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IELTS MOCK TEST

- Listening
- Reading
- Writing Task 2
- Writing Task 1 for Academic
- Writing Task 1 for General
- Speaking
- Next Steps

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Contents

1	Listening	4
2	Reading	11
3	Writing Task 2	24
4	Academic Writing Task 1	26
5	General Writing Task 1	28
6	Speaking	30
7	Next Steps	31

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- All Model Answers

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- 4 Writing Task 1
- 4 Writing Task 2
- 2 Part 2 Feedback

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- 1 Mock Test - Speaking & Writing
- 6 Writing Task 1
- 6 Writing Task 2
- 3 Part 2 Feedback

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- **Unlimited** Live Classes
- Practice Questions
- Overview Lessons
- Methods Lessons
- Live Class Recordings

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IELTS Listening Part 1

Questions 1 – 3

Complete the form below.

Write ONE WORD AND/OR A NUMBER for each answer.

Vista View Real Estate: Tenant Preferences	
Name:	Andre Peterson
Example	Answer
No. of bedrooms	three / 3
Preferred location:	in the 1 _____ area of the city
Maximum weekly rent:	2 \$ _____
Lease length preferred:	3 _____
Start of lease:	November 10th

Questions 4 – 8

Complete the table below.

Write ONE WORD AND/OR A NUMBER for each answer.

Address	Rooms & Features	Possible Problem/s	Weekly Rent
Craig Street	3 bedrooms / renovated	Only one 4 _____	\$570
Cleveland Street	4 bedrooms / dining / lounge / carport	the 5 _____ is too big	\$580
Hill Street	3 bedrooms / large / two storey	The road to the house is too 6 _____	\$ 7 _____
8 _____ Street	2 bedroom / small / study / open lounge & dining / painted	Kitchen a bit old	\$520



Questions 9 – 10

Choose **TWO** letters, **A-F**

Which TWO after school programs does Highfield Grammar offer? 9 ____ 10 ____

- A French
- B racket sports
- C chess
- D science
- E swimming
- F art

IELTS Listening Part 2

Questions 11 – 16

Choose **TWO** letters, **A-E**

Which TWO facilities are currently NOT available at the gym? 11 ____ 12 ____

- A tennis courts
- B elevator
- C sauna
- D change rooms
- E swimming pool

Which TWO classes will run today? 13 ____ 14 ____

- A pump
- B boxing
- C active seniors
- D yoga
- E dance

Which TWO classes will be advertised next month? 15 ____ 16 ____

- A water safety for babies
- B weight loss
- C body combat
- D meditation
- E grit strength



Questions 17 – 20

Label the map below. Write the correct letter, A-G, next to Questions 17-20.

3RD Floor



2ND Floor



1ST Floor



AREAS OF GYM

17 swimming pool _____

18 training rooms _____

19 tennis courts _____

20 shop _____



IELTS Listening Part 3

Questions **21-26**

Complete the sentences below.

Write no more than **TWO WORDS AND/OR A NUMBER**.

The Potato Eaters reminds the man of art pieces by the **21** _____.

The man thinks Van Gogh's use of **22** _____ makes his work distinct.

Apparently, Van Gogh established a **23** _____ for other artists.

The woman mentioned that Gauguin was **24** _____ with his use of colours.

The man likes Starry Night because of the **25** _____ of the paint.

The students agree it is sad that Van Gogh was **26** _____ while alive.

Questions **27-30**

What is the key information that should go into each section of the presentation?

*Choose **FOUR** answers from the box and write the correct letter **A-E** next to Questions **27-30**.*

27 Section 1 _____

28 Section 2 _____

29 Section 3 _____

30 Section 4 _____

Plan for the presentation

- A** early life
- B** power of his art
- C** period in France
- D** major works
- E** mental health



IELTS Listening Part 4

Questions 31 – 33

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

31 Mosquitos can multiply in uncared for _____

- A** roof gutters
- B** swimming pools
- C** rainwater tanks

32 How many varieties of mosquito are found in and around Australian homes? _____

- A** hundreds
- B** thousands
- C** a few

33 Which is the most common mosquito related disease in Australia? _____

- A** dengue
- B** Ross River
- C** Barmah Forest



Questions 34 – 40

Complete the flow chart below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Life Cycle of a Mosquito			
Egg Stage	Larval Stage	Pupal Stage	Adult Stage
<p>Females search for still water or 34 _____ to lay eggs.</p> <p>Eggs form a kind of 'raft' of around 200 eggs.</p> <p>Most eggs hatch inside 35 _____</p>	<p>Larvae move to the surface to breathe.</p> <p>Some larvae siphon oxygen while others attach to 36 _____.</p> <p>Main form of nourishment are 37 _____</p> <p>Larvae shed their skins four times to continue growing.</p>	<p>Pupae stop eating and shedding skin.</p> <p>During development, they move and react to 38 _____ alterations.</p> <p>Resembles caterpillar-butterfly process.</p> <p>Process usually lasts for two days.</p> <p>Metamorphosis results in emergence of adult mosquito.</p>	<p>Adult mosquito initially rests.</p> <p>39 _____ dries and strengthens.</p> <p>40 _____ eventually unfurl.</p> <p>Begin feeding and mating almost immediately.</p> <p>Lifecycle continues.</p>

IELTS Listening Mock Test Scoring

What's your listening score?

**IELTS
score**

Score out of 40	*Estimated IELTS Band Score
12, 13, 14, 15	4
16, 17, 18	5
19, 20, 21, 22	5.5
23, 24, 25	6
26, 27, 28, 29	6.5
30, 31, 32	7
33, 34	7.5
35, 36, 37	8
38, 39	8.5
40	9



IELTS Listening Answer Sheet

Module taken: Academic: ____ General Training: ____

1		21	
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	



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Reading Section 1

INUIT CLOTHING

- A.** The Inuit are a group of culturally related indigenous peoples who inhabit the Arctic areas of Canada, Greenland and the United States. These areas are some of the coldest in the world to live in. Traditional Inuit clothing is a complex collection of cold-weather garments consisting of jackets, pants, mittens, inner footwear and outer boots. Inuit clothing was designed to guard against the freezing cold in several ways. Each garment was individually tailored to the wearer's body with complex sewing techniques. Caribou fur, which was often used, is an excellent material to maintain warmth; the hollow structure of caribou hairs helps trap warmth within individual strands, and the air that gets trapped in between the hairs also retains heat. Garments were also generally bell-shaped to prevent the rising warm air from escaping, and openings minimised to prevent heat loss, but in the event of overheating, the hood could be loosened to allow heat to escape. Hoods were an important feature of the jacket, where hairs from wolves, dogs or wolverines were used to shield the face from high velocity freezing winds. Layers were also an important aspect of the construction that reduced drafts.
- B.** Even in the freezing conditions, the Inuit would still perspire, which would eventually lead to the accumulation of moisture inside their garments which had to be managed. The carefully tailored layers of the clothing would allow fresh air to circulate, especially during intense physical exertion, removing air saturated with perspiration and keeping the Inuit's bodies and garments dry. The animal skins used as the outer layer were also quite porous, allowing some moisture to evaporate. If moisture would accumulate on the surface of the garments, it would freeze as crystals and could be brushed or beaten away. The moisture of the Inuit's breath would freeze on the fur of the hood and could also be brushed off with one hand. With regard to footwear, animal skins are superior to nonporous materials such as modern-day rubber or plastic at allowing moisture to escape, keeping the feet drier and warmer. Animal skins also allow for greater flexibility in freezing conditions because unlike woven materials, they do not absorb moisture and freeze to the wearer's body.
- C.** Making clothing that was impervious to the wet was a major concern for the Inuit, especially during summer when rain was more frequent. The skin of marine mammals such as seals sheds water naturally and is relatively light and breathable, making it ideal for this type of clothing. Before artificial weather-proof fabrics became available, the intestines of walrus were used to make raincoats and other wet-weather gear. While seams are generally areas in clothing that can



be prone to leaking, skilful sewing techniques, especially in footwear, allowed the Inuit to keep dry.

- D.** Inuit garments were tailored in such a way that they would allow the wearer to perform their work without encumbrance. Because the Inuit typically divided their work by gender, men and women had distinctly different clothing styles. A man's coat which was meant to be worn while hunting would provide additional shoulder room for unrestricted movement while also allowing the male wearer to pull their arms into the garment to maintain warmth. The long back flap would also cover the hunter while he crouched for long periods of time waiting for an animal. For women, some of their garments included a pouch for carrying infants. For both genders, the garments could be donned rapidly if need be, and the hoods were constructed to provide warmth while maximising peripheral vision.
- E.** Creating clothing from animal skins is very labour-intensive and a highly customised process, and can only be done at certain times of the year when the skins become available. As such, it was critical to create clothes that would survive day-to-day wear and tear. Thought of another way, Inuit clothing was not easily replaceable. To minimise stress to the skins, seams were placed strategically. In the jacket, for example, the shoulder seam is off the shoulder. On the trousers, the seams are placed on the side of the legs. Different cuts of animal skin were used according to their individual sturdiness. Hardier skin from the animal's legs were used for mitts and boots, which need to be as indestructible as possible, while more rubbery skin from the animal's shoulder would be used for a jacket's shoulder, which required suppleness. If an item of clothing tore, then it would be fixed as soon as possible, including in the field, if necessary.

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**Questions 1 - 5**

The text has five paragraphs. Choose the correct heading for each paragraph from the list of headings below. Write the correct number **i-viii** in boxes **1-5** on your answer sheet.

List of Headings

- i** Functional Form
- ii** Humidity Control
- iii** Decorative Techniques
- iv** Waterproofing
- v** Durability
- vi** Ceremonial Clothing
- vii** Production Process
- viii** Insulation and Heat Conservation

- 1. Paragraph A _____
- 2. Paragraph B _____
- 3. Paragraph C _____
- 4. Paragraph D _____
- 5. Paragraph E _____

Questions 6 – 12

Complete the sentences below.

Use **NO MORE THAN ONE WORD** from the passage.

- 6. Because caribou hair is _____ it retains heat and keeps warmer for longer
- 7. The design of the Inuit garments was typically _____ so that rising heat would not easily disperse.
- 8. Animal skins are effective at managing sweat via airflow because they are _____
- 9. Unlike woven materials, animal skins provide the wearer with more _____ because they don't become stiff.
- 10. Traditionally, walrus _____ were used to make wet weather clothing
- 11. Men's coats had loose-fitting _____ areas so they could hunt more easily.
- 12. To carry babies, women's clothing sometimes incorporated a _____.



Questions 13 - 16

Does the information in the statements match the information in the passage?

Choose **TRUE** if the statement agrees with the information.

Choose **FALSE** if the statement contradicts the information.

Choose **NOT GIVEN** if there is no information on this statement.

13. Nowadays, Inuits use synthetic waterproof materials instead of traditional sea mammal skins. _____

14. A design constraint meant that Inuit hoods were warm but limited wide angle vision. _____

15. In general, women sewed most of the clothes. _____

16. Damaged clothes, including tears, would sometimes be fixed while outdoors. _____

----- END OF SECTION 1 -----

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Reading Section 2

Telling the Time Using Water Clocks

A water clock is any timepiece by which time is measured by the regulated flow of liquid into (inflow type) or out from (outflow type) a vessel.

EGYPT

The oldest water clock of which there is physical evidence is Egyptian. These simple water clocks, which were of the outflow type, were stone vessels with sloping sides that allowed water to drip at a nearly constant rate from a small hole near the bottom. There were twelve separate columns with consistently spaced markings on the inside to measure the passage of “hours” as the water level reached them. These clocks were used by priests to determine the time at night so that the temple rites and sacrifices could be performed at the correct hour.

BABYLON

In Babylon, water clocks were of the outflow type and were cylindrical in shape and aided astronomical calculations. While there are no surviving water clocks from this region, evidence of their existence comes from writings on clay tablets. These clocks were unique, as they did not have an indicator such as hands (as are typically used today) or grooved notches (as were used in Egypt). Instead, these clocks measured time by the weight of water flowing from them.

INDIA

Pots excavated from the Indus Valley site of Mohenjo-daro were used as water clocks. They are tapered at the bottom, have a hole on the side, and are similar to the utensil used to perform various religious rituals. Four-hour long intervals were measured, which consisted of a similar copper bowl holding two large floats in a larger bowl filled with water; it sank when completely filled and was marked by the beating of a drum throughout the day.

KOREA

In 1434, Chang Yongsil, who was a palace guard and later chief court engineer, constructed a self-striking hydro-mechanical water clock. This innovation no longer



required the reliance of human workers, known as “rooster men”, to constantly replenish the water. The uniqueness of the clock was its capability to announce the time with both visual and audible signals. This water clock was not preserved well and did not survive; however, reconstructions based on text descriptions have been made.

As the water from the upper containers seeped down to the lower jar via spouts, the water would then rise to a set position, pushing a cork prong upwards through a cylindrical tube, tilting a floating rod, triggering the release of a ball bearing through a small outlet, which would roll down a pipe to a container of iron balls. The collision would cause them to travel along a lower pipe and would mark the hour automatically with the sounds of a bell, drum, and lastly, a gong.

PERSIA

The use of water clocks in Iran dates back to the beginning of the millennium. They were used to determine the shortest, longest, and equal-length days and nights of the years. Persian water clocks consisted of a large pot full of water and a bowl with a small hole in the centre. When the bowl became full of water, it would sink into the pot, and the clock manager would empty the bowl and again put it on the top of the water in the pot. He would record the number of times the bowl sank by putting small stones into a jar.

GREECE

The Greeks introduced several types of inflow clocks and invented an indicator system typical for later clocks such as the dial and pointer. They also designed one of the world's first alarm clocks, working with gongs or trumpets. A commonly used water clock was the simple outflow one. This small earthenware vessel had a hole in its side near the base. In both Greek and Roman times, this type of water clock was used in courts for allocating periods of time to speakers. In important cases, such as when a person's life was at stake, it was filled completely, but for more minor cases, only partially.

**Questions 17 - 24**

Match each statement with the name of the country / region.

Choose the correct letter **A – F** for questions **17 – 24**.

NB You may use any letter more than once.

17. This water clock resembled a tool used in religious ceremonies. _____
18. This type of water clock has since been recreated according to old texts. _____
19. The time allowed to settle a dispute was kept by these water clocks. _____
20. Someone would have to manually keep track of the time using pebbles with these water clocks. _____
21. These water clocks helped to measure the movement of celestial objects. _____
22. The task of refilling water was automated, and human labour made redundant, by these water clocks. _____
23. Ancient writing imprinted in clay describes these water clocks' existence. _____
24. One such water clock was devised to wake people up. _____

List of Countries / Regions

- A. Egypt
- B. Babylon
- C. India
- D. Korea
- E. Persia
- F. Greece

See next page for questions 25 - 31



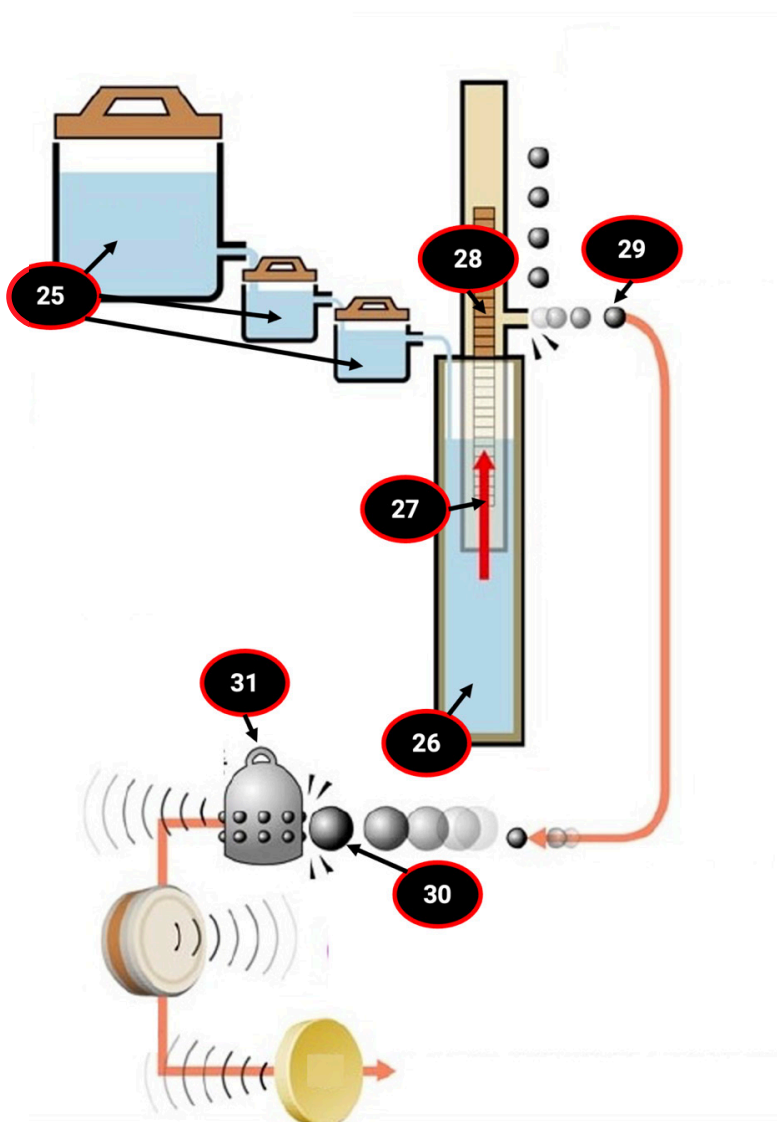
Questions 25 - 31

Label parts of the water clock on the diagram below. Choose your labels given with the diagram.

25. _____
 26. _____
 27. _____
 28. _____
 29. _____
 30. _____
 31. _____

Clock Parts

cork prong
 cylindrical tube
 containers
 gong
 lower pipe
 bell
 floating rod
 jar
 drum
 spouts
 pipe
 iron ball
 ball bearing
 outlet





Reading Section 3

Battling Cat Allergies with Bio-Tech

Humans have had a millennia-long relationship with cats. Over this time, we have turned a ferocious little feline into a doting house cat that meows for its evening meal and snuggles with you on the couch. But despite our mutual adoration, some humans have likely suffered allergies to these felines for a thousand years as well. While we have tried many ways to change the human allergy response to the cat, more recent biotech ideas are all aimed at moulding the cat to the human.

Cats shed a pernicious little protein called Fel d 1, which is found in their saliva and oil glands. Some cats shed more of this protein than other cats – sometimes up to 80 times more – and the amount shed by a single cat will vary from month to month. No cat, whether it be long-haired, short-haired or with no hair – is Fel d 1 free.

Because age-old breeding techniques have failed to eliminate the protein, scientists are now turning their attention to biotechnology as a way to lessen our allergic reactions to cats. Over the last decade, a number of strategies have targeted Fel d 1, including kibble* coated in an egg-yolk derivative that neutralises the allergen, a vaccine that uses a virus to trick the cat's immune system, and a type of gene therapy that actually deletes the gene responsible for Fel d 1 generation. To date, the kibble cat food has become widely available in pet stores, the vaccine has been tested on over 100 cats, and although the gene therapy is a long way off, it has been proven in a petri dish.

Yogesh Chandrasekhar, a biochemist who devised the idea to use cat food against Fel d 1, realised that cats spend a lot of time grooming themselves and that this behaviour spreads the allergen all over their fur, which in turn gets all over the owner's couch, clothes, bed, and so on. He wondered whether he could interrupt that process by feeding the cat something that counteracted the protein in their saliva.

Chandrasekhar and his team came up with the idea to use egg yolks by injecting a hen with the Fel d 1 protein that provokes its immune system, which then treats the protein like a foreign pathogen, creating antibodies that bind to it and eventually neutralise it. The antibodies end up in the egg yolk as a way of passing protection onto the hen's chicks. When these yolks are used in the cat kibble and the cat consumes them, a kind of interspecies immunity transfer takes place. In short, by co-opting a chicken's immune system, the antibodies pass on to the cat, which then protects the allergic human.



It turns out that the idea was not so crazy. The egg yolk cat food ingredient nearly halves the amount of allergen shed by the cat. The goal was to reduce the protein to a threshold where it minimised the symptoms of cat allergies, which are typically coughing and itchy eyes. While it does not protect those who are hypersensitive, it will work for most people with feline allergy issues. One of the limitations, of course, is that it only works so long as the cat is eating the manipulated food.

But what are the consequences of reducing a feline protein for human convenience? We used to declaw cats to save our furniture, which is now frowned upon by veterinarians. We often de-sex cats, which is highly encouraged. Could you make the argument that the less Fel d 1 a cat has, the less the owner and any home visitors will suffer, and so the more the owner, cat and others will get along harmoniously?

Judging the potential harms of manipulating Fel d 1 in cats requires further investigation. Currently, scientists are uncertain about what the protein does. Some suggest that it acts as a pheromone[^] for social signalling, meaning that it may be less important for domesticated house-bound pets. Whatever the case may be, the variability in the amount of protein from cat to cat and month to month suggests that reducing it won't have dire consequences for our feline friends. So far, at least, cats being fed the Fel d 1 reducing kibble have not shown any adverse effects.

*kibble = pet food pellets

[^]pheromone = a chemical substance produced and released into the environment by an animal, affecting the behaviour of others of its species

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**Questions 32 – 36**

Do the following statements reflect the claims of the writer in the reading passage?

*Choose **YES** if the statement reflects the claims of the writer.*

*Choose **NO** if the statement contradicts the claims of the writer.*

*Choose **NOT GIVEN** if it is impossible to say what the writer thinks about this.*

32. Manipulating cat genes as a means of dealing with Fel d 1 has shown some limited success. _____

33. Yogesh Chandrasekhar set out to eliminate the Fel d 1 protein secreted in cat saliva.

34. Veterinarians disapprove of cat owners cutting their cats' claws. _____

35. Reducing cat Fel d 1 will improve cat-human / human-cat relationships. _____

36. The effects of reducing Fel d 1 on cat pheromones will harm wild cats. _____

Question 37 – 40

*Complete each sentence with the correct ending **A-H** from the box below.*

*Write the correct letter **A-H** for questions **37-40** on the answer sheet provided.*

37. The amount of the Fel d 1 protein ... _____

38. Breeding cats in a certain way ... _____

39. The owner of a cat ... _____

40. Injecting Fel d 1 into hens ... _____

Sentence Endings

- A.** triggers their immune response.
- B.** varies enormously from cat to cat.
- C.** spreads the allergen to other people.
- D.** completely eliminated people's cat allergies.
- E.** is absent in hairless cats.
- F.** makes them immune to cat allergies.
- G.** was unsuccessful in eradicating Fel d 1.
- H.** is exposed to Fel d 1 via household objects.



IELTS Reading Answer Sheet

Module taken: Academic: ____ General Training: ____

1		21	
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	



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IELTS Reading Mock Test Scoring

IELTS GENERAL Score out of 40	IELTS ACADEMIC Score out of 40	*Estimated IELTS Band Score
10, 11, 12, 13	12, 13, 14	4
14, 15, 16	15, 16, 17, 18	5
17, 18, 19	19, 20, 21, 22	5.5
20, 21, 22	23, 24, 25	6
23, 24, 25	26, 27, 28, 29	6.5
26, 27, 28	30, 31, 32	7
29, 30, 31	33, 34	7.5
32, 33, 34	35, 36, 37	8
35, 36, 37	38, 39	8.5
38, 39, 40	40	9



What's your reading score?

IELTS
score

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Writing Task 2

You should spend about 40 minutes on this task. Write about the following topic.
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Nowadays, many people change jobs quite regularly, rather than working in the one company for their entire careers.

Why do you think this is happening?

How can companies keep their workers?

Write at least 250 words

IELTS Writing Answer Sheet - TASK 2

Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2



Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2



Do you want feedback on your Writing Task 2 from an expert IELTS teacher from E2?

It's easy! Type up or paste in your writing and click submit! You will receive an estimated band score, corrective feedback as well as a detailed report within 48 hours. It's worth it!

ACADEMIC

GENERAL





IELTS ACADEMIC WRITING TASK 1

The charts show the percentages of family income spent in different categories in South Korea and Singapore in the years 2000 and 2020.

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



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



IELTS ACADEMIC WRITING TASK 1

IELTS Writing Answer Sheet - TASK 1

Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1



Do you want feedback on your Writing Task 1 from an expert IELTS teacher from E2?

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ACADEMIC

GENERAL





IELTS GENERAL WRITING TASK 1

You should spend about 20 minutes on this task.

Write at least 150 words.

You are moving to a new country to go to university and will need a part-time job. You have a friend who lives in that country.

Write a letter to your friend. In your letter,

- ***apologise for not staying in touch***
- ***explain why you're moving to this country***
- ***ask your friend if he/she can help you find a job.***

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

IELTS Writing Answer Sheet - TASK 1

Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1



Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1



Do you want feedback on your Writing Task 1 from an expert IELTS teacher from E2?

It's easy! Type up or paste in your writing and click submit! You will receive an estimated band score, corrective feedback as well as a detailed report within 48 hours. It's worth it!

ACADEMIC

GENERAL





IELTS Speaking

Part 2 – Task card

Describe something you saved money to buy.

You should say:

- What it was
- How long it took you to save enough money to buy it
- Why you wanted to buy this thing

And you explain how you felt when you bought it.

Make notes here:

Do you want to take a speaking mock test?

E2 offers 1:1 speaking mock exams with ex-examiners and trained IELTS experts. You will take a mock speaking test and then receive a detailed report card on your performance showing you where you need to improve.

All packages from **Express+** up include a speaking mock test.





NEXT STEPS

Complete the table below with your mock test scores and target scores. Use the example to help you.

	LISTENING	READING	WRITING	SPEAKING
Mock test score	_____ Example: 8	_____ Example: 7.5	_____ Example: 7.5	_____ Example: 8.5
Target score	_____ Example: 8	_____ Example: 8	_____ Example: 8	_____ Example: 8
Score difference	_____ Example: <i>ok</i>	_____ Example: <i>-0.5</i>	_____ Example: <i>-0.5</i>	_____ Example: <i>ok</i>



Add up the score difference : _____

Example: *-1*

Short by **0.5 point**

Short by **1 point**

Short by **more than 1 point**

choose **BRONZE** package

choose **SILVER** package

choose **GOLD** package

**The example student above should purchase the SILVER package.*

For writing feedback, click the buttons below:

ACADEMIC
Writing Task 1

ACADEMIC
Writing Task 2

GENERAL
Writing Task 1

GENERAL
Writing Task 2





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3 months' access

You're confident with your skills and want to practice with a mock test

Assessments with Expert Feedback

- 1 Mock Test - Speaking & Writing

Practice Activities & Live Classes

- 25 x Live Classes
- 30 x Methods Video Lessons
- 4 x Practice Tests with Keys / Samples
- 140 x Practice Questions with Keys / Samples
- 3 x Key Word List PDFs
- 20 x Topic Tool Kit PDFs
- 10 x Sample Writing Task 1
- 20 x Writing Task 1 Activities
- 8 x Writing Task 2 Activities
- All Model Answers

START NOW

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Expert Teacher Tutorials

- 1 One-on-one Expert Teacher Tutorial (45 mins)

Assessments with Expert Feedback

- 1 Mock Test - Speaking & Writing
- 2 Writing Task 1
- 2 Writing Task 2
- 1 Part 2 Feedback

Practice Activities & Live Classes

- **Unlimited** Live Classes
- Practice Questions
- Overview Lessons
- Methods Lessons
- Live Class Recordings

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- 2 One-on-one Expert Teacher Tutorial (45 mins)

Pre-test Strategy Session

Assessments with Expert Feedback

- 1 Mock Test - Speaking & Writing
- 4 Writing Task 1
- 4 Writing Task 2
- 2 Part 2 Feedback

Practice Activities & Live Classes

- **Unlimited** Live Classes
- Practice Questions
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Expert Teacher Tutorials

- 3 One-on-one Expert Teacher Tutorial (45 mins)

Pre-test Strategy Session

Post-test Consultation

Assessments with Expert Feedback

- 1 Mock Test - Speaking & Writing
- 6 Writing Task 1
- 6 Writing Task 2
- 3 Part 2 Feedback

Practice Activities & Live Classes

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