

# IELTS SELF STUDY GUIDE

---

## **ABSTRACT:**

The IELTS self-guide e-book contains self-study activities, tips and strategies specific to each module

## **AUTHORS:**

Nafia Zuhana (IELTS Trainer)

Fathima Shehnaz (IELTS Trainer)

Published by IELTSMaterial.com

This publication is in copyright. All rights are reserved, including resale rights. This e-book is sold subject to the condition that no part of this e-book may also be copied, duplicated, stored, distributed, reproduced or transmitted for any purpose in any form or by any means, electronic or mechanical, or by any information storage and retrieval system without written permission from the author.

## **Preface**

As far as you know, IELTS candidates have a tough time preparing for the IELTS Exam. Therefore, it is absolutely necessary that you invest time in knowing the tips and strategies for the IELTS exam.

Beside Cambridge IELTS Practice Tests series published by Oxford University Press, IELTS Self-study e-book aims to develop test-taking skills by providing you with tips and strategies to help you achieve a high IELTS Speaking score. It contains an explanation of each of the modules of the IELTS Exam – Reading, Listening, Speaking and Writing. Under each of these modules, you are provided with self-study activities, tips and strategies. All these involve examples and explanation which helps you understand better.

The authors are convinced that you will find IELTS Self-study guide helpful on your path to success with the International English Language Testing System.

Don't just trust to luck in your IELTS exam – the key is practice!

IELTS Material

<https://ieltsmaterial.com> | [admin@ieltsmaterial.com](mailto:admin@ieltsmaterial.com)

## Contents

INTRODUCTION TO IELTS EXAM.....	3
MODULES .....	4
READING .....	4
LISTENING .....	12
WRITING.....	15
SPEAKING .....	16
LISTENING .....	17
SELF STUDY ACTIVITIES .....	17
LISTENING TIPS .....	19
LISTENING STRATEGIES .....	26
READING .....	36
SELF STUDY ACTIVITIES .....	36
READING TIPS .....	38
READING SELF STUDY STRATEGIES:.....	45
WRITING .....	58
SELF STUDY ACTIVITIES .....	58
TIPS OF ACADEMIC TASK 1: .....	60
TIPS FOR GENERAL TASK 1 .....	61
TIPS FOR WRITING TASK 2 .....	64
WRITING STRATEGIES - TASK 1 .....	65
WRITING TASK 1 - GENERAL.....	75
STRATEGIES.....	80
SPEAKING .....	84
SELF STUDY ACTIVITIES .....	84
TIPS .....	85
SPEAKING STRATEGIES.....	87

# INTRODUCTION TO IELTS EXAM

The International English Language Testing System (IELTS), established in 1989, is regarded as the most popular English language proficiency test for work, study or migration. It is an exam, accepted by most of the academic institutions and professional institutions in countries like America, Canada, UK, Australia, and New Zealand. IELTS is also the only Secure English Language Test approved by UK Visas and Immigration (UKVI) for visa customers applying from within and outside the UK. The IELTS exam is designed to assess the English language ability of applicants who plan to study or work in a foreign country where English is one of the languages of communication.

The IELTS Exam is a test of all the four language skills, i.e. the ability to listen, read, write and speak in English. The results will be graded on a 9-band scale (1 being the lowest and 9 being the highest). The total test time is 2 hours and 45 minutes. You shall receive your results 13 days from the test date, and this report will be considered valid for 2 years since the result date.

There are two types of IELTS tests: **Academic and General Training**. The Listening and Speaking sections will be the same for both tests, but the subject for the Reading and Writing sections will differ.

## **IELTS Academic**

The IELTS Academic is for candidates who wish to migrate to pursue their degree or a higher level of education, or for professionals such as medical doctors, and nurses who want to study or practice in an English-speaking country.

## **IELTS General Training**

The IELTS General is for candidates who wish to migrate to work or undertake non-academic training in an English-speaking country.

# MODULES

## READING

The IELTS Reading Test consists of 3 paragraphs, for which you will get a total of 60 minutes to complete. To finish the test within the given time limit, it is advisable not to spend more than 20 minutes on each passage. This section has 40 questions with each question carrying 1 point and no negative marking for wrong answers. Therefore, it is advisable to attempt all the questions. They fall under different question types, which are further elaborated down the page. Please keep a check on your spellings, as an incorrect spelling would be considered a wrong answer.

ACADEMIC TRAINING	GENERAL TRAINING
<ul style="list-style-type: none"><li>• Three Sections</li><li>• Each section consists of texts on academic topics of general interests. They are quite long.</li><li>• Texts are taken from journals, books, magazines, and newspapers and usually related to subjects like Science, sociology, and some illustrations.</li><li>• Section 3 is as long as the others and quite difficult to crack.</li><li>• Academic reading is quite difficult.</li></ul>	<ul style="list-style-type: none"><li>• Three Sections</li><li>• Section one and two consist of factual texts about everyday life, work, or general topics such as jobs and application procedures. The passages are not as long as in the Academic Reading test.</li><li>• Section 3 is considered to be the toughest and contains a long, difficult passage on complex topics.</li><li>• General reading is relatively easy compared to academic reading.</li></ul>

## Academic Grading Scores-Reading

Correct Answers	Band Score
40-39	9
38-37	8.5
36-35	8
34-33	7.5
32-30	7
29-27	6.5
26-23	6
22-19	5.5
18-15	5
14-13	4.5
12-10	4
9-8	3.5
7-6	3
5-4	2.5

## General Grading Scores-Reading

Correct Answers	Band Scores
40	9
39	8.5
38-37	8
36	7.5
34-35	7
33-32	6.5
30-31	6
27-29	5.5
23-26	5
19-22	4.5
15-18	4
12-14	3.5
9-11	3
6-8	2.5

## Types of questions in IELTS

There are different kinds of questions for each of the passages that appear in the IELTS reading examination.

### 1. Multiple Choice Questions:

These questions have about 3-4 options from which we have to choose our answer. This might be in the form of a question-answer or choosing the correct ending to a sentence type. These answers appear in chronological order according to the passage.

Which of the following innovations increased productivity by 800%?

- A. the power-loom
- B. the steam engine
- C. the spinning jenny
- D. the fly-shuttle

## 2. True/False/Not given Questions:

These questions are very tricky. This question consists of several statements:

- If the statement is *present* in the article (either exactly or paraphrased), you need to mark it as *true*.
- If the statement is the *opposite* of the sentence in the text, it should be marked as *false*.
- If the statement given in the question is *not present* in the article, it should be marked as *not given*. Do not spend a lot of time finding the sentence which is not there.

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

**TRUE**, if the statement agrees with the information

**FALSE**, if the statement contradicts the information

**NOT GIVEN**, if there is no information on this

10. Foreign textiles were banned because of their inferior quality.

11. Richard Arkwright built the first fully-mechanized textile mill.

## 3. Yes/No/Not given Questions:

Similar to the True/False/Not given questions, Yes/No/Not given questions also have various statements. But here you are asked to agree or disagree with the statement based on the author's opinion.



Do the following statements agree with the claims of the writer in Reading Passage 3?

Write

**YES**, if the statement agrees with the writer's claims

**NO**, if the statement contradicts the writer's claims

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

1. A mini flying carpet is a possibility according to some scientists.
2. Cloaking devices can be used for levitation

#### 4. Matching Questions:

There are different types of matching questions in IELTS reading tests, and each one is different from another.

##### 4(a) Matching Headings:

In this type of question, you will be given a list of headings and asked to match them with a paragraph in the passage. You should go through the headings before you begin reading the text. To get the correct answer, you have to read the complete paragraph and not just stop with the first few lines. Besides, there will be many headings unrelated to any of the paragraphs given in the passage. In such cases, try to identify those types of headings.

Reading Passage 3 has seven paragraphs, A-G.

Choose the correct heading for paragraphs B-G from the list of headings below.

<b>List</b>	<b>of Headings</b>
<b>i</b>	<b>Key people that made a difference</b>

ii	An alternative to fingerprinting
iii	The significance of prints
iv	How to identify a criminal

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

#### 4 (b) Matching information:

These types of questions have a list which contains information taken from the paragraphs. You will be asked to find out the paragraph from which the information is taken. Sometimes the question may be tricky because the information given might not be in exact words as provided in the paragraph; instead, it will be paraphrased using synonyms. So it would be best to read the paragraph to understand the meaning/idea behind it to answer these questions.

Which paragraph contains the following information?

27. possible health hazards associated with the use of biometrics
28. convicted criminals were not the first to be identified by the use of biometrics
29. the application of mathematics in assessing biometric data
30. despite its limitations, biometrics has become a commercial field of activity

#### 4 (c) Matching Features:

In this type of question, list of items will be provided in a box, and you need to match these items by reading and understanding some sentences in the passages. The list may be of the name of people or cities.

For example, if there is a person's name in the box of items, then the question may be to match the sentence with the person who said them. Like other types of match questions, some of the items mentioned may not be available in the passage. So, to save time, read the passage before answering each question.

Match each statement with the correct person A-E.

Write the correct letter A-E in boxes 27-32 on your answer sheet.

NB You may use any letter more than once.

27. Mistakes should be corrected on the basis of common sense.

28. No one has legitimacy as an ultimate authority on punctuation use.

29. Eats, Shoots and Leaves is not the type of book it claims to be.

List of people

A. Kurt Vonnegut Jr

B. Louis Menand

C. David Chrystal

D. Geoffrey K. Pullum

#### 4 (d) Matching sentence endings:

In this type of question, you need to find a connection between two halves of the sentences. You will be provided with the first half of the sentence and asked to find out the appropriate ending for the sentence from the list given. While choosing from the list, you need to keep the following things in mind:

- There should not be any grammatical errors in the sentence.
- The ending sentence chosen should make sense.
- The sentence must have the same meaning as the sentence in the passage.

**Write the correct letter A-K in boxes 4-7 on your answer sheet.**

According to expert opinion, there is little **4**\_\_\_\_\_ that football hooliganism occurs as a result of a number of issues and does not necessarily correlate with age, psychological profile or **5**\_\_\_\_\_. External triggers such as newspaper reports and antagonistic **6**\_\_\_\_\_ can be attributed to escalation of the problem in certain situations.

**A. isolation**

**B. policing**

**C. anger**

**D. occupation**

**E. belief**

**F. proof**

**G. class**

**H. intelligence**

#### 5. Sentence completion and Short-answer Questions

Sentence completion and Short answer questions are almost similar. In sentence completion, you'll be asked to fill in the blank spaces using the words given in the text. Whereas, in short answers, you'll have to pick words from the given text to write the short answers. It is important to pay close attention to the instructions given in the question because there will be a word limit mentioned in some instructions, and you may lose marks if you don't follow it.

**Complete the notes below.**

Write **NO MORE THAN THREE WORDS** for each answer.

**Textile Manufacture**

**Early history**

Begins as a cottage industry

Products hand-woven and made for 1.....

Local producers face 2..... from overseas

Ways found to deal with the situation

Imported fabrics 3....., mixed cotton produced

## 6. Note, Table, Diagram and Summary Completion Questions

In this type of question, you will be asked to complete a set of notes, tables, diagram or a summary based on the information given in the text. The question might be to write a short answer, or you may have to choose from the list of answers given. Usually, these kinds of questions will be based on only one part of the passage. So you need not read the whole passage to fill the important information.

**Match each place with its location on the map**

**Write your answers in boxes 28-32 on your answer sheet.**

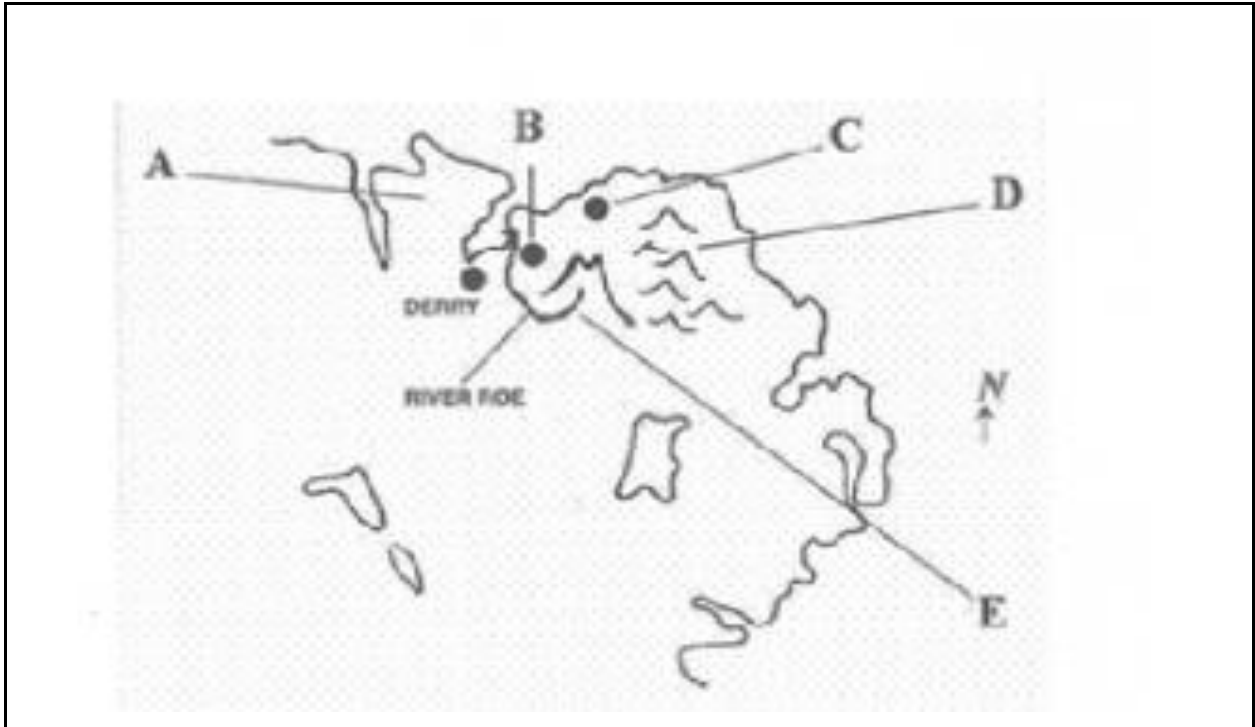
28. The Sperrin Mountains

29. Dunluce Castle

30. Inishowen

31. The Glens of Antrim

32. Limavady



## LISTENING

In an IELTS Listening test, you would have to listen to a few audio recordings played by the examiner and answer the questions given below. These audio recordings will be in the form of monologues or conversations between two or more people.

### Grading Score

Correct Answers	Band Score
39-40	9
37-38	8.5
35-36	8
32-34	7.5
30-31	7
26-29	6.5
23-25	6

18-22	5.5
16-17	5
13-15	4.5
11-12	4

## PARTS:

<b>PART 1</b>	Conversation between 2 people in an everyday social context. (e.g. a conversation to book a ticket to some place)
<b>PART 2</b>	A monologue set in an everyday social context. (e.g. a talk on planets)
<b>PART 3</b>	Conversation among 3 or 4 people set in an educational or training context. (e.g. students discussing a project)
<b>PART 4</b>	Monologue related to academics. (e.g. A university lecture)

## Types of questions:

Questions in IELTS Listening can be in different forms. Let's look at them:

### Multiple Choice questions

While listening to the audio recording, there will be a section for multiple-choice questions. The multiple-choice questions are of two types –

- Multiple choice questions with one answer.
- Multiple choice question with two or more answers

Some questions have one or more answers. For those types of questions, you would have to listen attentively to identify the answer from the options given.

There are a few things you would have to keep in mind while you're answering multiple-choice questions:

- You will hear all the options that are given to you in the question. You would have to listen to the audio and interpret the answer from what is asked in the question.
- Sometimes, the answer options might be of the same kind to confuse you. For instance, it might all be in the form of dates (15 November, 17 November, or 18 November). You would have to read the question and choose the correct answer.

- The words used in the question might not be the exact words you hear in the audio recording. So, you'd have to pay attention to synonyms and how the words are paraphrased.
- The information provided in the audio recording might not be in the same order as the questions asked, so to answer the questions correctly, you should have read the questions beforehand to be aware of what is being asked.
- There would be a lot of distractors in the audio recording. Also, there would be a lot of similar information. Sometimes, the speaker might give us any information and then change it, which might be the correct answer. So, do not rush and write down the answer as soon as you hear it.

## Map Labeling questions

For these types of questions, you would be given a map and asked to label the places on the map.

There are two types of questions:

1. A list of words might be given to you, and you'd have to listen to the recording and choose the correct word that fits the blank on the map.
2. There won't be a list. You need to listen to the audio and identify the place on the map.

There are a few things you would have to keep in mind while you're answering Map Labelling questions:

- There would be directions to a place or some tour.
- Read the instructions before you begin so that you'll know the word limit of the blanks.
- Description of the location – listen to words that best describe the location given. For example, below the park, next to the supermarket, etc.
- Look at the question numbers – Look at the question numbers and identify the flow of the map. That would help you listen to what's coming next.
- The audio recording would provide you with an understanding of where you are or where you have to begin. Pay attention to it at the beginning of the recording. Also, listen to nearby places and clues to help find the answers.

## **Sentence Completion/Note completion/ Table completion/Diagram completion questions**

In some questions, there will be a gap left in between, and you'll be asked to fill that gap. To guess the word correctly, you must have solid grammar skills.

There are a few things you would have to keep in mind while you're answering sentence (and other completion) questions:

- Read the question before you start to understand what to listen.
- Try to guess what would come in the blank. It could be a place, a number, year, name or even a specific range of information (such as seasons, climatic conditions)
- The words in the question need not necessarily be the same words you hear in the audio recordings. Learn to tune yourself to synonyms of the words in the question.
- Though the questions might be phrased differently from the recordings, the answers should be the exact words you hear in the audio.
- Remember to check the word count, spelling and grammar before you transfer your answers to the answer sheet.

## **Match questions**

These questions are not as common as the other question types, but they do occur in the Listening section. These questions have a list of statements that you'd have to match with the options provided. Mostly it would be names, places or dates.

There are a few things you would have to keep in mind while you're answering Match questions:

- Look at the statements and listen attentively to the kind of information that has been provided as options. (i.e.) if the options are dates, listen carefully to all the dates in the audio.
- By the side, jot down all the information linked to that particular option. It would make it easier for you to find the answer.

## **WRITING**

IELTS Writing is considered to be the most challenging module. Many students claim that it is difficult to complete a full-length essay or describe a graph or write a letter in the allotted time limit. You'll be given an hour to complete the whole writing test, including task 1 and task 2.



The scoring will be done based on factors including grammar and the number of words you use while writing the test. Therefore, make sure to use at least 150 words for task 1 and 250 words for task 2.

## **IELTS Writing Academic**

In the IELTS Academic section Writing Task 1, a diagram will be given, and students will be asked to describe the chart based on what they can understand. The diagram may be a table, chart or graph. Read the data carefully and form your answers accordingly. Your grammar and vocabulary must be good to achieve a high band in writing. In Task 2, you'll be asked to write an essay on a topic which will be given by the examiner.

## **IELTS Writing General Training**

In General Task 1, you'll be asked to write a letter on a topic given by the examiner. The letter may be to anyone, like a friend, family member or a manager. In Task 2, the examiner will give you a topic for essay writing. Remember that in this task, you will only be assessed based on your writing style and not based on your knowledge. So feel free to add information out of imagination.

## **SPEAKING**

IELTS Speaking is the last part of the IELTS Examination. The test consists of 3 parts where you will have a conversation of around 15 minutes with the examiner.

Part 1 is a conversation that will be based on general topics like your childhood, school, family, friends, and so on. You must talk confidently and frame your sentences in the right way while speaking. This section includes questions for which you can have pre-prepared answers, because questions will be about your job and family. Therefore an enhanced vocabulary in the 1st part of your test will help you in the long run.

In Part 2, the examiner will give you a cue card or a task card based on which you'll have to talk. You will be given 1 minute to prepare for the answer.

In Part 3, the examiner will ask you in-depth questions related to the topic given in part 2 of the IELTS examination.

The speaking test will be the same for the Academic and General training section.

# LISTENING

## SELF STUDY ACTIVITIES

### **Podcasts:**

A podcast is an audio file that you can stream or download from the internet to your smartphone, tablet, laptop, or desktop. Podcasts are usually in the form of a series. You can receive the new parts of the series automatically when you subscribe to a particular podcast. In other words, you can define podcasts as Radio Shows. The only difference between the two is that you can enjoy listening to podcasts without any interference with advertisements.

IELTS Test determines a candidate's English Language skills. The IELTS Listening module comprises different recordings, which are usually in different accents. So, practising your listening skills with podcasts will help you to understand the conversation between native speakers, which in turn will fetch you a good score in the actual IELTS exam.

### **Practice the IELTS with movies and TV shows**

If you feel exhausted after reading pages of the IELTS vocabulary list and doing a number of IELTS practice tests, let's try another way to prepare for the test—practice the IELTS with movies and TV programs!

There are so many fantastic British films and TV programs. Watching them can be a great pleasure as well as an exciting way to learn the language. The most important part of developing your listening skills by watching movies or TV programs would be not reading the subtitles while you're watching the film. This will help you pay attention to the dialogues and improve your listening skills. Here are several recommended movies and programs which are useful for English learners. I also provide tips on how to make the best use of them to learn language!

Below are some films and shows that you can watch to improve your skills:

#### ***The King's Speech***

The King's Speech is about a king who overcomes his speech difficulty. Though the language of the king's speech is formal, it will help you with your pronunciation and sentence structure.

#### ***Pride and Prejudice***

Pride and Prejudice have different versions of films and TV dramas. In each version, the language is beautiful and not hard to comprehend. It's never a waste of time to learn English with the classics!

## Online News Channels

Online news channels are ideal because news broadcasts contain the right mix of reports and conversations. For all parts of the IELTS exam, I recommend BBC News as the best news channel to watch.

However, for the Listening test, listen to the news from a range of English-speaking countries (UK, Ireland, US, Canada, New Zealand, Australia and South Africa), so that you get used to understanding different accents.

## TED Talks

TED Talks are equally useful. These are online lectures, often very short, and are perfect for practising listening to monologues as they appear in your listening sections 2 and 4. Again, the range of topics is huge. You can also watch TED Talks on YouTube.

## YouTube

Then there's **YouTube** itself, with millions of videos from serious topics to light entertainment. It's an invaluable resource to help you prepare for your exam. Pick out videos of your choice and listen to them earnestly.

## Online Radio

Online Radio is one of the best sources for interviews, so tune in to a good station when you want to practise listening to conversations.

If you listen to some program every day, for at least 10-15 minutes, your listening skills will improve gradually.

## LISTENING TIPS

### 1. Identifying Distractions:

It is common in IELTS Listening to find a speaker giving some wrong information, then correcting himself and giving us the right information. This little trick is called **distraction**.

You can get distracted by the information you hear the first time, thinking that it is correct. And that's where a lot of IELTS candidates get caught! The speaker will then correct what he/she said, and give new information, which will be the right answer.

Let's look at the example below:

Sam: Thank you! I've received your mail. So, it is loren-sinpson@gmail.com.

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

Sam: Oh, I'm sorry....

This trick is known as a distraction, where a student's concentration gets distracted, and he makes mistakes. Losing concentration is as bad as losing marks.

A person states a phone number like 25789432 immediately, and he says **sorry** the number is 25789342. If you are in a hurry to write the number you might make a mess of it.

Focus on words like **sorry, you have mistaken, pardon me** etc., this will help you reach the perfect answer.

### 2. Dealing with articles and prepositions:

**Fill in the blanks in NO MORE THAN THREE WORDS with the correct answer.**

The best place to meet is \_\_\_\_\_

Look at the question above, now imagine you've heard the audio and you know the answer is 'hospital'. Would you write 'at the hospital' or 'hospital'?

Your answer will depend on the two points given below:

- If your answer is grammatically correct.
- The number of words given in the instructions.

The answer to this question is - 'at the hospital' as 'hospital' is grammatically incorrect. The instruction above the question also says that we can answer the question with a maximum of three words. Thus, this answer is allowed.

### 3. Words and numbers:

You'll often see instructions like this in the listening test:

1. Write one word only for each answer.
2. Write one word and/or a number for each answer.
3. Write no more than two words and/or a number for each answer.
4. Write no more than three words for each answer.

1) The first instruction is easy: make sure you only write one word. If you write two words (e.g. "a pencil"), your answer will be wrong.

- **Hyphenated words** (e.g. hard-working) are counted as one word.
- You won't be tested on **contracted words** (e.g. doesn't).

Listen to [Audio 1](#) and answer the question below.

**Write NO MORE THAN ONE WORD for each answer.**

People say that one problem is a lack of ..... sites for household waste.

## Explanation

The instruction clearly mentions that you need to answer in one word only, here the possible answer is **drop-off**, but it might confuse you as there are two words. A hyphenated word is considered one word; Therefore, drop-off is the perfect answer for this question.

2) The second instruction means that your answer can be any of the following: one word, one number, a word and a number. (test 98)

Listen to [audio 2](#) and fill in the blank below.

Delivery date:	9 _____
----------------	---------

Here the **answer** includes a number and a word (name of the month): **21st February /21 February**.

3) The third instruction means that your answer can be any of the following: one word, one number, a word and number, two words, two words and a number (e.g. 15 Bank Road). If you see this instruction, it is likely that one of the answers in that section will require two words or two words and a number.

Delivery address:	7 _____ , London N22
-------------------	----------------------

Here the **answer** is a complete address: **62 Green Gardens** (the answer includes two words and a number)

4) The fourth instruction means that your answer can be any of the following: one word, two words, three words. If you see this instruction, it is likely that one of the answers in that section will require three words.

Listen to [audio 3](#) and answer the question below.

**Write NO MORE THAN THREE WORDS for each answer.** (test82)

**Recommendations:**

Need for

long-term view

broad view

modern \_\_\_\_\_

Here the answer is **techniques and tools** (includes three words).

#### **4. Synonyms and paraphrasing:**

In all types of Listening questions, you need to think about synonyms and paraphrasing. As you're listening to the recording, remind yourself that you are not looking for the exact words as in the question but the same meaning.

What do we find next to the history section? \_\_\_\_\_

So, for **Example 1**, if an answer is 'reference books' the speaker might say,

**In the corner, next to the history section, you'll find ten shelves of encyclopedias, dictionaries and directories.**

#### **Explanation**

In the audio you might hear the speaker talk about the history section and that there are ten shelves for encyclopedias, dictionaries and directories. All these come under one common name, that is, **reference books**, and the question does not demand the list of books, but their common name.

### Example 2:

Cinnamon is a sweet, fragrant spice **produced from** the inner bark of trees of the genus Cinnamomum, **which is native to** the Indian subcontinent.

In the question, the phrases in bold might be rephrased such as:

**Produced from:** made from

**Which is native to:** which originates from

So, one should look for words in the text that closely connects with the possible keyword. This approach would lead you to the answer.

## 5. Answer as you listen:

Sitting at one place for hours and attempting an exam isn't that easy. You are under the constant pressure of time and therefore, do not have much time to waste on a single question. Since there are chances that you might forget what you heard, it is best advised, to stay calm and write answers as you listen, leave nothing for later. You are provided with a booklet to jot down possible answers and choose the one that seems a perfect choice at the end.

## 6. Forge ahead:

Listening is the section wherein you only have 20 minutes to answer 40 questions. Most of the complaints test takers have are about losing the flow and missing out on some of the questions. Undoubtedly, this is a terrible situation, but can't do anything after it's done. So, if you missed out on answering one question, it is better to let it pass and move to the next one. If not, you will lose the others too.

## 7. Trace your clue:

The answer is usually pronounced loud and clear, and it is easy to comprehend. If you are unable to hear something clearly (because the speaker swallows words or whispers, changes the topic of the subject), then probably the answer is not there. With some practice, you will be able to find out the difference.



A good clue to answer is when you hear a repetition of a word, a word being spelt out (W H I T E F I E L D) or a number dictated.

## 8. Watch out for traps:

You might hear the speaker giving a list of things and then saying them all in one word.

Listen to [audio 4](#) and answer the questions below.

Example 1:

What kind of food does Maria like? .....

the correct answer is “**confectionery**” and not “cakes”, “cupcakes” or “donuts”.

Example 2:

\_\_\_\_\_ put up a great show and the film fare was a hit.

The correct answer is “**actors**” and not Aishwarya or Rajkumar.

The answer to both the questions above are common words and not words that are explicitly mentioned. So, do not rush to answers, as soon as you hear donuts, cakes or Aishwarya Rai. Instead, listen to the words that generalize what's been explicitly told.

## 9. Read the instructions:

Another important IELTS tip is to read the instructions carefully. They will tell you how many words to use. If it asks for no more than two words and you use three, it will be wrong. And you must put in only the right number of words.

**Example:**

Time: Tuesday, evening \_\_\_\_\_ pm.

The answer should be a number (5,6,7), do not rewrite pm along with the number, if in case pm is already mentioned in the question.

**Look at another example:**

“Well, when it comes to traditional clothing, I have tried Sherwani, Bandhgala, Lungi, Kurta, Angarkha, but never got my hands-on Jama and Dhoti or Pajama.

And the question is: Name one traditional wear that John has yet to try out\_\_\_\_\_.

**Explanation**

Here the possible answers are: Jama and Dhoti, but the question has asked for just ONE clothing. The answer should be either Jama or Dhoti, but not both. Anyone who writes, Jama and Dhoti / Jama, Dhoti receives a 0 for that question.

**10. Answers in Caps:**

**“You may write your answers in lowercase or capital letters.”**

This instruction says it all. You can write all your answers in the capital form to play safe. If you are quite confident as to where you need to capitalize, then you may use lower case where required. But it is always advisable to use capital letters in the examination, as each point counts and you wouldn't want to lose your band scores.

## LISTENING STRATEGIES

- **How to answer questions using keywords.**

What are keywords?

Any specific word that is used to find information is a keyword. In IELTS listening or reading, you look for a keyword in the question and then search for it in the passage or listen to it in the audio to get the answer for that particular keyword.

In IELTS Listening, keywords are especially important for multiple-choice questions and short answer questions.

- **Identifying the keywords in question.**

Listen to [audio 5](#) and answer the questions below, before you do, read the questions and circle the keywords.

From which two places did tea **originate** from?

- a. China
- b. Moscow
- c. North – Western Europe
- d. Eastern Asia

How many cups a day did the **Dutch Physician** tell us to drink? Ans:

\_\_\_\_\_

**Answers:**

- 1. A, D
- 2. 8-10

### Explanation

Look at the keywords in both the questions, what are they?

Yes, ‘**originate**’ and ‘**Dutch Physician**’ are the two keywords that are in the questions. The other important words in the questions are ‘two’, ‘places’ and ‘cups’ which helps you to identify the answers.

Once you find out the keywords, which are ‘originate’ and ‘Dutch Physician’ in this case, you listen to the audio keenly for these words to be mentioned. And when you read the question, you understand that you are looking for two places and so, you continue to listen attentively to the audio until the second answer and do not stop as soon as you find the first answer.

### ○ ‘Wh’ keywords.

A lot of the short answer questions in the Listening section consists of the ‘wh’ questions. Knowing what each of the ‘wh’ words asks for helps determine the answer.

For example:

**Who** does this black shirt belong to?

Answer: Antony

By identifying the word 'who' here, we know that we'll be listening to a name or occupation. So, this will help you pay attention to the names that occur in the audio.

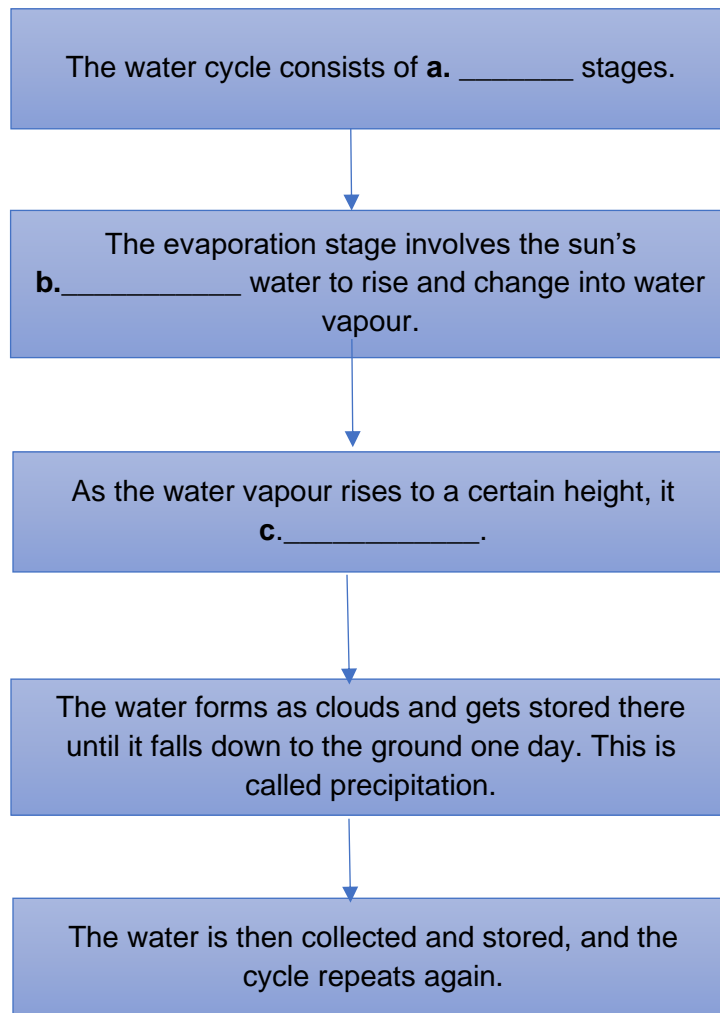
### Question words and their type of answers:

Who – person or name.  
What – thing  
Why - reason  
Where – place  
When – time  
How much/long – quantity  
How often – time

### ○ Identifying keywords in a flowchart

Identify the keywords in a flowchart. Look at the details that are being asked, and try to answer the questions before listening to the audio.

Remember, the answers come in the same sequence as the questions, and they have to be grammatically correct.



If you look at the flow chart above, you would know that the topic you'd be listening to is 'water cycle'. Reading the flowchart and finding the keywords helps you to identify the

answers needed. If you are aware of the information, write it down in our own words in the listening sheet and then jot down the answer in the exact words when you listen to the audio. This method will help you focus on the answer.

- **How to answer questions that involve numbers.**

There are different ways to express numbers, and if you're aware of them, then you would be more confident while you write numbers for questions involving them!

In a long number, the intonation rises and falls at the last number.

675-098-7654

A number can be in the form of identification number, date or price, and it can be expressed in a variety of ways.

Dates:

December 25,2020

Twenty-fifth December, twenty twenty

December twenty-fifth, twenty twenty

December twenty five, two thousand twenty

Price:

\$ 15.56

Fifteen dollars and fifty-six cents

Fifteen fifty-six

Time:

3:45

Three forty-five

Quarter to three

A quarter to three

Decimals:

2.75

Two point six five

Two and three fourths

Two and three quarters

Telephone numbers/card numbers/ID numbers:

+1 605 435 2765

Plus one six-o-five four three five, two seven, six five

Plus one six zero five, four thirty five, twenty seven sixty five

Listen to [audio 6](#) and write the numbers, dates and times you hear.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- **How to answer specific question types.**
  - **Form type questions:**

<b><u>Complaint</u></b>	
<b>Name:</b>	_____ Lawney.
<b>Address:</b>	_____, Rose hill road
<b>Number:</b>	_____.

All form questions come with keywords before the blank, read these keywords to understand the kind of information you are expecting. For example, the above box asks for name, address, phone number.

In this case, you know you have to listen keenly for names and addresses, and also for any numbers that will be mentioned in the audio as it requires you to fill in the blanks with the number too.

Also, remember that the gaps will be in the same order as the information in the passage.

**Listen to the audio and answer the question below:**

**Listen to [audio 7](#) and answer the question below:**

<b>HOUSE SERVICE INFORMATION</b>	
Location: 1.....	London
Postcode:	SW105
Rooms: two 2.....	Bedrooms
The other room used as: an 3.....	
Downstairs: kitchen-diner, conservatory, and 4.....	
Pets: 2 dogs and 3 cats.	

**Answer:** South West, double, office, lounge



**Table type questions:**

Student Name	Course taken	Start date	Fees
Nizar	1.	Sept 10	\$350
Sam	Creative Writing	2.	\$500

In a table question, you can identify the kind of information that you are looking for, by looking at the title of the table. For example, in the above table, you know that you are listening for course titles and dates to fill in the table. Always remember that the answer will be similar to the answers in the same column of the table (i.e.) if one column has a date in it, the other column should also have a date in it.

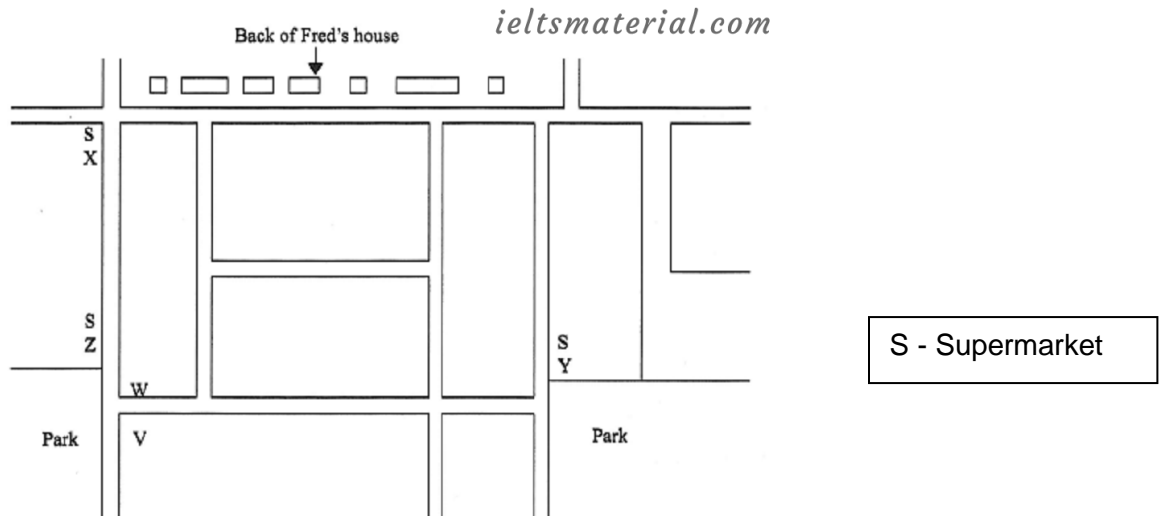
Listen to the audio and fill in this table:

Test 3 audio

	Monday	Tuesday	Wednesday	Thursday	Friday
9 - 12 am	French	History of English	28.		
2 – 5 pm		27.		French	29.

## • Diagram Labelling

In map or diagram questions, when you read the questions before the audio is played, pay attention to the other words that are already in the diagram. These words help you understand what is being asked for and acts as keywords to find your answers.



In the map above, you have to find out what is X, Y and Z. Now, looking at the map before the audio plays helps you understand that there is a park opposite to Z and Y. There is a supermarket close to all three of them.

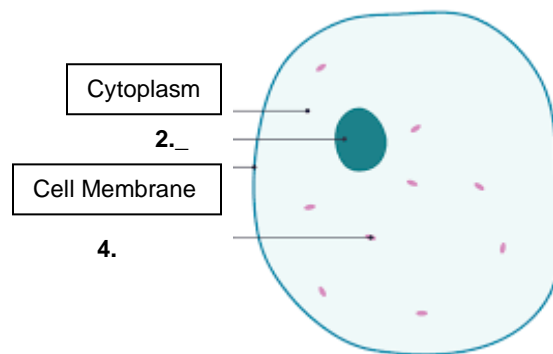
Now, you've to focus on the words, 'park' and 'supermarket' along with the directional words to identify what is X, Y and Z.

### Direction Expressions:

- On the other side
- Opposite
- To the right (left) of
- Above
- In the middle
- In front of
- Across
- Around the corner
- At the bottom of the map
- North, South, East, West
- Next to,
- Behind
- Beyond
- Past

In case of labelling diagrams, if you have prior knowledge on the diagram given (i.e.) if it is related to chemistry, and you have knowledge about the equipment in the diagram, name it before you listen to the audio. By doing so, you'd be able to check if you got the answer right. It will filter the answers that you need to focus on.

For example:



Look at the diagram above, assuming that I know the blue dot in the centre is a nucleus; I write the answer as '**nucleus**' before I listen to the audio. Since I know the answer for number 2, I would only have to check if the answer is correct for number 2 and listen keenly to the answer for question number 4.

- **Category questions (matching).**

We come across a lot of questions in IELTS listening that involves matching our questions with certain kinds of answers. Usually, these answers belong to a specific category. Identifying and focusing on the category can help you understand the information that you've got to be listening for.

For example:

- A. Teenagers**
- B. Old people**
- C. Young Adults**
- D. Children**
- E. Infants**

Listen to the audio, and identify where the group of people in the box above visit commonly.

1. Going to the gym
2. Going to the theatre
3. Going to playschool
4. Staying at home

Now, suppose we look at the answer options in the box. In that case, we can identify that the category in the box is 'age groups' so when we listen to the audio, we will pay attention to the different kinds of the age group being mentioned to figure out the answer.

# READING

## SELF STUDY ACTIVITIES

### Articles:

It gets pretty boring to improve your reading every day using practice tests – reading the news is a great way to work on your IELTS!

Let's take a look at how you can use the news in a structured way over a long period of time to improve your reading skills and do better in the test (these tips apply to books and other online articles as well – not just the news).

Make sure that you read articles from the same topic. Since both articles are related, you will be able to review a lot of the same vocabulary.

For example, some of the common vocabulary in both articles might include: administration, white house, democratic, campaign, conceal, institutions and many more! You read the same words over and over again in slightly different texts and over time, understand the word entirely. It is how you learn a language. You don't learn words with vocabulary lists and translations from L2 to L1 (or even from dictionaries!).

This method of learning slowly as you read a word over and over again encourages deep, meaningful learning, not simple memorization.

### Books:

After all, it seems like there are a lot of **tests to practise**. When will you find time to **dig into** a good novel?!

Reading for pleasure is **excellent** for IELTS candidates. Yes, it will **improve your reading comprehension**, but this habit is **beneficial** for reasons far beyond that!

Here is a list of few books that you can read:

New York– Written by **Edward Rutherfurd**, *New York* tells the **history** of a real city by **following one or more families** from its **inception** to **modern-day**. Although these look **hugely daunting**, the books go by quickly as the dialogue and story **draw you in** entirely.

Noble House– *Noble House* is the fourth book in **James Clavell's** Asian Saga and is based in 1963 Hong Kong. As with *New York*, it is **massive** but completely worth it. The

drama of the characters, **snappy dialogue** and **pacing** lead you to **lose yourself** in these pages.

The Stand– This is a **long sci-fi tale** about a **post-apocalyptic** world. It's one of the few books I've read more than once! There is also an old **TV mini-series** starring Molly Ringwald **based on the book**.

### **Vocab wall:**

A vocab wall is a wall you dedicate to yourself in your room to learn new words. You might come across a lot of words, which might sound unfamiliar to you. It is always a good practice to note it down in a sticky note with the meaning of the word just behind it. This method is fun and informative.

Every day, you add on to the wall, and when you do, you revise the other words by saying out loud the meaning of the word. If you forget, you can always turn the note and look at the meaning.

### **Read a book you've already read or seen the movie:**

Although most language learners under Advanced level would probably learn more from reading a graded reader or something from the internet than they would from reading an original book written for English speakers, reading something like Harry Potter in the original can be an excellent motivator to improve English. To make this more comfortable for you and make sure that it motivates you rather than making you tired, try reading a book that you already know the story of. This method not only makes it easier to understand and guess vocabulary, but you are also more likely to remember the language in it. If you have not read the book before, reading a plot summary from the internet can also help in the same way.

### **Websites:**

The internet connects people in ways that were never possible before. It's a place where you can find some incredible English writing. When you think of getting English reading practice, you probably think of books or magazines. You might think of going online when you want to learn internet slang. But there's so much more to discover online! There are some fantastic websites out there from natives that provide great content written in excellent English. By visiting certain websites, you can improve your English reading skills while learning something new about a topic you enjoy. So choose something that interests you, and let's get to know some English!

### **Newspapers:**

If you want to develop your English Language communication skills, there are many more exciting ways, and you need to apply them sincerely. One of the interesting ways is reading English newspapers regularly for at least half an hour daily. Do not miss reading

newspapers in the English language even for one day and if you keep on reading newspapers for six months or nine months regularly, you will be surprised by the progress of yours.

## READING TIPS

### Look for instructions:

Instructions are written to help you pass the exam. Moreover, IELTS Academic and general training reading section instructions are precise. Therefore, read the instructions carefully before you do anything. It is also imperative to manage your time. You very well know which section requires most of your time, so divide it accordingly and work on the text item. Keep in mind that they can disqualify you if you do not follow instructions.

For example, the instructions might state:

‘Write no more than two words and/or a number’

This could mean:

- One word
- One word and a number
- Two words
- Two words and a number

### See an example below for the following instructions:

a) **“NO MORE THAN ONE word”**

Sally goes to bed at \_\_\_\_\_.

If the answer is 9, just write 9. If you write “at 9” it will be marked wrong because those are 2 words.

b) **“One word and a number”**

Numbers written in words are considered as a number.

For instance, Forty-six is considered as 46. Therefore, ‘forty-six pounds’ is considered as one word and a number.

c) **“TWO words”**

If the answer is blue and pink, you should write ‘blue, pink’, not ‘blue and pink’. If you write ‘blue and pink’ it will be marked incorrect because ‘blue and pink’ are three words.

**d) “Two words and a number”**

For example, “38 Keats Road”

Avoid adding words like “**and, an, the, at, a**” where they are not needed.

Note: All the hyphenated words such as good-hearted are counted as one word in the IELTS Academic or General Training reading section.

**You need not know meanings for all the words you read:**

When you are preparing for the exam, it is customary to improve your vocabulary by searching for the meaning of words you do not understand in the dictionary. However, when it comes to exams, you do not need to know every single word, and you are not given the dictionary.

Trying to understand each word will make you move like a snail and time will be against you. The trick here is, to read the full sentence and maybe the following sentence. If you still do not understand the damn word, then move on.

What you need to focus on is the key sentences which can give you the answer. Guess what? That single word may not even be relevant in helping you answer the questions. Remember, even native speakers, including IELTS examiners, may not know the meaning of some terminologies in topics that they do not have in-depth knowledge.

There is a tip given below for you which you can surely try to use to solve this problem.

• **Break it down:**

When dealing with words you are unfamiliar with, you can often work out their meanings from the context in which they appear and by breaking them up into parts. Here is an example:

**Ophidiophobia** is spreading rapidly among people in India with the increase in the number of deaths in the area surrounded by dense forests.

Suppose you do not know what **Ophidiophobia** is. Now, what should you do?

Try to think under the context of the word in the text. Surely it means some disease because there is a word ‘spreading’. The context also gives you another clue- increase in the number of **deaths** in the areas surrounded by **dense forests**. So, the word is somehow related to the forests or those living there.

Now try to break down the word. You will find two individual word-parts, “Ophidio”, “Phobia”.

**\*\*Ophidio comes from the Greek word, ophis which refers to snake and phobia means fear.**

With the known vocabulary sources that you have, guessing the meaning of a word somewhat becomes easy



### 3. The correct answer is not the best answer:

Rather it is “the most appropriate” answer compared with the rest of the answers. In other words, you may feel that there is no other answer that closely matches with the question, so you end up looking for the possible match. There are chances that you may find two headings which are appropriate for the passages given. Look for keywords in the heading and find the basic idea of the passage.

Let's look at an example:

#### **The Evolution Of Language**

A. Language everywhere changes over time; it has to. A central reason that necessitates modification is to allow for developments in our world to be expressed. For example, the technological revolution alone has been responsible for the addition of a plethora of words to our vocabulary: hard drive, software, modem to name just a few. The Japanese writing script katakana, which was originally introduced in the 9th century as a means by which Buddhist monks could correctly interpret Chinese pronunciations, is now most commonly used to embrace foreign words for which there is no original Japanese character; pizza or hamburger for example. Likewise, the western world's exposure to and familiarity with foreign cultures now means that words such as sushi, naan bread, and kebab, for example, are used by diners regularly.

B. However, the expansion of our vocabulary is just one element involved in how and why language evolves. Given the variation of dialects or regional accents present in most language systems, it is clear that an individual's interpretation of what is correct and commonly used will vary quite dramatically since this perception is based upon a combination of factors including the age, educational level and region of the country a person is from. As we go about our daily lives and interact with others from different backgrounds and experiences, the language we hear is often taken on board and incorporated into how we communicate ourselves. Many phrases with American origins are now commonplace in British English for example, due to the frequency with which they are heard on television and in the movies.

Questions 1 and 2

Reading Passage 1 has six paragraphs A-F.

Write the correct number i-viii in boxes 1-4 on your answer sheet.

Choose the correct heading for paragraphs B, C, E and F from the list of headings below.

**List of Headings**

- i. Historical acceptance of change
- ii. The Generation Gap
- iii. Influences on speech
- iv. Ancient writing in Asia
- v. Cultural evolution and its impact on language
- vi. Slang expected in the future
- vii. Questioning logic
- viii. The lifespan of vocabulary

**Questions:**

1. Paragraph A

2. Paragraph B

**Answers:**

1. A- v
2. B-iii

**Explanation:****1.Paragraph A:**

The paragraph mainly focuses on:

- **Technological** revolution
- **Japanese writing** scripts
- **Buddhist** monks
- **Chinese** pronunciation
- **Western** world's exposure

The paragraph focuses on how cultural evolution and technological advancements impacted the language. Once you find the keywords from the text, the next step is to match it with the headings.

The heading that best fits this paragraph is: **v**

## 2. Paragraph B:

This paragraph talks about:

- **Dialects/ regional** accents
- **Factors:** age, educational level and region
- **Background** and experience
- **Communicate**
- **American Origin** and its influence on British

How different dialects, regional accents, age, educational level, region, backgrounds and experiences have influenced speech and language. Therefore, heading **(iii)** is the perfect match.

## 4. Beware of synonyms:

You are often told to highlight keywords in the question to help you find the answer in the text. That is a good idea, but remember it is not usually as easy as that and the word in the text will likely be a synonym of the word you have underlined, and some words might be used just to confuse you. So be careful of just scanning to find the exact word you have highlighted in the question –your highlighting of the wrong keyword will lead you to a wrong answer. So, look out for synonyms when you are finding the right place in the text for the answer.

Example:

By the mid-1980s, farmers in Denmark

A used 50 percent less fertiliser than Dutch farmers.

B used twice as much fertiliser as they had in 1960.

C applied fertiliser much more frequently than in 1960.

D more than doubled the amount of pesticide they used in just 3 years

Fertiliser use doubled in France in the period 1960-1985 and increased in The Bordeaux by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Paris, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

The sentences express that fertilisers use ‘doubled’ which also means ‘twice as much’. The period mentioned was ‘1960 – 1985’, or ‘from 1960 to 1985’. This means that fertiliser used in 1985 is twice as much as the amount used in 1960. Looking at the answers, we choose B.

By the **mid-1980s**, farmers in **Paris**

**A** used **50 percent less** fertiliser than **French** farmers.

**B** used **twice as much** fertiliser as they had in **1960**.

**C** applied fertiliser much **more frequently than in 1960**.

**D** **more than doubled** the amount of pesticide they used **in just 3 years**.

### 5. Don't read -scan:

You heard that right, we often end up reading the passage and still don't find an answer to a particular question. The best thing is to scan through the text. Just go over it and get the idea of what the paragraph is all about. This method will not only help you find the answer but also give you a fair idea about the text and help save time!

### 6. Map making:

It is very easy to get lost inside all those words, but a map would help you find your answers quickly. Each paragraph will have a main idea. Find that out and write it against the paragraph or at least underline the keyword that best describes the passage as a whole.

### 7. Style:

When filling the answer, copy the example's style. For demonstration look at the following table:

	USA	AUSTRALIA	CANADA
Divorce rate	Example: 45%	25%	
marriage	first	second	

Example 1: If the example says “45%”, give your answer in the exact form, a number and percentage(%). Any other form or style like 45 percent or just 45, may reflect on your score.

Example 2: If the example says “first”, answering in any other form like (1st ,1 or first marriage), may reflect on your score.

## 8. How to read quickly:

Slow reading is not a disease, but in the IELTS exam, you do not have a whole day to go through each word. There it is essential to train yourself to read fast and to do that you should:

- Make sure that you are alone in a quiet room, away from distractions.
- Learn new words from the passage that you read and note it down on a flashcard with its meaning. Keep checking the same daily. It is always a good habit to guess the meaning from the context.
- Read newspapers, magazines and other materials for practice.
- Start reading sentences phrases or in groups.

For example,

Do not read like this:

Authors - like - Shakespeare - and - Salinger - write - a lot - about - teenagers - because - they - believe - they're - interesting - and - complex.

Instead, read it like this,

Authors like Shakespeare and Salinger - write a lot about teenagers - because they believe - they're interesting and complex.

Notice how the speed of your reading increased?

## 9. Words from the context:

The best part about IELTS Reading is that you don't need to think of an answer which is not mentioned in the text. The answers can be copied directly without making any change to the word. If you have to make changes to the word or its tense, then it probably isn't the right answer. Also, in such cases, you need not worry about spelling mistakes because you are just directly copying from the text. The tasks that require words to be copied are :

- Sentence completion
- Short answer questions
- Summary completion
- Table/Notes/Flow chart completion
- Diagram labelling

## 10. Sequentially:

The questions follow a sequence (1 then 2), same is the case with the answers, it appears sequentially in the text. The answer to question 2 appears in the text after the answer to question 1. It is always advisable to answer questions chronologically. In case you read

past the answer to a question and happen to find the answer to the next question, you know that the answer for the previous question lies in the previous lines.

Here are the tasks for which the answers appear sequentially:

- Sentence completion
- Short answer type questions
- True/False/Not Given
- Multiple choice

### **11. Time management:**

It is important to practice answering questions using firm time limits for each section.

- **Section 1**- fifteen minutes
- **Section 2**- twenty minutes
- **Section 3**- twenty-five

If you find it very difficult to finish questions in the given time, then it is advisable to concentrate more on section 1 and 2. By focusing more on these sections, there are higher chances for you to get a better score. This is only for those who find the reading test quite difficult to finish.

## **READING SELF STUDY STRATEGIES:**

### **General Reading Strategies**

#### **When to skim and scan?**

Skimming and Scanning are two important techniques that we use to read a passage.

#### **Skimming**

You skim a passage when you need to get an idea about a certain passage and not comprehend the words in it. Skimming is reading the text by just a swift movement of the eyes, probably reading the first line of a paragraph and jumping to the first line of the next paragraph, or reading the headings and titles or even looking at the images given.

#### **Scanning**

You scan a text when you know what you're looking for (i.e.) you've read the question and identified the information you are looking for.

A few questions types require you to scan the text, whereas others require you to read the text in detail. These question types need you to look for the keywords in the question and

then figure out the keywords in the text for the answer. Thus, you would need to scan the text.

Here are a few question types for which scanning is required:

- Sentence/Notes/Table/Flow chart/Summary completion
- Short answer questions
- Labelling a diagram
- Matching features (finding information in paragraphs)

## ● **MATCHING INFORMATION:**

### **Step 1:**

Scan the passage and look for words, numbers, dates and phrases from the question. Understand the category from the options given. For example, the options below are fruits. So, understand beforehand that you have to look for names of fruits as keywords to match the question with the options.

### **Step 2:**

Read the entire sentence once you find a keyword.

### **Step 3:**

If you haven't found the exact word, look for related words or paraphrases.

### **Step 4:**

Check in the sentences that come before and after as well.

Among the many fruit categories, apples top the charts in terms of popularity. An Apple is a juicy and edible fruit of the apple tree, scientifically called the *Malus Domestica*. It has its roots in Central Asia and now spread to many countries that cultivate many varieties of apples. These are grown from flowers and have multiple seeds inside them, which are the only inedible parts of the fruit.

Banana is a tropical fruit, renowned for its nutritional goodness. It belongs to the Musaceae family and is botanically a berry, due to multiple seeds inside it. The fruit comes with an outer cover, which when peeled reveals a mushy, white flesh. Both the

ripe and unripe varieties of fruits are edible, with sweet and starchy-tart tastes respectively.

Bananas are available easily in most countries and also one of the inexpensive fruits in the world. They are used for making chips, milkshakes, cakes and other culinary delights.

Mango, the “King of the fruits” is a drupe fruit that grows in tropical regions. It has yellow colored tangy pulp, with a unique flavor and fragrance. Mango belongs to the Anacardiaceae family and available only in summers. Depending on the variety-the shape, color, texture of pulp and the taste varies drastically. The unripe mango is very sour and as the fruit ripens, the sugar levels rise to add sweetness. Mangoes are rich in Vitamin C, antioxidants and other key nutrients, making it one of the most nutritional kinds of fruits on the planet.

Question:

1. Apple
2. Mangoes
3. Bananas

Information to match:

- a. Rich in Vitamin C
- b. Grown from flowers
- c. a berry because of numerous seeds

Answers:

1. Apple - B
2. Mangoes - A
3. Bananas - C

Explanation:

For question 1 and 2 (i.e.) Apples and Mangoes, if you read the lines that come after the word ‘Apple’ or ‘Mangoes’ - you’ll find out the answer in the passage. In the case of question 3, if you read the sentences after banana, you would find that there is a line that says, ‘is botanically a berry, due to multiple seeds inside it.’ whereas in our



options, it says ‘a berry because of numerous seeds’. If you know that multiple is the synonym of numerous, you would be able to match C with question 3.

- **CHOOSING HEADINGS:**

**Step 1:**

To get your answer go in the order of the paragraph and not in the order of the headings. The first sentence of the paragraph contains the main idea or the topic sentence. Therefore, read the first and last sentence, if you find nothing, then read the whole paragraph.

**Step 2:**

If you cannot find the answer from the first and last sentence, scan and read the whole paragraph to understand the main idea of the paragraph before you choose a suitable heading.

**Step 3:**

In the case of tricky paragraphs, if you cannot find the heading even after reading the whole paragraph, then you can move on to the next paragraph and come back to the tricky paragraph after you’ve eliminated the other options. Because when options are limited, it becomes easy to find the perfect heading.

**Example:****Choose the correct heading for the following paragraphs:**

**A.** The intense rate of change in the world gives rise to numerous new products – many of them electronic. What is brand new and state-of-the-art one month is quickly relegated to old model’ status the next. Within the world of computing, this frenetic pace of change has led to millions of outdated, worthless products. Keystone, an American-based research company reported. In 2005, one computer became obsolete for every new one introduced in the die market. By the year 2010, experts estimate that in the USA there will be over 500 million obsolete computers. Most of these computers will be destined for landfills, incinerators or hazardous waste exports.’ Old, outdated keyboards, monitors and hard drives all combine to produce what is now widely known as ‘e-waste’ and the way to appropriately dispose of them is proving to be a challenge.

**B.** Most computers are a complicated assembly of hundreds of different materials, many of which are highly toxic. Most computer users are unaware that these toxic metals, acids, plastics, and other substances have been shown to be the cause of various blood diseases and cancers, Amongst workers involved in the recycling of computer products, there has been a proliferation of blood diseases Printed circuit boards, for example, contain heavy metals such as antimony, silver, chromium, zinc, lead, tin and copper. Environmentalist Kieran Shaw estimates there is hardly any other product for which the sum of the environmental impacts of raw material, extraction, industrial refining and production, use and disposal is so extensive as for printed circuit boards.

**List of Headings**

- I. Exporting **e-waste**
- II. The **dangerous substances** found in computers
- III. Blame **developed countries** for e-waste
- IV. The **dangers** of computer circuit boards
- V. **Electronic changes** bring waste
- VI. The **hazards of burning** computer junk

**ANSWERS:**

- A. V** (electronic changes bring waste)  
**B. II** (The dangerous substances found in computers)

**EXPLANATION:**

- Look at the keywords you underlined in the list of headings and look for similar information in the passages. Do not read the headings first. Go through passage A and then check the list of headings and mark the keywords. The topic sentence in paragraph A starts with ‘The intense rate of change’ of electronic products. The next main point in support of the change is many products are then rendered ‘obsolete’ with ‘500 million obsolete computers...destined for landfills, incinerators or hazardous waste exports. So, the heading number (v) is apt.
- The same process applies to find the heading for paragraph B. Paragraph B discusses in the first sentence that many of the materials found in computers are ‘highly toxic’. It continues by giving details about the different types of chemicals contained in them – ‘antimony, silver, chromium, zinc, lead...’ Although circuit boards are referenced as having a very negative impact on the environment; the focus of the paragraph is not in this area.

- **COMPLETING SENTENCES:**

**Step 1:** Before checking the answer in the passage, try to complete the sentence first.

**Step 2:** Look for synonyms or paraphrases in the passage. The word that fits the sentence will be the same in the passage.

**Step 3:** Before you write the word down as the answer, check if it grammatically fits the blank.

A. The first telescopes built in the early 1600s were very primitive inventions allowing the user to see around 3-times further than the naked eye. It was not too long, however, until Italian astronomer Galileo heard about the invention ‘that through use of correctly-positioned lenses, allowed people to see things a long way away’. The tools used in the manufacturing of the first refracting telescope were all Galileo needed to know and within 24 hours he had developed a better one. In fact, the process of improvements Galileo made on Lippershey’s telescope was quite dramatic. Whereas the original version had a magnification of 3, the new telescope had a magnification of around 30. **Galileo achieved these extraordinary results by figuring out the combination of the positions of the lenses and also by making his own lenses which were of better quality.** Although he originally thought they were stars, the better-quality lenses – and some scientific analysis – enabled him to eventually use his telescopes to see the moons of Jupiter. Galileo’s refracting telescopes – so-called due to the way they handled the light that passed through them – were the standard at that time.

B. Some 70 years later, British scientist Isaac Newton, explored the way a prism refracts 1 white light into an array of colours. He recognized that a lens was a circular prism and that the separation of colours limited the effectiveness of the telescopes in use at the time. Newton created a Reflective Telescope, one that used a dish-shaped or parabolic mirror to collect light and concentrate the image before it was visible in the eyepiece. **Thus, lenses used for magnification in telescopes were replaced by mirrors. Mirrors have since been the standard for telescopes.** In fact, according to telescope researcher Dr Carl Addams, the basic designs of telescopes have not changed much in the last 100 years. What has changed, however, is the way technology has been used to improve them. For example, the larger telescopes in the world today are around 10 meters in diameter and the mirrors placed within them are so finely polished that even at the microscopic level there are no scratches or bumps on them at all. To achieve such a flawless surface requires a very expensive process that operates with the utmost precision.

Write your answers in boxes 11-13 on your answer sheet.

There have been a number of changes in telescopes since they were first invented. For example, Galileo’s telescope increased magnification of the previously made telescope by a factor of 30. He did this by altering the lenses 11\_\_\_\_\_ and also constructing lenses 12\_\_\_\_\_. Other improvements followed but the most

significant step forward, and still a major factor today in telescope design, has been the inclusion of 13\_\_\_\_\_.

**Answers:**

1. **Positions**
2. **of better quality**
3. **mirrors**

**Explanation:**

The sentences: ‘Galileo achieved these extraordinary results by figuring out the combination of the **positions** of the lenses and also by making his own lenses which were **of better quality**’ and ‘Thus, lenses used for magnification in telescopes were replaced by mirrors. **Mirrors** have since been the standard for telescopes’, and are marked bold because the answers are right there. The words are exactly the same, without any change in their grammatical form.

● **COMPLETING NOTES/SUMMARIES:**

**Step 1:** Read the summary, and look for what is missing in the summary (i.e.) a name, place, date.

**Step 2:** Read the words that are given and find these words in the passage.

**Step 3:** These words will be near the missing words. Usually, summary or note questions will revolve around one paragraph/idea rather than the whole passage.

**Text:**

The birth of the hot air balloon is largely contributed to the efforts of two French brothers, Joseph and Etienne Montgolfier, who employed the fact that hot air was lighter than cool air and using this, managed to lift a small silk balloon 32 metres into the air. The brothers went on to elevate a balloon into the air ten thousand metres before it started to descend and then exploded. Arguably limited success, but their work came to the eye of the French Science Academy as the discovery of the properties of hot air balloons helped scientists to study weather patterns and the atmosphere.

**Question:**

Complete the following in *no more than three words*.

The accomplishment of the hot air balloon is rightly deserved by the two brothers, Joseph and \_\_\_\_\_ Montgolfier. The idea spurted from a small concept that \_\_\_\_\_ was lighter than cold air. They lifted a \_\_\_\_\_ balloon into the air for \_\_\_\_\_ before it descended and exploded. Even though the project didn't turn out to be a huge success, it caught the attention of the French Science Academy.

**Answer:**

Etienne, hot air, silk, ten thousand metres.

**Explanation:**

Looking at each of these blanks, we would be able to identify the keyword or a particular sentence that links it to the passage. In the case of the first blank, we know by reading the sentence that the blank is a name. The name 'Montgolfier' is mentioned next to the blank. Thus look for this word in the passage and find the missing word next to it. (i.e.) Etienne. The words 'cold air' 'lifted' 'descended' are the keywords in the summary that helps us find the answers in the passage.

- **TRUE, FALSE and NOT GIVEN (or) YES, NO, NOT GIVEN**

Now, they may seem similar, but they are quite different.

To answer these types of questions, you have to look at the keywords given in the statements. The statements may be paraphrases of statements in the passage. If there isn't an identical statement in the passage then it is Not Given. Usually, the adjectives and the modifiers may play a huge role in the answers. The modifier in the question and the answer might be different.

- **True, False, Not Given**

In the case of True, False or Not given questions, the statements have to agree with the information in the passage. The instructions would be as follows:

**True – if the statement agrees with the information in the passage**

**False – if the statement contradicts the information in the passage**

**Not given – if there is no information about this in the passage.**

For example:

**Text:**

*Chilies originate in South America and have been eaten for at least 9,500 years.*

**Questions:**

1. Chilies come from South America
2. People began eating Chiles in the last few centuries
3. South Americans were the first people to start eating Chiles

**Answers:**

1. Chilies come from South America - **True**
2. People began eating Chiles in the last few centuries - **False**
3. South Americans were the first people to start eating Chiles - **Not Given**

**Explanation:**

Now, could you guess the reason behind the answers?

For the first question, ‘originate’ means ‘coming from’ or ‘started somewhere/something’. Thus, the text implies that chilies came from South America, and the statement is true.

For the second question, the statement clearly states that chilies were being eaten for at least 9,500 years which is not just for the last few centuries but also before that. Thus, the answer is false.

For the third question, it says that the South Americans were the first to start eating chilies. Even though chilies originated in South America, we cannot assume that the South Americans were the first to eat chilies as it isn’t mentioned distinctly in the text. Thus, the answer is Not Given.

○ **Yes, No, Not Given**

In the case of Yes, No or Not given questions, the statements have to agree with the views of the writer in the passage.

\* Think about possible synonyms that might appear in the text and note any qualifying words in the statements such as, all, some, always, often.

The instructions would be as follows:

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

**No – if the statement contradicts with the views of the author**

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



**Text:**

The early editions of Children's and Household Tales were not even aimed at children. The brothers initially refused to consider illustrations, and scholarly footnotes took up almost as much space as the text themselves. Jacob and Wilhelm viewed themselves as patriotic folklorists, not as entertainers of children. They began their work at a time when Germany had been overrun by the French under Napoleon, who were intent on suppressing local culture. As young, workaholic scholars, single and sharing a cramped flat, the fairy-tale collection focuses on the goal of preserving the endangered

**Questions:**

1. The brothers did not like to add illustrations to the books at the beginning.
2. They started writing stories when the English ruled the Germans
3. The Grimm brothers began the fairy-tale collection with a goal of preserving the tradition of Germany.

**Answers:**

4. The brothers did not like to add illustrations to the books at the beginning. - Yes
5. They started writing stories when the English ruled the Germans - No
6. The Grimm brothers began the fairy-tale collection with a goal of preserving the tradition of Germany. – Not Given

**Explanation:**

In the first question, the statement says that the brothers did not like to add illustrations which means the same as they initially refused to add illustrations. Thus, the answer is YES.

In the second question, the question says that they began writing stories when the English ruled the Germans but, in the text, it is mentioned that they began writing when the French ruled the English. Thus, the answer is 'NO'

In the third question, the question says that the began writing the fairy tale collection to preserve the tradition of Germany. But in the text, it says, 'the fairy-tale collection focuses

on the goal of preserving the endangered oral tradition of Germany.’ Although it is mentioned that the goal is preserving the oral tradition, it isn’t stated anywhere that the sole reason to start writing was for this goal. Thus, it is ‘NOT GIVEN’

**Note:**

When you are practicing these types of questions at home, it is imperative to go back to these questions and understand why you got them wrong. This approach will help you understand where you went wrong, what confuses you, and which particular word tricked you. Reflecting on this, you can learn from the mistakes going forth.

# WRITING

## SELF STUDY ACTIVITIES

### **Keeping a journal/journaling:**

Journaling is an excellent option for those who don't like sharing their writings with anyone, yet want to improve their language skills. Grab a notebook and write about what is on your mind. You can write about your dreams or goals. Remember, it's ok to make mistakes. It's better that you practice and gain fluency than to do nothing and stay at the same level.

### **Starting a blog:**

Writing is no different from any other skill. To master that skill, you need to gain a lot of experience before you reach a certain level of competency. It would be best if you tried getting into a habit of writing. Writing frequently will improve your skills. After searching for errors, ask for opinions. Ideally, have a friend or associate to review your articles and give you an honest opinion on what could be improved.

### **Writing letters:**

You can write a letter to yourself at a younger age. It can be your childhood self or yourself just a few years back. You can also choose to write a letter to a friend or loved ones. You can offer or seek advice, compassion, explanation, forgiveness, or praise.

### **Writing in your area of expertise:**

Think about something you are good at; it could be anything from washing the dishes to selling accessories. Assume your reader is entirely ignorant and wouldn't want you to explain it as they do it in a manual. Try writing it in a conversational style. This type of writing will give you more confidence, as you are well aware of the topic.

### **Writing prompts:**

A prompt can be a short sentence or paragraph; the central idea behind this is to ignite your imagination and creativity. It stimulates ideas and helps you grow as a writer. It can be about anything like a beautiful morning or about taking a walk on the beach.

☐ **Write a story that was told to you:**

You can recount a story told to you by another person. It can be a story one of your parents or grandparents shared, an incident that happened many years ago, or it can be a more recent event, a friend or family member recounted. Or you can tell a story you learnt in school or through reading about a well-known person or event. This type of writing helps you recall memories and add your own colour to it.

☐ **Pretend to be someone else:**

Choose one situation, encounter, or setting, and write what you see, hear, think, and feel about the scenario. Get inside of this person's brain, and try to be as descriptive as possible. For instance, read a newspaper article and now pretend to be the reporter and add your style of news writing and reporting.

## WRITING TASK

### TASK 1:

General training students are asked to write a letter for writing task 1, but academic students will need to analyse a chart or diagram.

- **GT Writing Task 1:**
  - Letters: Formal, Informal, Semi- formal
- **Academic Writing:**
  - Table, pie chart, bar chart line graph etc.

Module	Task 1	Task 2
Academic	Analysis of chart or diagram.	Essay
General	Letter	Essay

## TIPS OF ACADEMIC TASK 1:

- **Understanding the type of task:**

You will be asked to describe a graph. It is important to keep a check on the language that you use. There are different types of graphs, and therefore it is important to understand the type of the task assigned and answer it accordingly.

### **Types of Graphs:**

Single line graph

Double line graph

Bar graph (Single, Double or Triple bar graph)

Pie chart

Table

Process diagram

- **Don't spend much time on Task 1:**

IELTS writing task 1 is worth only about 33% of your total writing marks. It is recommended to not spend more than 20 minutes on task 1. The same is the case for General task 1.

- **Plan a structure:**

You can't afford to write a detailed plan or create a mind map. All you have to do is follow the structure. All IELTS Task 1 should contain an introduction, overview and body paragraphs. Focus on the content of these paragraphs.

- **Vocabulary:**

Many students feel that using complicated words and vocabulary would help them score better. Undoubtedly yes! Your vocabulary would bring a drastic change in your score. But don't end up using words which do not match with the context and end up losing marks. Make sure you use words that you are familiar with and are confident.

## TIPS FOR GENERAL TASK 1

- **Identify The type of letter:**

Every letter writing question will have a specific instruction. Read that carefully and identify the type of letter. Each type of letter uses a different language. It will have a different beginning and a different way of signing off. Your first task, before you start writing, is to decide which type of letter you must write by identifying the task given.

- **Opening and closing for each letter:**

There are three types of letters for Writing Task 1, and once you identify the type of letter that you have to write, you have to choose and write appropriate opening and closing lines. Given below are the appropriate opening and closing lines:

- ❖ Opening and closing lines

### **Formal Letter:**

- ☐ Thank you for / With reference to / Further to / In reply to your letter of / dated.....(**referring to previous contact**)
- ☐ I am writing to enquire about / to confirm that / to inform you of...(**beginning/introductory**)
- ☐ I look forward to hearing from you soon / in due course.....(**conclusion**)
- ☐ If you have any further questions, please contact me on ....(**conclusion**)

### **Informal Letter:**

- ☐ It was good / nice to hear from you.....(**referring to previous contact**)
- ☐ I'm sorry I haven't written / haven't been in touch for such a long time...(**beginning**)
- ☐ It's been ages since I've heard from you. I hope you're well.....(**beginning**)
- ☐ This is just to let you know that.....(**giving news or information**)
- ☐ By the way, have you heard about / did you know that.....(**giving news or information**)
- ☐ If I were you, I'd .....(**advice**)
- ☐ Looking forward to hearing from / seeing you soon.....(**conclusion**)
- ☐ Give my regards / love to.....(**conclusion**)

### **Semi formal Letter:**

- ☐ I am writing to apologise for / about.....
- ☐ I am sorry for any inconvenience this has caused.
- ☐ I thought you might be interested to hear about / to know that.....
- ☐ I would/wouldn't recommend.....

#### **❖ Opening and closing phrases**

While we are in the topic of opening and closing a letter, let's look at ways in which we have to open and close a specific type of letter as this is extremely important for letter writing.

### **Formal Letter:**

Opening:

- ☐ Dear sir/madam

Closing:

- ☐ Yours faithfully

### **Semi formal letter:**

Opening:

- ☐ When you're writing a letter to someone you know quite well, you start as:

Dear(name)

When you're writing a letter to someone you know but aren't close to, you use a title before their surname, like:

Dear Mrs/Mr/Ms/Miss (name)

### Closing

- ☐ Your sincerely,
- ☐ Kind regards
- ☐ Best regards
- ☐ Regards

### Informal letter:

#### Opening

- ☐ Dear (name)

#### Closing

- ☐ Best wishes
- ☐ Best regards
- ☐ Regards
- ☐ All the best
- ☐ See you around
- ☐ Lots of love
- ☐ Always and forever

- **It's better to keep a word count:**

Numbers, dates, time, symbols, prepositions (e.g. in, at), hyphenated words, compound nouns -are counted as one word. Words in brackets are also counted (e.g. 55%). Though there is no more compulsion to stick to the word count, it is always better to check on the number of words. This approach would help you to avoid unnecessary information and include only the required points.

- **Answer all the sub points:**



In letter writing, students talk about everything and end up leaving the major intention behind. There are three major points in the question. You have to answer all of them; otherwise, you might lose points.

## TIPS FOR WRITING TASK 2

- **Structure:**

A good IELTS essay must have a clear introduction which gives the examiner an idea of what the rest of the essay is about. Paraphrase the question in the introduction. It is an excellent way to show off your vocabulary. The essay must also have a clear conclusion which should summarise the text and connect back to the question.

- **Identify the types of essays:**

There are different types of essays for Task 2. Read the question and identify the type of essay before you start writing.

- **Time management:**

It is essential in the writing test to keep an eye on the time. Moreover, it is not easy to finish two tasks in just one hour. Don't spend too much time on thinking for that perfect start or creating evidence for the fact that you opine for. What you need to know is that essays can be imaginative, and you don't need to state facts only. The examiner is not looking for the truth in your evidence, that can be made up stories. All they need to see is your proficiency in English.

- **Practice:**

Practice, practice and practice, no matter how good you are with the language, without proper practice, you wouldn't be able to reach the desired score. To prepare well for the writing task, you need to prepare ideas for common topics and then practise applying them to the tasks given.

- **Mind Map:**

Apart from planning an essay and creating an outline, a mind map can help you find important points. It allows you to come up with new findings and conclusions. This can make a dreadful task a lot easier and saves you a lot of time.

## WRITING STRATEGIES - TASK 1

- **Recognize the parts of a graphic:**

There three parts of a graphic that one needs to know:

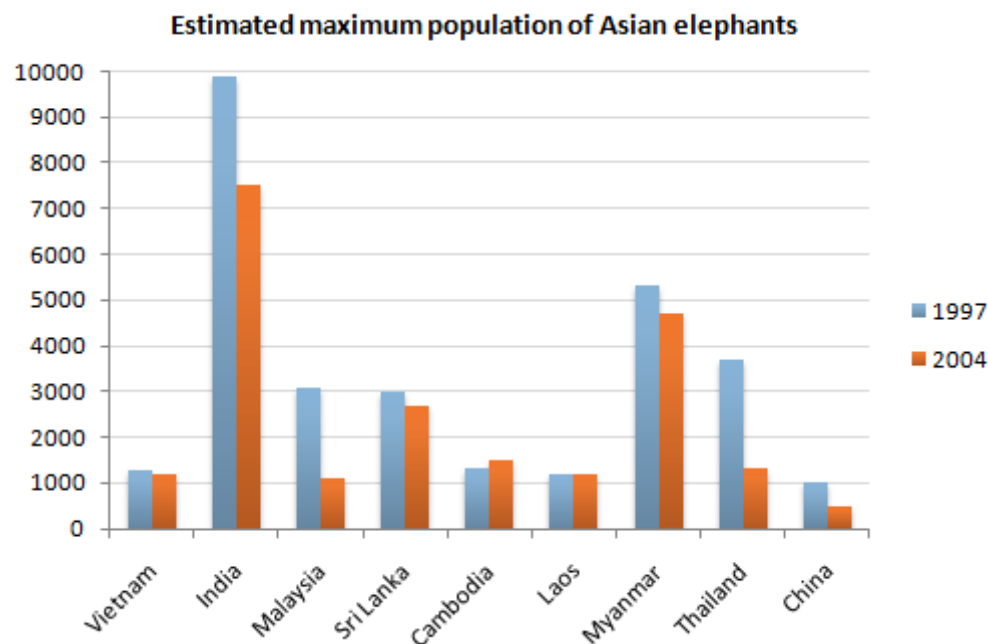
- Key
- Unit
- Category

A **key** determines what a line, colour or bar represents

A **unit** is how something is measured, e.g., percentage, numbers, dates, days or years.

A **category** means a group, e.g., people, cities, regions or institutions.

For example:



**Unit:** population: 1000,2000,3000,4000,5000,6000,7000,8000,9000,10000.

**Categories:** Countries: Vietnam,  
India,Malaysia,Srilanka,Cambodia,Laos,Myanmar,Thailand,China.

**Key:** Blue: 1997  
Orange:2004

When you identify the key, unit and categories of the graph or chart, it will help you write your introduction paragraph. For instance, looking at the key, unit and category above, your introduction can be:

The bar chart depicts the population of nine countries in the year 1997 and 2004.

- **Opening Statement:**

In the initial paragraph, you need to paraphrase the question. The paraphrased sentence will summarize the information in the graphic. You can start off with prompts like:

- The table illustrates or shows the trends in ..... between .....
- The graph shows.....
- The chart shows how the..... have changed.

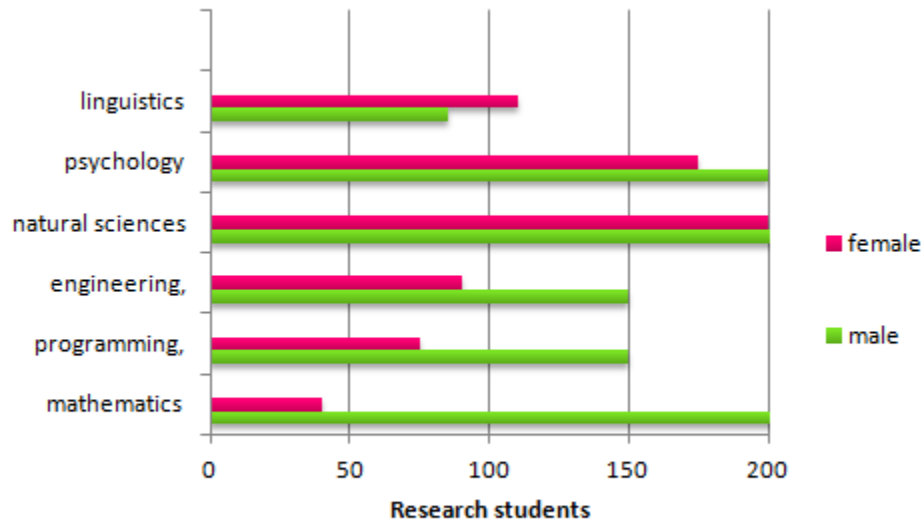
**Example:**

The bar graph below shows the numbers of male and female research students studying six computer science subjects at a US university in 2011.

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

Write at least 150 words

## Academic IELTS Writing Task 1 Topic 17



Research students studying six computer science subjects at a US university in 2011

### Paraphrased introduction:

The bar chart shows the gender distribution of students doing computer scientific research across a range of disciplines at a US university in 2011.

The first line of the introduction is the paraphrased version of the question. Do not copy the question exactly as that won't be counted and you will end up losing marks for word count. The paraphrased introduction given about is a good opening sentence for that graph, as it has all the necessary information (i.e.) conveys what the graph illustrates, year and category, and is short and precise.

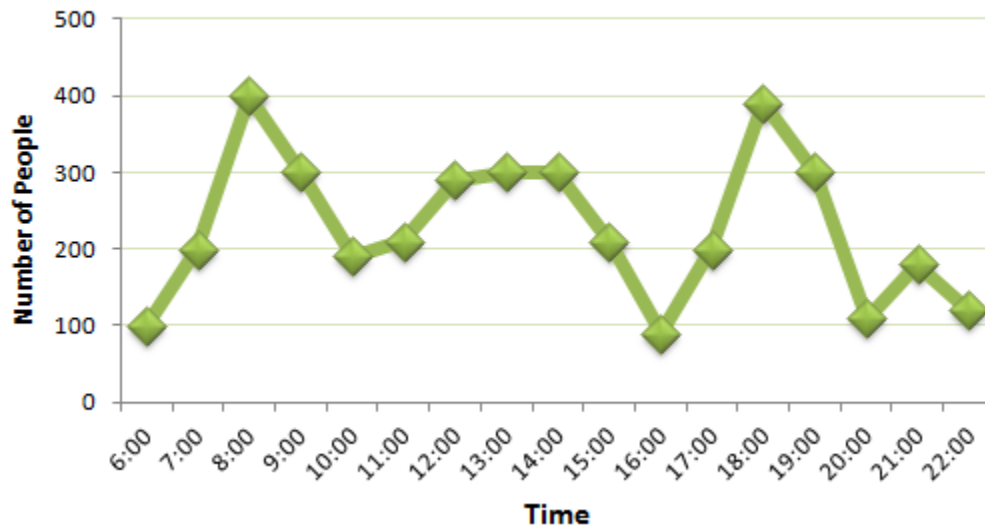
#### ● Describe the graph using time:

There are certain graphs in Task 1 which have timelines attached to it. When you come across these graphs, make sure you mention the timeline in the introduction paragraph as it is extremely important. Time can be hours, days, years, seasons, or historical periods. Not every chart includes time, but if it does, then make sure it is included in your statement.

### Example:

The line graph shows Paris Metro station passengers. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

## Academic IELTS Writing Task 1 Topic 38



For example,

The line-graph indicates the number of people using a metro station in Paris **over a given day of the year**.

- **Data description with key points:**

When you begin describing a chart or graph, look for the key points in the graph. Do not describe everything that is given in the graph as it will be time consuming and unnecessary. Ask yourself ‘Wh’ questions if you do not know which data to take into consideration.

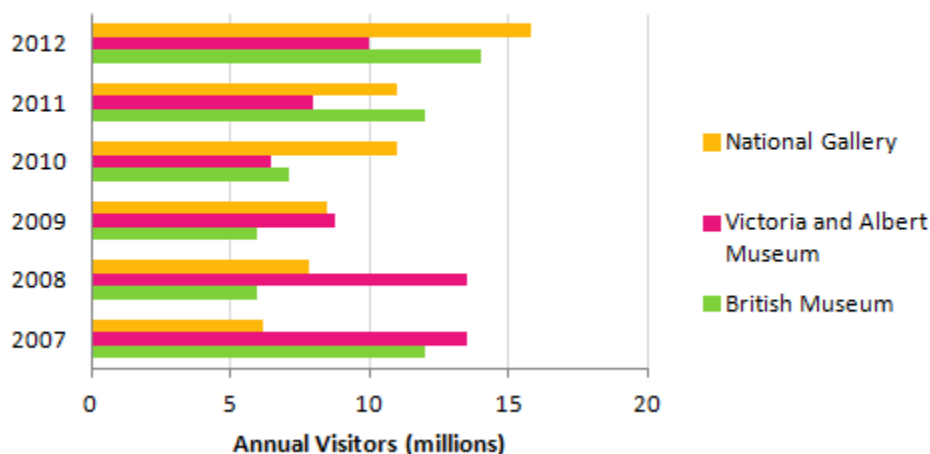
**Example:**

The bar chart shows the number of visitors to three London Museums between 2007 and 2012. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

**Write at least 150 words**

## Academic IELTS Writing Task 1 Topic 37

### Museum Visitor Numbers, 2007-2012



1. When did attendance in the National Gallery reach the highest? 2012
2. Which museum experienced a fall in the number of visitors? Victoria and Albert Museum.
3. When did the British Museum have the least visitors? 2008 and 2009

- **Compare and Contrast:**

While comparing and contrasting one needs data to analyze and therefore, you must use data that fluctuates a lot or has no significant changes in connection to the time period given.

Use specific keywords to compare and contrast. Look at the following table for the same.

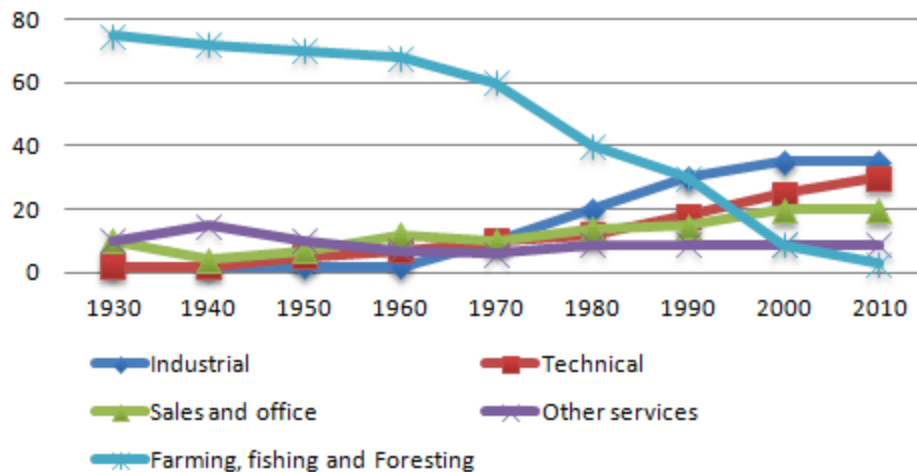
<b>Compare</b>	<b>Contrast</b>
Both	but
the same	on the other hand
And	although
like	However
similar	while

**Example:**

Look at the line graph below. Compare and contrast the descriptions of data by combining the sentences.

## Academic IELTS Writing Task 1 Topic 41

USA labour force Employment, 1930-2010



For example,

1. In 1930, 75% of the labour force in the USA was employed in farming, fishing and forestry **while** only 10% worked in sales and office and trade.

2. This situation changed only very gradually over the next 20 years, except for the technical workforce, which increased more than threefold. **However,** by 1980 there had been a significant change in the pattern of employment.

### • Similarities and differences:

To analyze the data, you will need to compare similarities and differences in the data. Write about the data that are most or least similar.

In a bar chart, look for the longest and the shortest bars.

In a pie chart, look for the biggest and the smallest pieces of the pie.

In a line graph, look for the points on the lines that are the highest and the lowest.

### Common words for comparison:

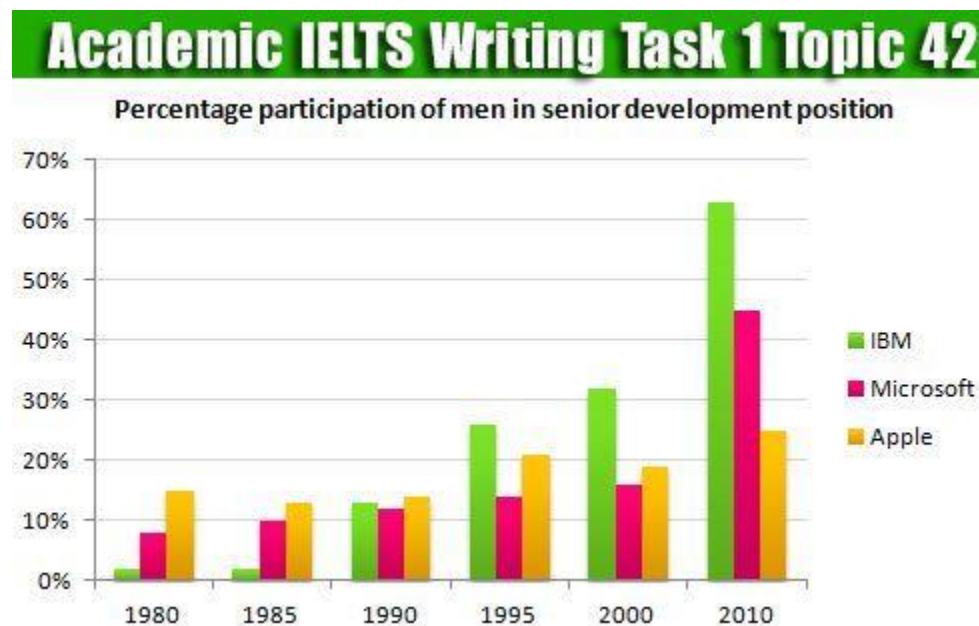
most	coldest	oldest	hottest
least	lowest	more	longest



fewest	highest	Shortest	largest
roughest	greatest	youngest	strongest

### Example:

The bar chart below shows the percentage participation of men in senior development in three companies between 1980 and the year 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.



IBM had the **largest** percentage of such employees making more than 60% while Microsoft had 45% and Apple had about 25% of such senior developers.

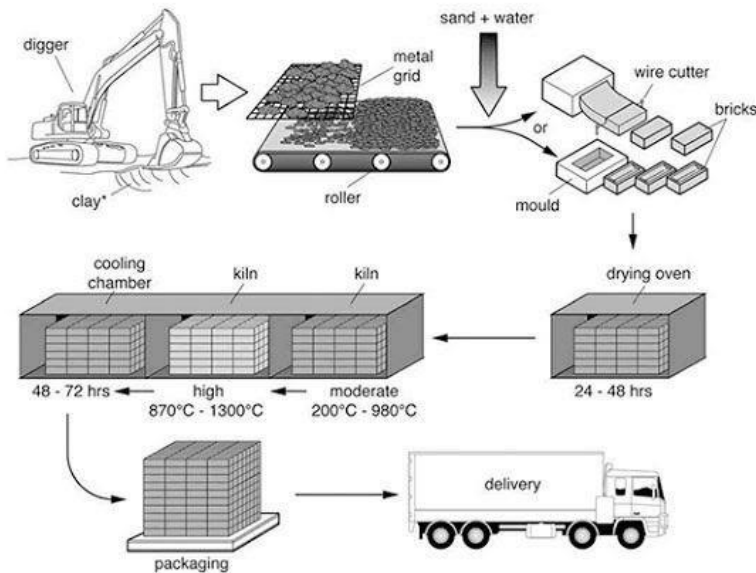
The rate of increase in IBM and Microsoft were much **greater** than Apple.

Initially, Apple had the **highest** percentage of senior development employees, but after 30 years, IBM employed the **highest** percentage of such people.

- **A Process Diagram:**

Amidst the chart and graphs, there are process diagrams too. The introduction to these diagrams can be:

- ☐ A paraphrasing of the question  
(or)
- ☐ The first and last steps of the diagram can be mentioned, along with the number of stages.



For example,

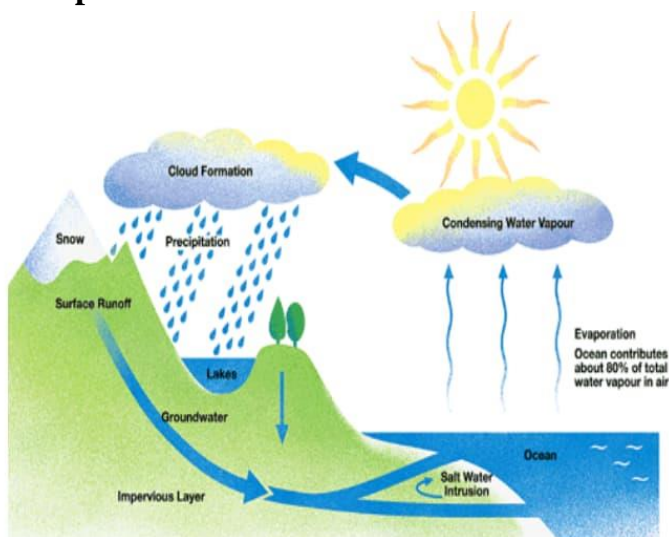
**The diagram illustrates the seven stages to manufacture bricks for the building industry starting from the clay digging to delivery.**

- **Steps in a process diagram:**

Whilst describing a process diagram, it is necessary to show each step involved in the process. In order to gain more marks, certain words should be used for coherence.

First	begin	while	as soon as
Next	start	from there	when
Then	in the beginning next to the last	Finally	as
After		end	at the same time

### Example:



**First**, the process begins with the saltwater intrusion, where water from the ocean moves to the freshwater aquifers. **Secondly**, the water evaporates and turns into water vapour. **Then**, the water vapour condenses to form clouds. **As a result**, the heavy clouds give rain or snow, and this process is known as precipitation. **In the end**, rain falls into the lakes or is absorbed into the ground.

## WRITING TASK 1 - GENERAL

- **Time management:**

One needs to establish a systematic routine, for which practice is the only key. You do not have much time, as you might have already spent 40 minutes of your time on an essay and therefore are left with just 20 minutes to finish the task. Therefore, plan a structure, divide your ideas and execute them in the given time.

- **What if I don't understand the letter or its intention:**

At times you do not understand certain parts of the letter and end up writing it for the sake of it. It is unusual yet not at all surprising because the IELTS exam is not an easy task to accomplish and not impossible too. Therefore, try building the letter based on what you understood and further try guessing the parts that are hard to understand. Also connecting them with a real situation will help you crack the question.

- **Picture perfect:**

Your letter whether handwritten or printed, reflects the personality. And you wouldn't want to judge by the way you present yourself through your writing. Therefore, make it look "picture Perfect". Your work should be neat and crisp, avoid cutting off too much and give a perfect layout. This is the first thing the examiner looks for before marking you for task management.

### **An exciting start and a hopeful end:**

An appropriate beginning and ending shows your understanding of the task. From beginning in a way that attracts the reader, to ending it in the reader expects it to be. The examiner looks for a perfect start and suitable ending, which gives a positive impression about you.

## **Writing task 2**

There are a few types of essays in writing task 2, and each of these essays follows a certain structure. The types of essays and their structure is mentioned below:

## Types of essays:

- **Opinion essays**

In the opinion essay, you will choose a side, that is, you can either agree or disagree with the statement in the question.

Opinion essays are quite tricky as you might want to disagree with a particular topic, but you have more ideas if you choose to agree to the statement. In such cases, it is advisable to go with the side that you have more ideas in because task response is more important than your personal likes or dislikes.

Structure:

- ☐ Introduction
- ☐ 3 Body Paragraphs:  
The third body paragraph is optional.
- ☐ Conclusion

### Introduction

Paraphrase the question

**A thesis statement** – This statement should clearly state your opinion (i.e.) whether you agree or disagree with the statement.

### Body Paragraph 1

The first body paragraph must have:

- A central idea
- Supporting points
- Example (Optional) - An example strengthens your viewpoint. Therefore, it will help in giving a broader viewpoint, making your idea look much clearer.

### Body Paragraph 2

- A central idea
- Supporting points

- Example - Examples from your real-life experiences that support the idea. They are optional, yet if you do not have any example to state then you can always use your imagination. For instance, a made-up statistical report or survey conducted by an imaginary newspaper, because the intention here is to check your proficiency in the language and not the authenticity of the survey or report stated by you.

### **Body paragraph 3**

This paragraph is like your trump card, and this can actually make your essay stand out. There are two reasons to this:

- You convey that you are aware of the other side of the argument. You can state reasons to not choose the other option.
- You can use this paragraph to state further reasons that support your opinion.

### **Conclusion**

- Paraphrase your question along with an emphasis on your opinion

### **Discussion essays**

In the discussion essay, you have to discuss both sides and provide opinion only if asked. Once you are clear about your opinion, you can plan your essay accordingly.

A discussion essay should have:

- Introduction
- 2 Body Paragraphs - one body paragraph discusses one side of the argument, while the other discusses the other side of the argument.
- Conclusion

### **Advantage/Disadvantage essays**

### **Structure**

Suppose you are given an advantages/disadvantages essay. In that case, you have to discuss the advantages and disadvantages of the given situation, and in some cases, you have to decide whether the advantages outweigh the disadvantages.

An advantages/disadvantages essay should have:

- Introduction
- 2 Body Paragraphs - The first paragraph should contain the advantages and the second should contain the disadvantages.
- Conclusion

### **Cause/Solution essays**

In cause /solution essays, you will be asked to talk about a problem and provide a possible solution to it. Once you get a clear picture of the problem, you can plan your essay further.

A cause/solution essay should have:

- Introduction
- 2 Body Paragraphs

Each paragraph can contain:

- Either a problem solution paragraph.
- Problems in one paragraph and solutions in the other.
- Conclusion

### **Direct Question essays**

These type questions require you to answer directly by dividing your answer into each paragraph.

A direct question essay should have:

- Introduction
- Body Paragraphs vary according to the number of questions asked. Each body paragraph should be an answer to the question asked.

- Conclusion



## STRATEGIES

- **Restatement:**

It would be best if you begin your introduction by restating the question or by paraphrasing. The introduction gives the reader an idea of what they're going to read about in the essay.

Spend enough time reading the question and understanding the task assigned to you and how you will answer it.

**Example:**

**Whoever controls the media also controls opinions and attitudes of the people and there is little can be done to rectify this.**

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

You should spend about 40 minutes on this task.

### Paraphrase

**In some countries the media is controlled exclusively by large companies; in others, it is the government that has this control.**

Successful sports professionals can earn a great deal more money than people in other important professions. Some people think is fully justified while others think it is unfair.

Discus both these views and give your own opinion.

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

## Paraphrase:

**As a result of constant media attention, sports professionals in my country have become stars and celebrities, and those at the top are paid huge salaries.**

- **State your opinion:**

You should state your opinion in the second sentence of the introduction. Well, this is not necessary, but it is better to make your opinion clear in the second sentence. You can use words from the list below:

I believe I think I feel I consider	I strongly agree In my experience It is my belief that From my perspective
--	---

## Example:

1. From my perspective, I reckon that secondary educational content should be narrowed down for students.
2. I strongly agree that lack of education from parents is the main reason for this situation.
3. It is my belief that bonding between patient and doctor is extremely important because it can raise the level of confidence between them, and the patient will receive more accurate therapy.

- **Thesis statement:**

Thesis statement gives an idea of what you are going to write in order to support your opinion. This statement comes after the second sentence.

## Example:

Too much emphasis is placed on testing these days. The need to prepare for tests and examinations is a restriction on teachers and also exerts unnecessary pressure on young learners.

To what extent do you agree or disagree? Give reasons for your answer and include relevant examples from your own knowledge or experience.

Write at least 250 words.

### Thesis statement example:

Too much strain is put on a single, taking approximately an hour, assessment. This practice has been taken for granted for many years, and only recently, some voices are raised that it's old – fashioned.

### ● Cohesion:

One of the factors that you will be tested on with regards to writing is the coherence and cohesion (i.e.) the flow of your essay and how you pack the essay on a whole.

When you write a paragraph or concentrate on a particular idea and move to another, you should use transition words. Given below are some example of transition words:

First	in the first place	the main advantage is	another advantage
second	in the second place	then	also
so	therefore	however	on the other hand
additionally	furthermore	moreover	finally

Use the words in the box to fill in the sentences, the first one has been done for you:

1. **Finally**, together with thousands of tons of daily emissions discharged from families or offices, a huge quantity of fumes is released from motor street vehicles or metropolitan factories, leading to air and water pollution.
2. **However**, in my view, city life is becoming easier in several cases.

3. Furthermore, metropolitan citizens may enhance their spiritual life or enjoy relaxing moments by going to the cinema theatre or spending time in art galleries as well as museums.

- **Give your final word:**

In conclusion, you should rewind and paraphrase your opinion and the main ideas that you discussed to support your opinion. Your conclusion can be similar to your introduction but with different words. Do not repeat the same words. You must show the examiner that you can use a variety of words and syntax.

**For example:**

**Introduction:**

School children are indeed at an impressionable age, and two strong influences on their intelligence and social development are teachers and parents. While I accept that teachers may have more influence on the intelligence of their pupils, I would argue that parents probably exert a greater influence on the social development of their children.

**Conclusion:**

In conclusion, although teachers probably have a greater effect in stimulating the intelligence of school children, parental influences on the development of children are stronger in social situations.

# SPEAKING

## SELF STUDY ACTIVITIES

- **Practice speaking with a friend:**

The IELTS speaking test is supposed to represent what it is like to talk to someone in a real-life situation. It would be best if you, therefore, practised IELTS past paper questions. It would help if you also try talking casually to someone. Find someone to practise your English with and talk about something that you are interested in. This approach will make speaking much more comfortable, and you are less likely to get bored.

- **Talk aloud about what you see:**

Languages are arbitrary human creations. We learn a language by ‘immersion,’ i.e. by prolonged exposure to the sound of the language in our daily lives. To learn a language, one needs to use it regularly. One gets to witness so much every day. Try talking about it to your friends. For example, if you visited a museum, you can talk about your experiences of what you saw there and about anything unusual that caught your attention.

- **Pretend to talk:**

This activity may seem awkward to many, but trust me it will turn out to be exciting; you can pretend to be someone else, maybe your teacher. You can imitate your English teacher’s style of talking. You can pretend to be a news reporter and talk about the news that you read. If you are a girl and love watching YouTube videos on beauty and makeup, you can record a video of you talking in English about a particular product that you used. In short, choose anything that interests you and record it yourself. Watch the video and look for your mistakes. Video recording can help you with your posture and body language as well.

## TIPS

- **Speak fluently:**

In the IELTS speaking test, the examiner wants to check your fluency in English rather than testing your knowledge on the topic. Do not hesitate while answering the questions or talking to the examiner.

- **Practice answering common questions:**

You will be asked about everyday topics, such as work, studies, sport, family and so on. These are common questions to which you can prepare answers beforehand. You need to learn the appropriate vocabulary and prepare the answers you will give.

- **Ask to repeat the questions when required:**

Don't be shy if you want to clarify something. You will not lose points for asking the examiner. It is better to ask them to repeat the question rather than giving a wrong or confusing answer to the question.

- **Bring in emotions:**

Speak with emotions. The primary characteristic of an experienced speaker is they speak with emotions, and that is what differentiates them from the beginners. Express your feelings like you would do using your native language.

- **Speak more:**

Try to speak more than the examiner. If you are asked a question using one sentence, respond with two or more. And never give short, uncommunicative replies:

Examiner: Do you like singing?

You: No, I don't like singing... [*Don't stop there!*] I'm horrible at singing, and I've never enjoyed songs sung by the school choir. But I like playing games instead. For example, I find chess very interesting.

- **Take time:**

If you are unsure how to answer the question, you can give yourself a bit more time to think by using this tip. First of all, you can say:

- "That's a tricky question..."
- "I've never thought about that before..."
- "That's an interesting question..."
- 

This way you'll have some extra time to plan your answer. You can also reformulate the question:

Examiner: What was your favourite book in your childhood?

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

- **Don't panic:**

If you made a mistake - don't panic! Try to correct yourself as smoothly as possible. And if you can't - continue speaking, you won't lose many points for a few mistakes. But make sure you keep going because too many pauses in your speech can leave a bad impression.

- **First impression:**

As they say: "First impression is the best impression". Look good, smell good and feel good. Be confident. Although it may not seem very important, a strong first impression will go a long way.

- **Don't cram up answers:**

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

- **Pretend you are interested in the question:**

Let's face it; most IELTS questions are really common. We as speakers, answer such questions without much variation in our tone, this would make us seem less interested in answering this question. If you speak like this, you will get a lower mark for pronunciation because one of the crucial factors you will be tested on is intonation. When native speakers talk, their voice naturally falls and rises depending on how they feel about what they are saying.

- **Stick to the topic:**

Make sure you answer questions coherently and relevantly. It is essential to stick to the topic while giving relevant answers to the question asked. This gives the impression that you have understood the question.

- **Build your answers carefully:**

The assessor judges whether you have answered questions coherently. They never stress on you being truthful to them. This means that you can make up imaginary stories to be able to speak more. E.g. If the questions are based on pets, and you don't have a pet, but you know about pets and how to take care of them. Therefore, you can talk about your imaginary pet and elaborate more, rather than falling short of words.

## SPEAKING STRATEGIES

- **Vocabulary:**

You must know certain words that you can use to describe yourself and about your daily life. Part 1 is something that you can prepare for in advance, but do not cram up answers and make it sound weird.

- **Verb tense:**

In a lot of scenarios, we tend to give our answer in a different tense while the question is in a different tense. This can cost you marks in an IELTS exam. So, pay attention to the tense that the examiner uses and form answers accordingly. Look for tense markers in the examiner's question.

### Common Tense Markers

**Present** do/does, these days, usually, at this moment, presently, now

**Past** before, did in the past, when you were younger, when you were a child.

**Future** in the future, in a few years, later, will

### Example:

#### Family:

##### Past:

1. Who was the person you went to when you encountered a problem?  
A) As a child, I always sought help from my mother; in fact, I was considered Mumma's boy.

##### Present:

2. Who is that one person you rely on for solutions to your problems?  
A) I am someone who shares everything with friends, and I consider them to be my problem solvers.

##### Future:

3. Do you think kids in future will share everything with their families?



A) I am not sure about it. Still, considering the situation now, I believe that parents are more open-minded and in the future kids would be confident enough to open up, rather than feeling guilty about it.

### **Education:**

#### **Past:**

1. Was everyone in your family educated?

A) Well, no. My grandparents never went to school. They were poverty-stricken and had a life filled with anguish. Yet they taught my parents and made them who they are today.

#### **Present:**

2. What role does education play today?

A) Education is undoubtedly the most valuable asset one can possess. Education brings you much closer to your aim of a successful life, and therefore, individuals today give utmost importance to it.

#### **Future:**

3. Do you think subjects like History would be of any importance in the future?

A) History is not my cup of tea, but yes, History has its place, and it is a must. Children in the future need to know about their country's past.

### **Sports:**

#### **Past:**

1. Did you play any sport when you were young?

A) Yes, I played football when I was young.

#### **Present:**

2. Which sport do you think is popular today?

A) Individuals love football and are huge fans of the players. In my country, people also love playing cricket.

#### **Future:**

3. Would you want to become a sports player in future?

A) I have never thought of becoming one, but if I get an opportunity, I wouldn't say no.

### **Part 2:**

You will be given a topic. There will be three questions on the topic and one question about your opinion on the topic. You will be given one minute to think about it, so you wouldn't have a lot of time to think. Therefore, we need a strategy to help us build ideas quickly. In such situations, it is wise to create a mind map.

**Mind maps** are a visual organization of information. A single idea is placed in the middle, with ideas associated with that word around the edge.

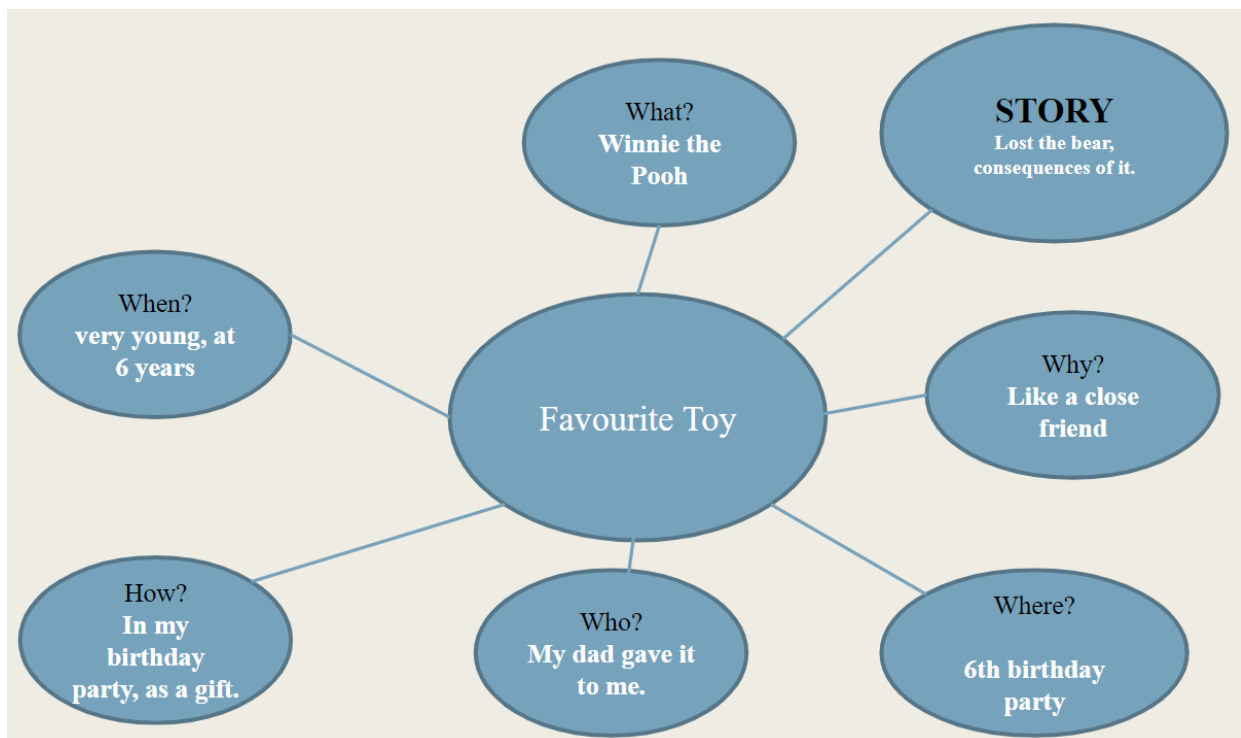
You can place the main topic from the cue card in the middle and then brainstorm ideas around it. You can use other **question words** such as '*why*', '*when*', '*who*', '*where*' etc. to help you think of ideas.

Example:

**Look at the cue card below and the mind map created for it:  
Describe a special toy you had in your childhood.**

**You should say:**

- **what it was**
- **who gave it to you?**
- **how often you played with it (or, how you played with it)**
- **and explain why it was special for you.**



Your mind map with some 'Wh' questions is ready. It's up to you in what order to answer the question. You don't have to follow the card, but you should try to cover all the points that are asked.

Here is a sample answer. You will see that all the points are covered, and each point is elaborated.

I remember that when I was very young, I was keen on watching the cartoon called "The many adventures of Winnie the Pooh", so much that I kept pestering my father for a stuffed Winnie the Pooh bear. Finally, my father gave me one as a present for my 6th birthday. When I got this toy at my birthday party, I jumped in joy and even paid no attention to my other presents or anyone. This stuffed bear was, incredibly, identical to the character in the cartoon I had watched. He also had a short red shirt and was holding a jar of honey which was his favourite food. Therefore, I felt as if he had come from the movie.

Since then, I considered him my closest friend, and I couldn't go anywhere without him, even when I went to sleep. Every day, I talked with the bear and told him about my daily routine. Unfortunately, I lost the bear at an amusement centre, which made me cry for almost a week. At that time, I felt like I had lost a good friend with whom I could share everything. At present, whenever I watch this cartoon or see any photos of Winnie the Pooh, all the beautiful memories about him come back. Thanks to the bear, I experienced a happy childhood.

### Part 3: Abstract Topics:

Here the examiner will ask questions in connection with part 2. The purpose of part 3 is to get our opinion on abstract topics.

Part 2	Personal Question	Describe your special toy
	Transition	You've just talked about your special toy. Now I'd like to discuss this topic more generally. First let's talk about the importance of toys in a child's life.
Part 3	Abstract Question	Do you think that everyone likes the same types of toys?

To answer part 3 questions, you do not need any strategies, but you do need to have a colourful vocabulary and make sure you meet the task response.

Most of the part 3 questions will be about asking you for your personal opinion. Thus, make sure you know certain expressions to express your opinion.

- **Personal Opinion:**

To gain marks in your speaking test, it would be an added advantage if you can support your answer with an example. This example need not be real; it can be a made-up story. The examiner only tests your speaking skills and content and not your authenticity. Give suitable examples or reasons for your opinion, which you will elaborate as you talk. You can use some of the expressions below to introduce your opinion:

**Personal Opinion:**

To be honest I believe that In my opinion I'd say that Personally, I think In my experience	It seems to me that I'd like to point out that Speaking for myself There's no doubt in my mind that As I see it
--	---

**General Opinion:**

Some people think that It is often thought that Some people say that	It is generally believed that It is often said that
--	--

**Example:**

**Do you think that everyone likes the same types of toys?**

**Opinion:** No

**Reasons/Examples:**

- Each child is different
- Tastes are variant too

**Opinion/Statement:**

No, I think each child is different and so are their tastes for toys. While some like playing with dolls and cars, others prefer toys with a realistic touch to it.

**Scaffolding details:**

Elaborate your answer by giving details about the examples or reasons that you mentioned in your opinion statement.

**Example:**

**Do you think all girls love dolls?**

**Opinion:** No

**Reasons:**

- depends on each girl child
- The environment
- Type of friends

**Opinion statement:**

To be honest, I don't think it's fair to attach a gender to a toy, and so I don't think all girls love dolls.

**Statement:**

I don't think it's fair to attach a gender to a toy and so I don't think all girls love dolls. Some girls love playing with cars. And now that we do not compulsorily want our girls to play with dolls, this has become a common sight to see. I would say that children start liking toys or anything else in accordance with what their friends like and the environment also has a huge role to play in it.

