awards, Rewards all boost-up their motivation. Indeed, it would be unquestionable about the package hike to the directors are incomparable with other low pay workers.

Workers are the backbone of a company; they decay themselves for the structural and functional development of the industry. It cannot be ignored that the salary increase would be reasonable as that with higher end managers. Normal workers take risk with out in care of themselves. They are devoted to complete the work with perfection on time. Mental, physical degradation may happen due to over work and heavy duty. The maximum number of ordinary workers determines the strength of the firm. Special package such as bonus, gratuity, pension, incentive should not be ignored, it is their right. In contrast, it cannot be avoid the desire of getting maximum percent salary increase to the blue collars.

To Windup, most powerful weapon of human being is the power of imagination, creativity and thinking; it divides on management skills and business performance so do the salary increase too. The physical works are inevitable in all stream of business in terms of construction, marketing, sales and maintenance. Perhaps, one hand cannot make sound but two hands clashes together to make sound of clap.

23. Modern societies need specialist in certain fields, but not in others.

Some people therefore think that governments should pay university fees for students who study subjects that are needed by society. Those who choose to study less relevant subject should not receive government funding.

Would the advantages of such an educational policy outweigh the disadvantages?
Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

In the age of artificial intelligence and world governments, all are looking for specialist and generalist. Universities relay on creating new era on education system with the support of the government. Money is a crucial factor for all development, research and studies. Each nation has its own specializes nature based on geography and natural resources. The advantage and disadvantage varies on government funding for students to specialize in subjects based on the relevance of the society.

The main advantages of government supporting

candidates on mastering relevant subjects are economic growth, unique feature, status and credibility. Heaven blessed each land with specific features are good for its own unique purposes. With out oil resource; building oil refinery would be in vane. Dubai is famous for industrial area especially IT hub, Tourist zone and skyscrapers because the land is suitable for the same. Most gulf countries are blessed with oil resources – it the unique feature of the land itself. In Persian countries, the government support students by funding their interest and passion on doing the most relevant and required program for the development of economic status, the lands own peculiarity and the credential feature of the society.

The major disadvantages are autonomous in specific features not independent in all necessaries, probability of disappearing rare course from universities. The most necessary courses such as agricultural, traditional art forms are becoming less wanted and it may lead to disappear from universities or less number of students undertakes the program. The basic requirement is food and food products. The lack of development and application of new technology in agriculture affect the future generation and leads to food scarcity.

In short, giving importance and government funding students for most relevant programs and rapid economy generating courses to the society are a good idea. But the basic requirement development and art skill polishing courses should not be ignored. The relevant and primary required resource generating programs are fixed by the ruling government, the change in government also affect the future and career of students mean while future of societies.

24.   The only way to reduce the amount of traffic in cities today is by reducing the need for people to travel from home for work, education or shopping.

To what extend do you agree or disagree?

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

Write at least 250 words.

Cities are the crown of a territory. It is the major place of conjugation of different resources to get united for a unique purpose. At present, not only the soaring population but also the desire to accomplish their needs of the city dwellers creates more traffic

congestion to travel from one end to the other. Travel for work, education and shopping/business are the primary needs not wants. It would be much better to think about other remedies rather than reduction in basic needs' travel.

Introductorily, Work nature of a person defines the personality of that person and classifies the living style. People of all categories, define life status with all segment of works (business, employer, employee). Not every type of work can be done from home. As a form of remedy to reduce traffic, it would be much better to travel by company buses rather and own vehicles to reach at the office. A bus with good ambience and conditioned systems promotes the employees to travel in the same and it would promote them climb on it.

Secondary, Education is the most important career that develops their career. Online education cannot be possible and not that much effective as practical oriented and face to face classes. Schools and Colleges should promote their students to travel by bus along with staff members too.

Tertiary, Shopping is the fashionable tradition of cities. It can not be ignored but can be reduced to an extent if each and every city dwellers wish to do so. Especially on

weekends; it would be much better to family members using one car for their shopping needs by making a schedule rather than taking all vehicles one by one.

Conclusively, it cannot avoid travel for work, education and shopping. Where else; could be possible to reduce by planning their travel properly.

25. As most people spend a major part of their adult life at work. Job satisfaction is an important element of individual well-being

✓ What factors contribute to job satisfaction?
✓ How realistic is the expectation of job satisfaction for all workers?

Major part of an adult life time spends on work for make a living. Satisfaction is the most important factor that all being are looking for at their work. For getting pleasant and calm atmosphere at work station, it contributes some factors. It would be a discussive theme to talk about fulfillment of dreams on realizing satisfactory opportunities for all employees.

The prime factors reveal job satisfactions are enough payment, job security, peace at work, congenial colleagues, job based on education and experience, motivation and inspiration from superiors, appreciation, job hike, incentives, bonus and perks, salary increment. All are working with an objective of earning money. In corporate life, it is impossible to find peace, calm and composure but each and every one is expecting it. The big ego develops on the secondary factor; deserved job based on education and experience. Good atmosphere such as no mental harassment, rapport and healthy work nature. Collage idea conveying boss. Better incentives, bonus, additional perks would be also some factors. Not only some physical factors but also mental factors too determine satisfactory work environment.

Job satisfaction for all workers to come true is something to make an industry to an ideal company. Mutual respect and courtesy define the structure of a firm. Using appropriative treatment with people in respect to the situation would talk more. Assuring safety measures, proper equipments, machineries, sufficient remuneration, balanced shares and other additional hand notes cannot be neglected to create job satisfaction. It would be clear the culture and nature

convey the message to its workers and to outsiders. It is important to make realize the prime concept to be clear before moving to higher level for applying job satisfaction for all employees.

To be in nutshell, there are so many factors determine the job satisfaction and making it true in a work environment also take more effort. Moreover the growth, the stability of the company lies on the workers. It cannot ignore the satisfactory environment of its workers. Action can be done, when there is some motion happen in the management level about the concern of its employees.

**26.   Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught
to cooperate rather than compete become more useful adults.**

Discuss both these views and give your own opinion

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

Write at least 250 words.

Nations compete with each other to become super power. New generations are bring-up by observing this global perceptive. Individuals can train their children along with the flowing chase or change the case with co-operation. These are discussive points compete or cooperate.

The spark of competitive spirit ignites the young mind to grow-up or to burn down. Generations are changing with the perception not in aptitude but in attitude. Fight to reach first is the changing attitude glowing every where. Healthy competition is good to mold the finest among the fine and find the right person suits for the position. Healthy competition is the only tool to sharpen the skills and bring out talents of children. Competitive events on arts, science, technology, lingua develops the spirits of doing something in their young mind. Modern technology growing everyday by beating records with booming speed on every second. Competitive spirit mold children to move like jets not like trams.

On the other hand, schools and colleges should train children to live and let live rather than compete and to beat. Former President of India, Dr. A.P.J Abdul Kalam used to say institutions should train students to co-operate each other than compete. Competitive

mentality develops IQ (Intelligent Quotient) but co-operative spirit generates EQ (Emotional Quotient). Brilliance is not reaching first by individual but working with team. Most MNCs (Multi National Companies) are looking for candidates with co-operative mentality, work with team, generosity and with broad attitude than aptitude.

Encapsulate, healthy competitive spirit create real gentle men. Mean while, developing co-operative mind binds together human kind with productive environment. The growth of human mind depends on what they fed in childhood.

27.   Young people in the modern world seem to have more power and influence than any previous young generation.

- ✓   Why is this case?
- ✓   What impact does this have on the relationship between old and young people?

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

Write at least 250 words.

The most powerful state of a life time as well the most powerful nation relay on numerous generous youngsters. The life span of a life time is being reduced on each consecutive decade. Now almost all sources of power and influence are ruining by the young people and they attain enough maturity to handle the situation. There are so many factors determining the same as well its impact on relationship too.

The factors behind the power and influence on young generation are enough maturity, energetic, enthusiastic, prominent, lasting spirit, attains success, use of science and technology, proper management skills, education and experience, courage to do before retreat. Along with the growing science and technology young generation are gaining more and more knowledge and learn from others' experience and from their own. The audacious mentality and spirit to achieve the goal is the other prominent factor. The most energetic and enthusiastic time is at the young stage. This would be another reason for the same. The power and influence not only lies on money and position but also based on proper management skills and interpersonal skills. Keen observation is fair enough to get what they need to achieve.

Old is gold in all times. For example; old ornaments

and traditional treasures found in a temple in south Kerala, enhanced the power of olden age ruling and their dedication. Most modern technology and science are the contribution of old theories. The old people are the connection between the two ages. To an extend ego roles up high in this stage but can be eradicated with passion, affection and love. Most old people stick on their strike but new are ready to change abruptly, this may be another trouble. The power and major influence to young age may cause some ignorance to old people and their politics.

In nut shell, power and influence attained by the young people are gregarious and suites to the profile. The impact in the relationship between the old and young are much more pathetic. The change in attitude can not regain while it slices on respective personnel when they get power and prestige.

28. **People who travel to another country to live, work or study for a period of time often suffer badly from homesickness.**

✓ Why is this?
✓ What are the best ways to reduce this problem?

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

Write at least 250 words.

Travel to foreign countries to live or to make a living by leaving the home land may affect the person adversely in certain stages. Candidates moving to foreign universities and colleges for better and preferred education in their favorite stream mean while professional are migrating for better job and better salary and to live-in to other states is mounding day by day. All are talking about a term that pulling them back to their own grownup land on certain period at least pass through their mind. It would by more interesting to discuss the term that plays the key role over here accompanying with the better solutions.

Homesickness is the one that partially or fully influence people of all age. Students for higher studies often call

back home for enquires and know about new happenings. Professionals watch TV or go through papers and mail-up for home land information. Permanent Residents visit their old age people or relatives once in a while to the place of origin. The perfect term behind this is homesickness. This is a state of mind to recall or search back the past. It may be an enthusiasm to chew the olden stands of childhood days or birth moments. Child or adult or middle age or old age can't forget or wash away this sickness named homesickness.

As medical practitioner says "Fever is not a diseases but a symptom" likewise homesickness is not a disease but a state of mind. It can be reduced and suppressed in different ways. The major remedy is try to adapt with the situation. It is possible to adjust with out loosing integrity and culture. Believes and faith need not be compromised while playing a safe role. Secondarily, give the best and mingle with the surrounding and expect nothing in return. Thirdly, much better not to thing about home or making comparison with homely facilities and situations. Take it as simple, then it goes as humble else it would be bumble.

Shortly, homesickness is the state generated in mind mainly because of making comparison between the being state and homeland stages. The mental maturity

and not thinking much about that may reduce to an extent about the mental decay due to this. This varies from person to person and their available situations.

29. **Some people think men and women have different natural abilities that make them suitable for different types of work. Others, however, believe that both men and women can be equally suited to do any type of work.**

Discuss both these views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

Based on the creator – God, human kind got only two types; men and women. They are mutually dependent and differ in natural abilities to sworn-in, in appropriate to the situation. They differ in qualities, shape but mutually suited for each other in love and affection to live in. Some sort of exceptional acts are taking place in respect to time in men and women on natural as well trained skills in their activities. I present this essay to discuss both views.

The natural abilities are developed naturally. Giving birth to babies is the trade mark for women mean while take care of the family are as well work hard to run for a living put forward for men. Women are the symbol of love, affection, patience and co-ordination. Men symbolize determination, firm, rock hearted; stand still for commitments, immovable mind. These qualities differ each other even though connects together. Make a living for necessaries with natural abilities and inborn skills are bounded for every being but vary with individuals.

In this modern world, some people caught the corporate concept of equality on both genders in all types of work. Olden days, work in defense, space travel, top level management, parliament are reserved for men. Now women too take care of these businesses. Women handling administration and management operations where else men passionate on nursing and other service oriented sectors. Changing world changes the perceptions on relaying on gender basis work schedule. Consolably, both views are true based on certain aspects. Since, certain areas are registered for women still some reservations are done in each sectors for their

enhancement and forming equality. Technology and Science are changing mean while attitude and believes on ability to work should also be changed from myth to fact.

30. Some employers reward members of staff for their exceptional contribution to the company by giving them extra money. This practice can act as an incentive for some but may also have a negative impact on others.

✓ To what extent is this style of management effective?
✓ Are there better ways of encouraging employees to work hard?

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

Write at least 250 words.

Employees are the building blocks of a company. Factors such as good package, incentives, bonus, and proper respect for the work, appraisal, and appreciation are very important in corporate level. Interpersonal skills are the basement for building employee- employer relationship. 'Time is life' – Employees are working major part of their life time to accomplish employers' dream. They are also expecting the same sort of courtesy back.

Rewarding for hard works mean respecting their dignity. Modern corporate managers are using this key to crack the unease peanuts. Changing the negative phases to positive by using workers' grieve and anger to make outcome. As an old saying "patient is expecting milk and doctor prescribes to give milk". It would not be possible to predict the personal requirement of an employee but employer can feed the needs by giving back in monetary benefits to fulfill it. On other hand; service can not be valued, the profit making, dedicated workers cannot be balanced with money. If management does so it equates money for service.

Encouraging can be possible not only in the form of giving money but also giving on time appreciation, appraisal, promotion, medical and health treatment to them and their family, foreign trips. Companies

are expecting only profit; a company evaluates an employee based on their profit. Giving extra is not only the right form of encouragement. Some companies are providing motor vehicles for the best performers to work more for the company; remember there would be conditions apply label. Along with promoting best performers encourage the rest of them to polish their skills and use it in right place for right reason on right time. Employees should not misuse this style of payment and they should not create an impression to work unless they are paid extra incentive in all cases.

To be in nut shell, Companies rewarding hard working employees with extra money would be one for of encouragement but not a final solution to move out mental stress. Every body should remember the truth 'Companies are using employees' skills and make them work for them for their benefits and profits'. It would be much better to remember a proverb "All glitters are not gold".

SPEAKING

- Speech Functions
- Assessment Criteria
- Speaking sessions
- Speaking Strategies

Speech Functions

During this module the examiner is expecting you to **express your ideas in good English.** It never means that what you are talking about but how you are expressing **your ideas and views.**

During the speaking test, you will usually use the following speech functions:

- Analyzing
- Comparing
- Contrasting
- Conversation repair
- Explaining
- Expressing a preference
- Expressing opinions
- Justifying opinions
- Narrating and paraphrasing
- Providing non-personal information
- Providing personal information
- Speculating
- Suggesting
- Summarizing

Assessment Criteria

➤ Fluency and coherence

  o Ability to express ideas clearly and coherently
  o Without long hesitations
  o Speaks fluently with only rare repetition or self-correlation
  o Speaks with fully appropriate cohesive features
  o Develops topics fully and appropriately to the question
  o Word clarity and flow
  o Rhythmic use & Phonetics style

➤ Lexical Resource

  o High range of vocabulary and appropriately use it
  o Full flexibility and precision in all topics
  o Uses idiomatic language naturally and accurately

➤ Grammatical range and accuracy

  o Range or structure used
  o Subject –Verb concord
  o Reduced number of errors

- o Sentence arrangement
- o Packing ideas
- o Proper tense application

➤ Pronunciation

- o Whether it is easy to understand what you are saying
- o Ability to use features of English pronunciation (intonation, stress and connected speech) natu rally
- o Accents are not taken into consideration
- o Uses a full range of structures naturally and ap propriately
- o Produces consistency, accurate structures apart from slips, characteristic of native speaker speech

Speaking Sessions

Parts of the speaking task:

The test takes between 11 to 14 minutes and consists of three parts. The examiner is responsible for the timing in all pars of the test.

Part 1: Introduction and Interview

The examiner introduces him or her, and then asks questions about **familiar topics,** such as your home, family, job and interests. This part lasts for 4 to 5 minutes.

Part 2: Individual Long Turn

In this part you will be required to speak for one to two minutes. The examiner **gives you a card** that contains a topic and some **bullet point** prompts. Before speaking you will have one minute to prepare and make notes on a sheet of paper. Talks about **two minutes** until the **examiner interrupt** you. Remember to wrap up the long turn. This part lasts for 3 to 4 minutes.

Part 3: Two-way Discussion

The examiner will ask you **to discuss** some abstract, non-personal questions that he or she raises. Depending on your level of English and performance, you might be asked up to seven questions on a variety of themes related to different topics. This section lasts for 4 to 5 minutes.

Speaking Strategies

Basic Strategies for the Speaking Module

- Don't memorize long answers
- Give up to date information
- Be realistic
- Use your imagination in your answers
- Use varied and advanced vocabulary
- You can stall, but not for long
- Make you voice heard
- Remember, expression and body language are more important than words for the examiner sitting in front of you.
- The monitor can evaluate you only by sound (recorded conversation)

Principal Strategies for the speaking module

Part 1

- Ask to clarify questions you do not understand
- Give direct answers to the examiner's questions
- Try to sound natural

Part 2
- Read the Task card carefully

- Make brief notes about each point on the card
- Keep to the time limit

Part 3

- Speak at length, but stay on topic
- Learn key phrases for introducing and linking ideas
- Express and justify your opinions correctly and with confidence

On Exam Day

Roll-on to the Exam Hall

- How to roll out exam fear before roll in to exam hall
- How to gain keen focus and concentration
- How to attain IELTS perspective while answering
- Connecting Inspiration with perspiration

How to roll out Exam fear before roll in to exam hall

- Never compromise body metabolism (sleep, refreshment & food)
- Good turn out reveals you – generate confidence
- On the exam day - avoid studying new methods or techniques on solving a question type rather than recalling the methods you practiced.
- On exam day – it doesn't matter what you studied but does count how you present on exam based on the respective questions.
- Never try to push you to recheck all books by seeing the scary activities by co-exam takers just before entering the hall.
- Prior to the examination, think only about IELTS pattern and answering methods
- In all modules focus is most important
- Re-check pen, pencil, eraser, pencil sharper and are in good condition.
- It is much better to avoid taking pager and other electronic equipments with you on the exam day because you are not permitted to take it in.
- Believe, what you studied is fair enough to score the maximum when you walk into
- Mind preparation is the prior and pioneer thing

you should do before roll into the hall.

- Fear is void and not valid before your courageous   and confident mind
- Fear is a myth, and it's with out right definition then why should you believe on it if you believe in your abilities.

How to gain Keen focus and Concentration

Keen and concentration are different entities based on psychology. Keen is an activity and concentration is a state. If anybody is keen to do something with much concentration for attaining result at the end of the process. For example, concentrated sulfuric acid drew to a base element in a test tube for reaction results another solution. Here; concentration determines the state of the acid; and keen processing determine expected result.

Collectively, expected result can only be attained through preparation and application. Your preparation is fare enough to score the required score but keen application determines your result.

The simple formula, prepared ideas gives results based on timely play on the exam table.

Coordinate Keen and concentration by:

- ✓ Mathematical Formula (If A=B and B=C then A=C); most students say "I didn't practice that type of question at home that's why I miss this answer". If you can recall a situation you

could gain concentration

✓ If you can control your thinking as well the real time running process then you are keen to do the assigned job

✓ The next stage is to combine both; Keen and Concentration

✓ Focus is a force you are applying to your mind to attain concentration

✓ To coordinate both you should control the brain cycles; consciously you are focusing sub-consciously you are concentrating. Keen is an activity you are applying to the mind using a force named focus based on the real time process.

✓ If you can mingle your mind timing with the real time, you can achieve results

✓ You may observe the result on your score sheet

How to attain IELTS perspective on answering

As I told on the very outset IELTS check how you are expressing your ideas rather than what you are talking about;

Listening & Reading

Almost 99% candidates can score 9/9 without much effort provided find some time to read the instructions of each section as important as questions.

Writing & Speaking

I here by deviate your attention through the writing and speaking sections. It is all about methods rather than words, style of presentation rather chunks of phrases.

Academic **(Report)**

IELTS Report writing is a replicated method of report presentation in companies. In companies, top level managers are expecting a complete composure of the scenario of the work schedule of each executive or a team to determine their performance; named it as report.

The idea should:
- ✓ Be brief
- ✓ Be complete
- ✓ Show the variations
- ✓ Have a starting point
- ✓ Have a ending point
- ✓ Be clear
- ✓ Be transparent
- ✓ Have comparison
- ✓ Have a conclusion or summary

This is the same thing you are supposed to apply while you are writing a report.

General Training **(Letter Writing)**

Depends on the question you may keep formal/ semi-formal style of writing. In IELTS perspective (a collection from the both style –formal/semi-formal)

- • Salutation
- • Introduction
- • Body
- • Conclusion
- • Valediction

Talk about the core idea and wind-up with hope or wishes.

Academic **(Essay)**

Everybody knows how to write an essay but what IELTS examiners are expecting from you is different from the ordinary form of essay writing. As we discussed before,

- For General Training (Discursive)
- For Academic (Discussive/Argumentative)

It doesn't matter the mode is discursive or argumentative but what is important is the arrangement. As we seen essay should consist of an Introduction, the Body and Conclusion. The more important thing is what should be included in all the three sections.

Cautious about:

- ✓ Arranging ideas
- ✓ Talk about what would you like to talk in the introduction
- ✓ Each paragraph should consist of an introductory and a conclusive sentences
- ✓ Should not talk more than one point in a paragraph (body)
- ✓ Complete your ideas with convincing sub points
- ✓ Feel the flow of ideas and words
- ✓ Give continuity

- ✓ Provide convincing & give direct information
- ✓ Balance the essay
- ✓ Never hurt people or their believes
- ✓ Be realistic

Altogether, the reader should get satisfaction and feel a pleasant answer to the question while reading your writing. High level of vocabulary usage is good but making ambiguity or mismatching spoils the whole thing. It is much better to use the combination of simple as well complex sentences. Express your ideas like lectures to educated people.

The secrete behind this is to live and let live through words rather than hallucination or exaggeration of once knowledge using English literature. IELTS test the ability to survive in real life situation. So in my words write living words from your heart rather than leaving words from head.

Connecting Inspiration with Perspiration

"Inspiration is one percent and perspiration is the rest", if so the major part is the candidate who applies it in the exam hall is more important than doing at the practice session. Scoring cent percent during practice session is good which boost up your confidence but the examiners are not seeing that, they evaluate you based on your performance on the real examination. The same spirit and concentration is mandatory to apply under adversity.

The ideas, tips, techniques which you are picking from books, blogs are the inspiration and the ideas generated based on IELTS perspective in you are perspiration. During examination both should be connected for 100% deliverance. If you loose one step you lost 10% of your confidence and making right answering chance. The binding force between inspiration and perspiration is confidence. The factors that boost your confidence are:

- ✓ Having faith on one's ability
- ✓ Connection between mental image and visual image
- ✓ Rhythmic brain cycle between Conscious and Sub-conscious mind
- ✓ Good Physic
- ✓ Interlinking exam and exam premises
- ✓ Standard pulsation

NB: - You can enter the exam hall only after the verification of your passport and hall ticket.

REFERENCE

The below listed websites, blogs, course books, practice books, reference books may be available in your nearby market but may not all of them. My intention through this is to promote you to browse websites, search for blogs & collect new ideas. Different course books may talk about different techniques for each types but the most important thing is not to by-heart the techniques rather understands and try to solve using your own generated method.

Search into and go through all these resources will give you more confidence and enthusiasm. I am providing just one percent, remaining ninety nine remains on you to explore. A famous quote says *"Genius is one percent inspiration and ninety nine percent perception"* – Edison.

Websites

- www.ielts.org
- www.ieltsidp.com
- www.britishcouncil.org/ielts
- www.cambridgeesol.org/exams/ielts

Blogs

- ✓ www.ielts-simon.com
- ✓ www.dcielts.com
- ✓ www.myieltsteacher.com
- ✓ www.ielts-blog.com
- ✓ www.scottsenglish.com/ielts
- ✓ www.ieltstips.com
- ✓ www.ielts4u.net
- ✓ www.ielts.studyau.com
- ✓ www.ielts-worldwide.com
- ✓ www.ielts-exam.net
- ✓ www.manyagroup.com
- ✓ www.examenglish.com/IELTS
- ✓ www.bcielts.blogspot.com
- ✓ www.ieltsblog.blogspot.com
- ✓ www.highpoint-ieltsprep.com
- ✓ www.achieverspoint.com
- ✓ www.ieltsinfo.com
- ✓ www.eflproductions.com (For Listening only)
- ✓ www.tcyonline.com (For Listening & Reading only)

Course Books

- ✓ 101 Helpful Hints for IELTS by Garry Adams & Terry Peck
- ✓ 202 Useful Exercise for IELTS by Garry Adams & Terry Peck
- ✓ Barron's IELTS – Lin Lougheed
- ✓ IELTS Kaplan
- ✓ Cambridge Objective IELTS (Intermediate)– Michael Black & Annette Capel
- ✓ Cambridge Objective IELTS (Advanced) – Michael Black & Annette Capel
- ✓ New Insight into IELTS – Venessa Jakeman & Clare McDowell
- ✓ IELTS Master Class – Davies & Falla
- ✓ Focus on IELTS – Susan O'Connell
- ✓ Step up to IELTS – Venessa Jakeman & Clare McDowell
- ✓ Action Plan for IELTS – Venessa Jakeman & Clare McDowell (AC)
- ✓ Action Plan for IELTS – Venessa Jakeman & Clare McDowell (GT)
- ✓ IELTS Tutor – Lloyd Jackin & Roslyn Jackin
- ✓ IELTS Express (Upper Intermediate) –Martin Birtill, Richard Hallows, Martin Lisboa and Ray de Witt

CRACK THE IELTS' MYTH

Practice Books

Pervious Exam papers

> ➤ Cambridge IELTS 1
> ➤ Cambridge IELTS 2
> ➤ Cambridge IELTS 3
> ➤ Cambridge IELTS 4
> ➤ Cambridge IELTS 5
> ➤ Cambridge IELTS 6
> ➤ Cambridge IELTS 7
> ➤ Cambridge IELTS 8

Other Books

> ➔ 404 Essential Test for IELTS – Donna Scovell, Vickie Pastellas & Max Knobel (AC)
> ➔ 404 Essential Test for IELTS – Donna Scovell, Vickie Pastellas & Max Knobel (GT)
> ➔ IELTS Test Builder – Sam MacCarter
> ➔ IELTS Test Builder 2 – Sam MacCarter
> ➔ IELTS Practice Tests – Peter May
> ➔ IELTS on Track – Stephen Slater, Donna Millen & Pat Tyrie
> ➔ IELTS Practice Test (Plus One) – Vaness Jakeman & Clare McDowell
> ➔ IELTS Practice Test (Plus Two) – Vaness

Jakeman & Clare McDowell

➜ Target Band 7: How to maximize your score –
Simone Braverman (AC)

➜ Ace the IELTS: How to maximize your score –
Simone Braverman (GT)

Reference Books

Grammar

- ❖ A Practical English Grammar Exercises –AJ Thomson, AV Martinet
- ❖ A Practical English Grammar Exercises 2 – AJ Thomson, AV Martinet
- ❖ English Vocabulary in Use (Upper-Intermediate) - Michael McCarthy, Felicity O'Dell
- ❖ Advanced English Grammar – Martin Hewings
- ❖ Oxford Practice Grammar – John Eastwood
- ❖ Modern English – N Krishnaswamy
- ❖ Grammar for IELTS –Diane Hopkins & Pauline Cullen

Writing & Speaking

- ❖ English for the World – Shreesh Chaudhary
- ❖ Roget's Thesaurus of Synonyms and Antonyms
- ❖ Two-in-one IELTS Speaking Course – Annamma M. Thomas
- ❖ IELTS Writing Questions – Mark Medley
- ❖ IELTS Speaking Topics – Mark Medley

Speaking (Fluency)

- ❖ Active Fluency Combinations – Kev Nair
- ❖ Essential Fluency Phrases – Kev Nair
- ❖ The Complete Fluency Words –Kev Nair
- ❖ Comprehensive Adjectival Fluency Dictionary – Kev Nair
- ❖ Core Fluency Thesaurus – Kev Nair
- ❖ A Dictionary of Fluency Word Clusters – Kev Nair

Speaking (Pronunciation)

- ❖ An Introduction to the Phonetics and Structure of English – S Velayudhan, KP Mohanan
- ❖ Everyman's English Pronouncing Dictionary – Daniel Jones

This book is especially for the enthusiast candidates who would like to take the IELTS examination for getting their desired score. Getting 9/9 is not an impossible thing, but it based on the focused preparation and keen presentation on the examination. All aspirants are avarice about the requirement of doing IELTS and targeted score. On the other side its tricky edges cut short the lengthy destination.

The data included in this book is collected from far experience of teaching and experimenting further effects of failure of different category of test takers. This is a capsule for the nut cracking exam fear. It consists of different methods and unique methodology. I hereby introduced you to search far through internet, blogs, websites, course books, practice tests and try to understand everything by yourself.

I recommend never by-heart any of these contents. Observe and try to apply everything from your own idea by understanding the methods. IELTS is a communication proficiency test not a literature examination. In it the most importance goes to the methods and state of application on time by proper reasoning. IELTS is not to fear but to face, like a path towards your destiny.