



Aiming for a band score of 6 or above?

Remember that learning a language takes time and effort. The IELTS Masterclass is designed to provide advice and support to supplement your other language learning and test preparation.

Be better prepared

IELTS Masterclass

- is a free seminar for anyone aiming for an IELTS band score of 6 or above
- includes practical advice on how best to maximise your IELTS score
- helps you understand the IELTS assessment criteria
- provides guidance on the common mistakes to avoid



IELTS

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What is the IELTS test format?

Choose from an academic test of English or a more general test of English.

IELTS ACADEMIC

IELTS Academic measures English language proficiency needed for an academic, higher learning environment. The tasks and texts are accessible to all test takers, regardless of what each test taker has studied in the past.



Listening (30 minutes)

- Four recorded monologues and conversations



Reading (60 minutes)

- Three reading passages with tasks
- Texts may include diagrams, graphs or illustrations
- Texts are taken from books, journals, magazines and newspapers



Writing (60 minutes)

- Summarise, describe or explain a table, graph, chart or diagram
- Short essay task of at least 250 words



Speaking* (11–14 minutes)

- Face-to-face interview without disruptions or distractions
- Includes short questions, speaking at length about a familiar topic and a structured discussion

IELTS GENERAL TRAINING

IELTS General Training measures English language proficiency in a practical, everyday context. The tasks and texts reflect both workplace and social situations.



Listening (30 minutes)

- Four recorded monologues and conversations



Reading (60 minutes)

- Section 1 contains two or three short factual texts
- Section 2 contains two short, work-related, factual texts
- Section 3 contains one longer text on a topic of general interest
- Texts are authentic and taken from notices, advertisements, company handbooks, official documents, books and general interest



Writing (60 minutes)

- Letter writing task of at least 150 words
- Short essay task of at least 250 words



Speaking* (11–14 minutes)

- Face-to-face interview without disruptions or distractions
- Includes short questions, speaking at length about a familiar topic and a structured discussion

* The listening and Speaking components are the same for both IELTS Academic and IELTS General Training.

IELTS nine-band scale

Each band corresponds to a level of competence in English. All parts of the test and the overall band score are reported in whole or half bands, e.g. 7.0, 8.5.

| | | |
|----------|---------------------------------|---|
| 9 | Expert user | Has fully operational command of the language: appropriate, accurate and fluent with complete understanding. |
| 8 | Very good user | Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well. |
| 7 | Good user | Has operational command of the language, although with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning. |
| 6 | Competent user | Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. |
| 5 | Modest user | Has partial command of the language, coping with overall meaning in most situations, although is likely to make many mistakes. Should be able to handle basic communication in own field. |
| 4 | Limited user | Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language. |
| 3 | Extremely limited user | Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur. |
| 2 | Intermittent user | No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English. |
| 1 | Non-user | Essentially has no ability to use the language beyond possibly a few isolated words. |
| 0 | Did not attempt the test | No assessable information provided. |

Academic Writing Task 1

Sample question

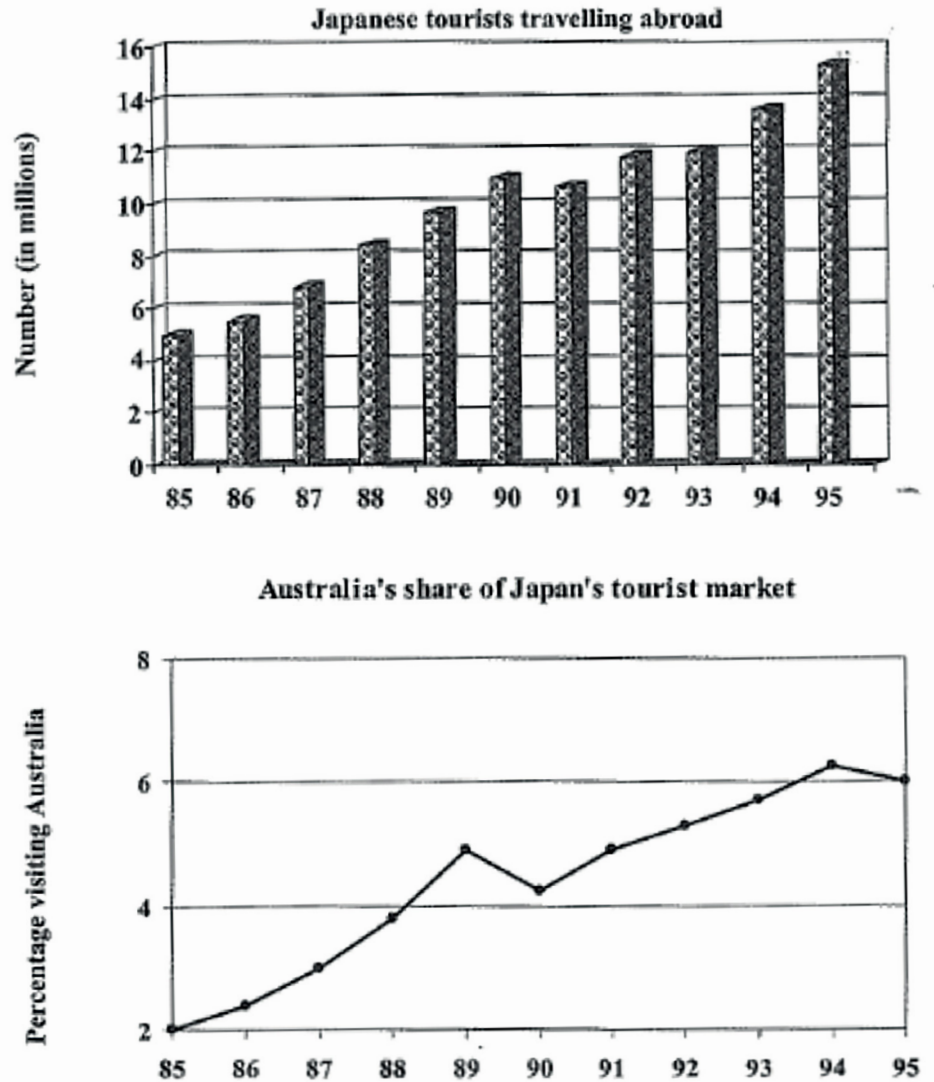


You should spend about 20 minutes on this task.

The charts below show the number of Japanese tourists travelling abroad between 1985 and 1995 and Australia's share of the Japanese tourist market.

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

Write at least 150 words



Academic Writing Task 1

Sample response



The chart and graph compare the number of Japanese who spent their holidays overseas from 1985 to 1995 with the proportion of them who visited Australia.

In 1985, only about five million Japanese travelled abroad, after which the number increased steadily. By 1990, the figure had more than doubled to 11 million. Apart from a slight drop the following year, the upward trend continued until the end of the period, when numbers reached over 15 million.

While Australia was the destination for under 2% of Japanese tourists in 1985, this percentage had risen to over 6% by 1994. The proportion grew consistently, apart from a slight fall in 1990 (4.5% to 4%). After reaching its 1994 peak, the percentage declined marginally to 6% in 1995.

Overall, despite the relatively small proportion of Japanese tourists coming to Australia, the increase in the country's share of the Japanese tourist market corresponded closely with the growth in Japanese tourism overseas generally, with a trebling of both in the ten-year period.

What do examiners look for?

1 Task Achievement

The response provides a clear introduction to both the bar chart and the table, rewording the language from the task and setting the scene (what? where? when?).

The main trends from both visuals have been clearly presented, highlighted and illustrated using data.

There is an overview relating to both the chart and graph, which clearly summarises the main trends.

For these reasons, the response satisfies the requirements for Task Achievement.

2 Coherence and cohesion

Information is well organised and there is a clear overall progression. Cohesion is achieved both through the use of linking words [While | Overall] and referencing [number of Japanese ... proportion of them | under 2% ... this percentage]. The use of paragraphing contributes to the ease with which the information can be processed.

3 Lexical resource

Vocabulary is appropriate for the task with full control of word choice, form and spelling. Meaning is conveyed precisely throughout.

4 Grammatical range and accuracy

A wide range of grammatical structures is used, allowing the data to be skilfully integrated in the response and comparisons made in tourist numbers over the period 1985-1995. Verb forms, articles and prepositions are all used accurately and there are no errors in punctuation.

Academic Writing Task 1

Sample question



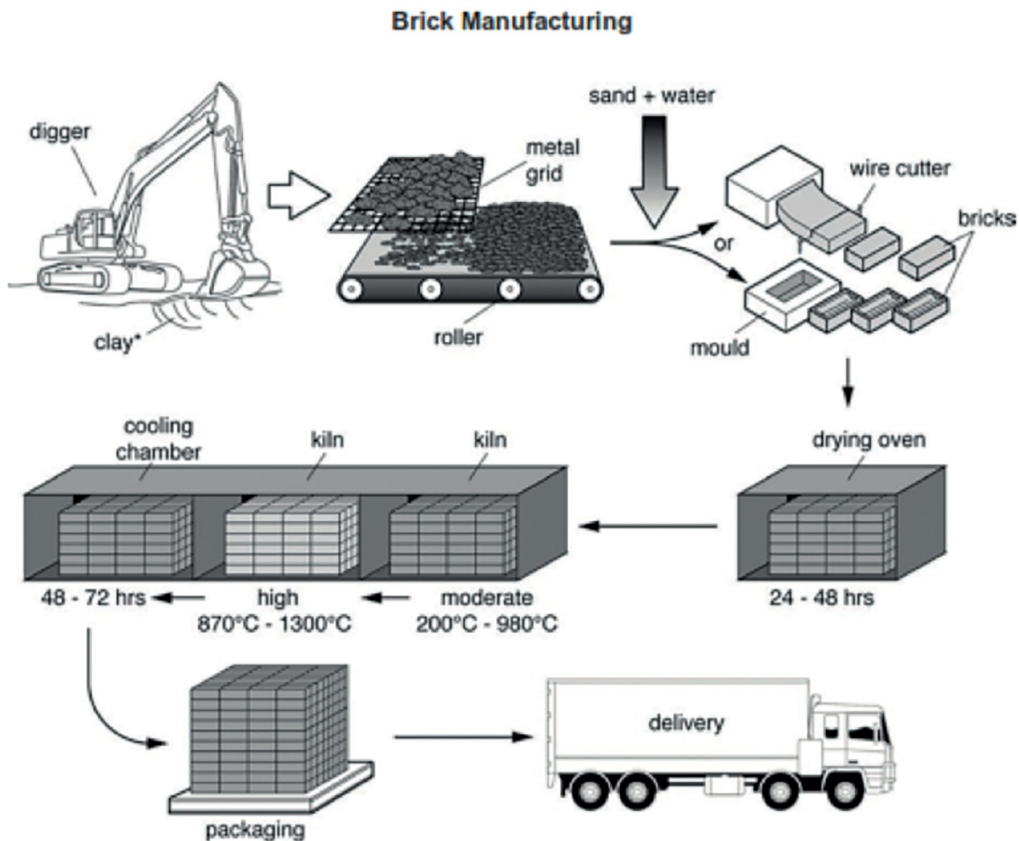
Brick Manufacturing

You should spend about 20 minutes on this task.

The diagram below shows the process by which bricks are manufactured in the building industry.

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

Write at least 150 words.



*Clay: type of sticky earth that is used for making bricks, pots, etc.

Academic Writing Task 1

Sample response



The diagram outlines how bricks are manufactured, from the extraction of raw clay to the eventual delivery of finished bricks to the building industry. The process involves clearly defined steps.

First, the raw clay is extracted from a quarry by a large digger. This clay is then refined by separating larger pieces from smaller ones using a metal grid. This refined clay is conveyed via a belt on rollers to be mixed with sand and water. The resulting mixture is moulded into bricks either through extrusion and cutting, or using a brick mould.

These fresh bricks are dried in a drying oven for between 24 and 48 hours. They are then transferred to a kiln for firing at a moderate temperature of 200°C – 980°C, and then at a higher temperature of 870°C – 1300°C. After cooling for 48 to 72 hours in a cooling chamber, the finished bricks are packed and transported for delivery.

Overall, the brick making process comprises seven steps. These steps involve different processes, namely, refining and forming the raw clay, drying the clay, and then firing the bricks in ovens.

What do examiners look for?

1 Task Achievement

The response provides a clear introduction to the diagram, rewording the language from the task and setting the scene (what? how?)

The main steps have been clearly presented, highlighted and illustrated using figures, where appropriate.

There is an overview that relates the number of steps and the general purpose of these steps, which clearly summarises the main features.

For these reasons, the response satisfies the requirements for Task Achievement.

2 Coherence and cohesion

Information is well organised and there is a clear overall progression. Cohesion is achieved both through the use of linking words [First | then | after] and referencing [This clay... | The resulting mixture... | These fresh bricks | They are...] The use of paragraphing contributes to the ease with which the information can be processed.

3 Lexical resource

Vocabulary is appropriate for the task with full control of word choice, form and spelling. Meaning is conveyed precisely throughout.

4 Grammatical range and accuracy

A wide range of grammatical structures is used, allowing the data to be skilfully integrated in the response and comparisons made in tourist numbers over the period 1985-1995. Verb forms, articles and prepositions are all used accurately and there are no errors in punctuation.

Academic Writing Task 2

Sample question



You should spend about 40 minutes on the task.

Write about the following topic:

Children who are brought up in families that do not have large amounts of money are better prepared to deal with the problems of adult life than children brought up by wealthy parents.

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

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

Write at least 250 words.



Academic Writing Task 2

Sample response



Task 2 Upbringing – Response C

Band score awarded and examiner comments

Band 8

The topic is very well addressed and the position is clear throughout. Main ideas are presented and well supported, apart from over-generalisation in the penultimate paragraph. The rubric is copied in the opening paragraph, but when this is deducted from the overall word count the response is not underlength.

The ideas and information are very well organised and paragraphing is used appropriately throughout. The answer can be read with ease due to the sophisticated handling of cohesive devices - only the lack of an appropriate introduction and the minor error in the second use of 'eg' mars this aspect of the response.

The writer uses a wide and very natural range of vocabulary with full flexibility. There are many examples of appropriate modification, collocation and precise vocabulary choice.

Syntax is equally varied and sophisticated. There are only occasional errors in an otherwise very accurate answer.

Overall this performance is a good example of Band 8.

I do agree to the statement that children brought up in poor families are better prepared to deal with the problems of adult life than children brought up by wealthy parents.

Children of poor parents are prematurely exposed to the problems of adult life eg. ~~earning a living~~ learning to survive on a low family income and sacrificing luxuries for essential items. These children begin to see the 'realities' of life in their home or social environment. Their parents' own struggles serve as an example to them.

These children are taught necessary skills for survival as an adult from a very early age. Many children eg work in the weekends or holidays to either collect some pocket money or even contribute to their families' income. A good example is the many children who accompany their parents to sell produce at the market. They are making a direct contribution to their families in terms of labor or income.

Children of poor families also are highly motivated. They tend to set high goals to improve their ^{economic & social} situation. A relevant example would be Mr Bill Gates (founder of Microsoft Corporation) He had an impoverished background but he used his talent and motivation to set up the world's largest computer organisation.

However, there are some problems that children from poor backgrounds do encounter. Many of these children who are 'robbed' of their childhood ~~as~~ while working may feel cheated. They often turn to crime. This however, is a small group.

In summing up, children with impoverished backgrounds are able to deal with problems of adult life because of early exposure, family role models and sheer motivation.

General Training Writing Task 1

Sample question



You should spend about 20 minutes on this task:

There have been some problems with public transport in your area recently.

Write a letter to the manager of the public transport company.

In your letter

- ***describe the problems***
- ***explain how these problems are affecting the public***
- ***suggest what changes could be made***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,



General Training Writing Task 1

Sample response



Dear Sir or Madam,

I write to draw your attention to recent problems with public transport in Newtown. Briefly, the roadworks along Hill Road have led to long delays in bus services. Furthermore, the new weekend bus timetable has dramatically reduced the frequency of buses on Saturday mornings.

The effect of these actions becomes very obvious during peak hours on weekdays and the busy shopping hours on Saturday mornings. There is a high level of public concern about the situation. Public transport users in Hill Road find it now takes up to 20 minutes more to travel the length of the road. As well, shoppers who often travel by bus on Saturday mornings to shop in Newtown, find it is now not worth the trouble, leading to a drastic downturn in retail trade in the town.

May I suggest that buses be rerouted along Great East Road until roadworks on Hill Road are complete? I would also recommend a return to the old weekend bus timetable. I am sure these steps would be warmly welcomed by both users of public transport and local shopkeepers.

Yours faithfully,

Simon Smith (Mr)

What do examiners look for?

1 Task Achievement

The purpose of the letter is clearly outlined in the opening paragraph. In response to the task requirement to 'describe the problems', more than one problem is described 'long delays in bus services' and a less frequent bus service on Saturday mornings.

All three bullet points are fully covered in the letter, with the right level of detail for each and no irrelevant material included.

The tone of the letter is appropriate for the situation and consistent throughout, with no contractions used. From the opening salutation given in the question, examples of a formal style include [I write to draw your attention to... | Furthermore,... | There is a high level of public concern about... | May I suggest... | I would also recommend...]. The closing salutation, Yours faithfully, is also consistent with the tone for a formal letter. The writer's full name is included, as in a real-life task, to make the letter as realistic as possible.

The length, 182 words, provides ample coverage of the task. It exceeds the minimum of 150 words but a longer response than this is not required.

2 Coherence and cohesion

Cohesion is used in such a way that it attracts no attention. Information is organised logically, with cohesive devices such as sequencers, linking words and referencing used skilfully to contribute to progression in the response [Briefly, | Furthermore, | ... these actions | ... the situation | As well, | also | ... these steps].

Paragraphing is skilfully managed: Task 1 should normally consist of three or four paragraphs.

3 Lexical resource

A wide range of vocabulary is used with very natural and sophisticated control of lexical features. Word choice is accurate throughout with skilful use of collocation [dramatically reduced the frequency | peak hours | not worth the trouble | drastic downturn in retail trade | local shopkeepers]. There are no spelling errors.

4 Grammatical range and accuracy

The letter has a wide range of structures, used with full flexibility. A variety of complex structures, including subordinate clauses, is used accurately [shoppers who travel by bus | ... buses be rerouted | would be warmly welcomed].

Word order is skilfully managed so that only two successive sentences begin with the pronoun 'I'.

There are no errors in punctuation.

General Training Writing Task 1

Sample response



Dear Sir or Madam,

Hi. I write you this letter to report some problems which public transport in my area recently.

I live in Blair Athol and usually take Bus 224 from my home to Mawson Lakes Campus. But in the last 4 weeks, the bus has been frequently late. Sometimes the bus arrived late up to 20 minutes. The timetable seems useless. As a result, I have been caught late for the courses several times, which is embarrassing. I don't know what the reason is for the problem but it's obviously affecting people's regular lives. For instance,

if a staff comes to work late, he may lose his customers, and even worse, he may lose his job. People may endure a few times of the late transport, but they cannot hold on for many times. People need precise and accurate arrangement which their lives.

So, I suggest you could solve this problem as soon as possible. Please notify the drivers to be on time. If current timetable is outdated, please notify the public the change. I wish this can be solved after you receive my letter.

Thanks for your attention.

Regards

Yours

Band score awarded and examiner comments

Band 6.5

This letter has a clear purpose and all the content is relevant. The bullet points are well-covered but could be more fully extended. Apart from the overly informal opening and closing, the tone of the letter is consistently appropriate. The organisation of the letter is logical and there is very good use throughout of linking devices.

The vocabulary resource is large enough to allow for some flexible and precise use, although there are some inappropriate and occasional spelling errors. Errors in word order are noticeable, as is omission of prepositions and articles, but complex sentences including relative clauses and conditionals are accurate.

General Training Writing Task 1

Sample question



You should spend about 20 minutes on this task:

Your local public library wants to make improvements to their services and facilities.

In order to get ideas from the public, they have asked library users to send them suggestions in writing:

Write a letter to the librarian. In your letter

- ***describe what you like about the library***
- ***say what you don't like***
- ***make suggestions for improvements.***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,



General Training Writing Task 1

Sample response



Dear Sir or Madam,

I am very keen to contribute my suggestions about what should be retained, and what needs to change in order to improve the library.

First, I would urge you to retain the excellent reading area on the ground floor. This and the Genealogy section on the first floor are extensively used and much loved. Furthermore, the quiet study area on the second floor is a great asset, especially for students.

There are some aspects of the library facilities and services, however, which are in desperate need of improvement. The network computer facilities must be expanded and modernised, including space where people can comfortably use their own laptops to access Wi-Fi. The limited access to digital information has been a source of frustration among library users for some time.

Can I suggest that your renovation plans focus on the use of information technology, as described above? If this must be done by reducing the underused collection of books and magazines, then that will be no great loss, I believe.

Yours faithfully,

David Brown (Mr)

What do examiners look for?

1 Task Achievement

The purpose of the letter is clearly specified in the opening paragraph, with a brief outline of what the letter will contain. The first bullet point is fully covered with three positive aspects of the library described. Paragraph 2 covers the second bullet point. In response to the task requirement to 'make suggestions for improvements', the third paragraph makes two suggestions, fully developing the response to the three bullet points.

The tone of the letter is appropriate for the situation and consistent throughout: from the opening salutation given in the question, examples of a formal style include [...I would urge you | ...are extensively used | Furthermore, | ...has been a source of frustration | ...for some time | Can I suggest... | ...as described above | ...that will be no great loss, I believe]. Contractions are not used.

The closing salutation, Yours faithfully, is also consistent with the tone for a formal letter.

The writer's full name is included, as in a real-life task, to make the letter as realistic as possible.

The length, 170 words, provides full coverage of the task. It exceeds the minimum of 150 words but a longer response than this is not required.

2 Coherence and cohesion

Information is organised logically, with cohesive devices such as sequencers, linking words and referencing (e.g. pronouns referring to something from a previous sentence) used skilfully to contribute to progression in the response [First, | This... | Furthermore, | especially | There are some aspects..., however, | ... as described above | then].

Paragraphing is skilfully managed: Task 1 should normally consist of three or four paragraphs.

3 Lexical resource

A wide range of vocabulary is used to convey precise meaning. Word choice is accurate throughout and less common lexical items are used [retained | urge | Genealogy | renovation | underused] with skilful use of collocation [a great asset | in desperate need | limited access | digital information | information technology | no great loss]. There are no spelling errors.

4 Grammatical range and accuracy

The letter has a wide range of structures, used with full flexibility. A variety of complex structures, including subordinate clauses, is used accurately [what should be retained | what needs to change | must be expanded | space where people can comfortable use ... | If this must be done by reducing ...].

Word order and cohesion are both skilfully managed so that only one sentence begins with the pronoun 'I'. The tendency in letter writing to start sentences with 'I' is thus avoided here.

There are no errors in punctuation.

General Training Writing Task 1

Sample question



You should spend about 20 minutes on this task:

An overseas friend wants to visit your country on holiday.

Write a letter to your friend. In your letter

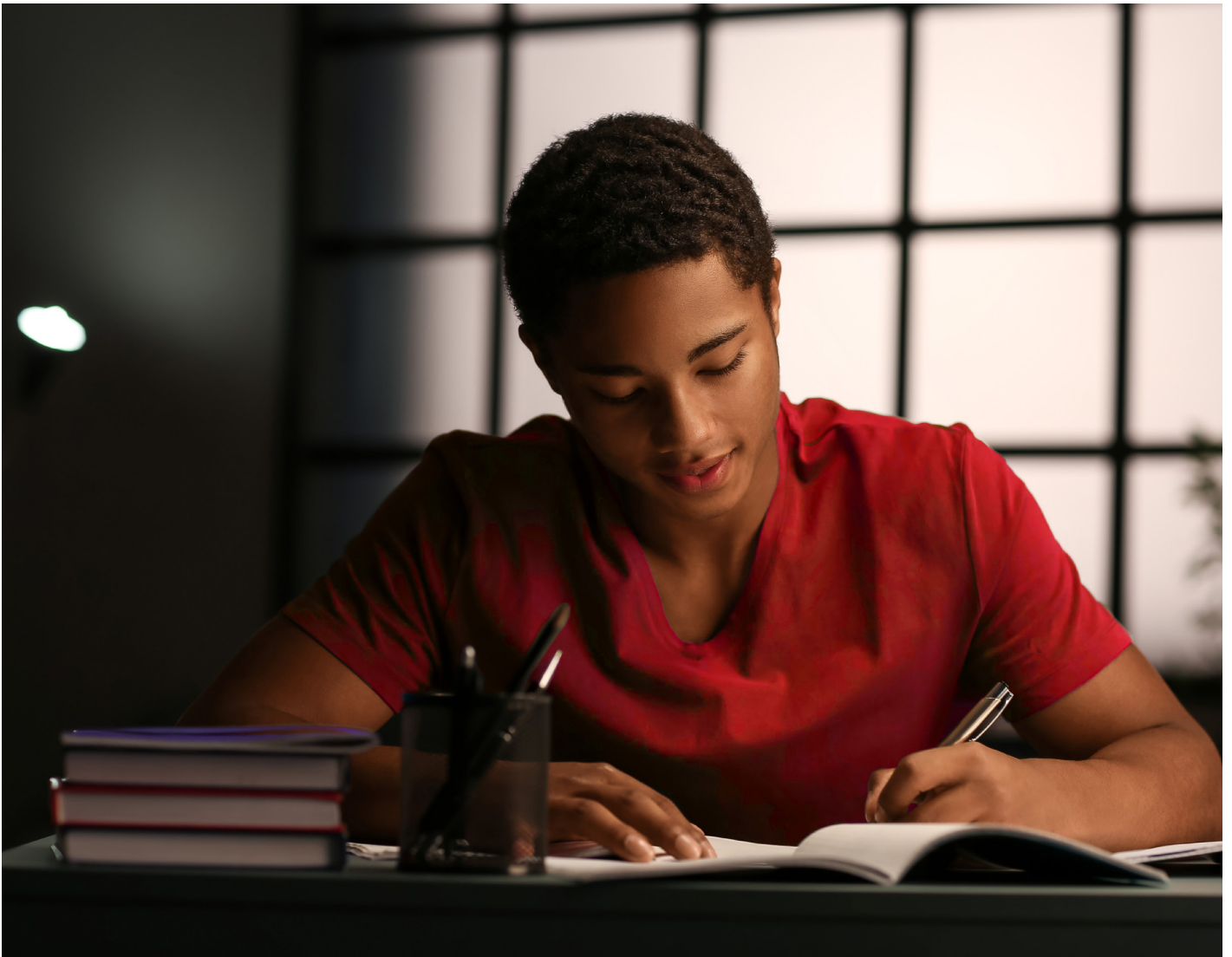
- ***recommend the best time of year to visit and why***
- ***describe the types of accommodation your friend could choose***
- ***say what you would like to show your friend in your country***

Write at least 150 words.

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

Begin your letter as follows:

Dear



General Training Writing Task 1

Sample response



Dear Andrew,

I was pleased to hear that you're going to visit Brisbane, so I'm writing to give you some information to think about before you come.

Most people travel to Brisbane in the summer months but I think it's uncomfortably hot at that time of the year. Autumn is the best season, between April and June. It's still sunny, but much cooler than in summer.

At the moment, all our bedrooms are full, so unfortunately, we can't put you up. However, there are some cheap places to stay, like Airbnbs, in our suburb. You could also stay in a serviced apartment in the city centre or on the Gold Coast. There are lots of specials online, so I'm sure you'll find somewhere affordable.

When you get here, let me be your tourist guide. I'll take you to Lone Pine Koala Sanctuary, where you can feed kangaroos and koalas. I can also drive you to the Gold Coast for a swim. To add excitement, we can visit the theme parks there.

Looking forward to catching up.

Best wishes,

Laurel

What do examiners look for?

1 Task Achievement

The writer starts by referring to the news received from the overseas friend, as outlined in the task. The purpose of the letter is stated immediately after that in a concise opening paragraph.

The first bullet point is covered in Paragraph 2. In response to the task requirement to 'describe the types of accommodation', the third paragraph makes two suggestions. As the writer's friend lives overseas, it is natural to explain why the writer cannot offer accommodation in their own home. This is not seen as irrelevant detail. Paragraph 4 gives ample information to cover the third bullet point.

The tone of the letter is appropriate for a personal letter to a friend and is consistent throughout, with contractions used to contribute to the conversational style. The opening salutation given in the question is appropriately completed with the friend's first name – and not 'Dear friend'. Examples of an informal style include [I was pleased to hear.... | so I'm writing to give you... | but I think... | we can't put you up. | There are lots of specials | ...so I'm sure you'll find somewhere].

The rounding off statement Looking forward to catching up is a friendly conversational way to conclude a personal letter but does not replace the closing salutation, Best wishes, which is in keeping with the informal tone.

The writer's first name is included, as in a real-life task, to make the letter as realistic as possible.

The length, 176 words, provides full coverage of the task. It exceeds the minimum of 150 words but a longer response than this is not required.

2 Coherence and cohesion

Information is organised logically and there is a clear progression throughout. Cohesive devices such as linking words and referencing are used skilfully to sequence the information [so | in the summer months ... at that time of the year | At the moment | so unfortunately | like Airbnbs | also].

Paragraphing is skilfully managed, with four paragraphs and a rounding-off statement.

3 Lexical resource

A wide range of vocabulary is used to convey precise meaning. Word choice is accurate throughout with skilful and natural-sounding use of collocation [uncomfortably hot | can't put you up | serviced apartment | somewhere affordable | tourist guide | kangaroos and koalas | To add excitement | catching up]. There are no spelling errors.

4 Grammatical range and accuracy

The letter has a wide range of structures and all sentences are error-free. A variety of complex structures, including subordinate clauses, is used accurately [pleased to hear that you're going to visit | some information to think about before you come | so I'm sure you'll find | When you get here, let me be ... | I'll take you to ... where you can feed ...].

Word order is skilfully managed so that only two successive sentences begin with the pronoun 'I'.

There are no errors in punctuation.

General Training Writing Task 2

Sample question



You should spend about 40 minutes on this task.

Write about the following topic:

Shopping is becoming more and more popular as a leisure activity. However, some people feel that this has both positive and negative effects.

Why is shopping so popular?

What effects does its increase in popularity have on individuals and society?

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

Write at least 250 words



General Training Writing Task 2

Sample response



Sample response

Band score awarded and examiner comments

Band 8

All parts of the task are sufficiently and appropriately addressed. A clear position is presented and supported and ideas are relevant and well developed. Some further extension in supporting points, such as some mention of negative effects, however, brief, could be added to raise this to the highest band for Task Response.

There is a clear progression throughout the response and a wide range of cohesive devices is used with flexibility, although there is rare error too. However, the personal comment, in the final paragraph is a sudden topic shift after the general exploration of the issues. This is a slight lapse in the development and clear progression of the response, and prevents it from reaching the highest band for coherence and cohesion.

A wide range of vocabulary is used with flexibility and precision. The occasional minor error, such as the omission of dependent prepositions, is evident but not systematic.

Similarly, minor errors or omissions occur in structures, but these do not detract from the wide range flexibility and accurately used generally, and the majority of structures are error free.

This is a clear example of a Band 8 performance.

Shopping is very popular among the majority of the population, despite their age or social standards. This is due to the fact that most people find shopping as an experience which makes a difference in their day to day life. Some people find themselves in a different world, surrounded by various material things which they may or may not be able to purchase. Even if they are not able to finance these, they find much pleasure in looking and feeling these things and imagining owning them some day. Some people go shopping when they really want to purchase things and they prefer to look around and compare the prices before buying them. I think most people love to go shopping because, then they could meet friends, make contacts with people and get to know what is in the latest trend. It provides them a pleasant distraction from their routine and sometimes dull life.

The most important effect shopping has on an individual is that it nourishes the self-esteem. An individual may find the social-contact most gratifying and this makes people come out of their shells and be more extrovert. Purchasing something, as well as knowing that you are financially able to purchase something give more self confidence to people.

The increase in popularity to go shopping has many effects on the society. People may be encouraged to go into new businesses and it will improve the economy. More job opportunities will be created for people in these businesses. Encouraged by the increase of popularity manufacturers will try to improve their products, so that the consumers can have a wide range of products at competitive prices. The overall quality of the product as well as the services provided by the sales staff will be improved.

More job opportunities will be created in advertising as the manufacturers try to sell their product. Consumers will have a better knowledge of the product so that they will not be misled by inferior quality products.

I find shopping an interesting and pleasurable experience, as each year passes by, simply because it enriches my heart and mind.

Listening

Sample response



PART 1 Question 1-8

Complete the form below.

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

| THEATRE ROYAL PLYMOUTH Booking Form | |
|--|-----------------------------------|
| Date: | <i>Saturday 1</i> |
| Time: | 2 |
| Tickets: | <i>three adults and one child</i> |
| Seats in: | <i>the 3</i> |
| Seat row/numbers(s): | 4 |
| Method of delivery: | <i>post</i> |
| Total payment: | £ |
| Card details: | |
| Type: | 5 |
| Number: | 6 |
| Name: | <i>Mr J. 7</i> |
| Additional requests: | |
| | <i>put on the mailing list</i> |
| | <i>book 8</i> |

Listening tips

**01**

At the beginning of each part read the questions for that part carefully, before the recording starts. This will help you to follow the recording and identify the answers.

02

After completing a part, it is better to look ahead and read the questions for the next part than to worry about the last part.

03

You will sometimes have a list of options to choose from as answers. The possible answers may be listed in alphabetical order and not necessarily in the order you will hear them.

04

Be careful to note word limits. If there is an instruction: Write no more than two words, writing more than two words will mean you will receive no marks at all for your answer, even if some of the words are correct.

05

Try to listen for key words or synonyms (words that have the same or nearly the same meaning as another word) from the question to help you identify the answer. For example, in the recording you might hear: "She likes going to the gym and playing tennis. On your answer sheet/screen (in IELTS on Computer), this could appear as "She is an active person."

06

You may be asked to write down words that have been spelled out in the recording. In order to do this well, you need to know the English alphabet and how each letter is pronounced (for example, the letter 'W' is pronounced as 'double-u').

07

Listen carefully for words that indicate which stage of the recording you are listening to, e.g. 'firstly', 'my next point', 'to sum up'. These words will help you identify which question you have reached.

08

As you are listening to the recording, cross out options that don't fit. This makes it easier for you to find the right answer.

09

If you are writing dates as an answer to any question, remember that there are several correct ways to write them (e.g. 24th April, April 24 and 24 April are all correct).

10

If there are questions you cannot answer leave them and move on to the next question. This will help you to stay calm and positive. Go back to those questions at the end, if you have time.

11

In paper-based IELTS, after the last recording has ended you have 10 minutes to transfer your answers from the Listening booklet to your answer sheet. Don't make the mistake of copying these answers across to the answer sheet in between parts or you may miss important information about the next part of the test. Wait until the end of Part 4 before transferring your answers.

Note: There is no 10 minutes of transfer time for IELTS on Computer.



Reading tips

**01**

To improve your performance in the Reading test you need to practise reading a variety of English texts. This will help you develop the ability to read quickly.

02

Read every question carefully first before reading the passages. This will make it easier for you to find the answers. Underline possible answers as you go. In IELTS on Computer, you can highlight or make notes on a section of text.

03

When you come to reading the passage, read it quickly the first time in order to get a general idea of what it's about. Don't worry about words you do not understand. Then read each question again to remind yourself which parts of the passage you will need to read again in detail.

04

The Reading passages always contain the information you need to answer the question. You won't have to use your own knowledge of a topic.

05

If you are copying words from a question or reading passage to use in your answer, remember that your spelling must be accurate.

06

The Reading test may sometimes include questions that test your overall understanding of a passage. For example, the question may ask what the topic of a particular passage is. Try underlining or highlighting key words and ideas in each paragraph as you read to help you understand the key message of each passage.

07

Circle, underline or highlight key words as you read. For example, if a reading passage contains many place names or dates, circle or highlight them as you go along. This will make it easier to find these details later if they come up in any of the questions.

08

If you are asked to label a diagram, you will find the words you need in the text. Be sure to copy them carefully from the text with the correct spelling.

09

If there are questions you cannot answer, leave them and move on to the next question. This will help you to stay calm and positive. Go back to those questions at the end, if you have time.

10

In paper-based IELTS, make sure you write down your answers for the Reading test on the answer sheet – not the question paper. There will be no extra time to transfer your answers after the Reading test.



Writing tips

**01**

In your Writing test there are no right or wrong answers or opinions. The examiners are assessing how well you can use your English to report information and express ideas.

02

Analyse the questions carefully to make sure your answer addresses all the points covered by the question.

03

Notice the minimum word limit. If you write less than 150 words for Task 1 and less than 250 for Task 2, you will lose marks.

04

Be careful to use your own words because the examiner will not include words copied from the question in the word count.

05

You must write both your answers in full, not in note form or in bullet points. You must arrange your ideas in paragraphs, to show the examiner that you are able to organise your main and supporting points.

06

You do not have to write very long sentences to do well in your Writing test. If sentences are too long, they will become less coherent and also make it harder for you to control the grammar.

07

In Academic Writing Task 1 you have to select and compare relevant information from data presented in a graph, table or diagram. In your introduction, do not copy the text from the question. Use your own words. You shouldn't try to interpret or give reasons for the data; keep your response factual.

08

Task 2 of the Academic Writing test is an essay. Don't forget to plan your essay structure before you start writing. You should include an introduction, ideas to support your argument or opinion, real-life examples to illustrate your points, and a conclusion based on the information you have provided.

09

You have 40 minutes to write your Task 2 essay. Make sure you give yourself up to five minutes to plan your answer before you start writing. Also leave five minutes at the end to review your answer and check for mistakes.

10

Make your position or point of view as clear as possible in your essay for Academic Writing Task 2. Your last paragraph should be a conclusion that is consistent with the arguments you have included in your essay.

11

Memorising a model answer for the Writing test won't help you. The examiner will see that your answer does not match the topic of the essay.

12

Many candidates confuse singular and plural nouns. For example, the plural form for many nouns includes an 's' – students, journals, articles, issues. Pay attention to this when writing/typing (in IELTS on Computer).

13

Take care to spell words correctly. Standard American, Australian and British spellings are acceptable in IELTS.



Speaking tips

**01**

In the lead up to the Speaking test, make sure you take the time to practise speaking English – with friends, at work and on the phone. You should also consider recording yourself, so that you are confident speaking English during your test.

02

There are no right or wrong answers in the Speaking test. The examiner will assess you on how well you can express your ideas and opinions in good English.

03

It will help you to feel relaxed if you imagine you are talking to a friend. Remember that you are not being assessed on your opinions, rather on your use of English.

04

Try to avoid repeating the words used in the examiner's question. Use your own words to show the examiner your full ability.

05

Speak clearly and at a natural pace. If you speak too quickly, you may make mistakes or pronounce words incorrectly.

06

Answer in as much detail as you can. Don't just answer 'yes' or 'no'. Try to develop your response to each question – draw on your own experience and give examples. The examiner wants to hear whether you can talk at length on a range of topics.

07

Use the correct verb tense when answering questions in the Speaking test. Listen carefully to the question and notice which verb tense is used. For example, if the question is 'What kind of music do you like?' (in the present tense) your answer should also be in the present tense (e.g. 'I like pop music best'). You can go on to use other tenses as you extend your response, e.g. 'I haven't always enjoyed that kind of music...'

08

Practise the pronunciation of numbers to be sure that your meaning is clear. For example, many numbers can sound very similar when spoken, so be sure to say them clearly, e.g. 'Thirty' and 'Thirteen', 'Forty' and 'Fourteen', 'Fifty' and 'Fifteen', etc.

09

It is better to use simple, commonly used vocabulary and to use it correctly than to use advanced vocabulary that you are unsure about. However, to get a high score, you must show you know how to use more advanced vocabulary.

10

In Part 2, the examiner will give you a task card and some paper. You then have one minute to prepare your answer. First think about the topic and then decide which is the most appropriate tense to use in your response. You should use the same tense(s) as the questions on the card.

11

Try to answer as fully as possible and give reasons for your answers. This will help you to use a wider range of vocabulary and grammar.



IELTS Writing Task 1 Band Descriptors

Scoring guidance for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level.

| Band Score | Task achievement | Coherence and cohesion | Lexical Resource | Grammatical Range and Accuracy |
|------------|---|--|--|--|
| 9 | <ul style="list-style-type: none"> All the requirements of the task are fully and appropriately satisfied. There may be extremely rare lapses in content. | <ul style="list-style-type: none"> The message can be followed effortlessly. Cohesion is used in such a way that it very rarely attracts attention. Any lapses in coherence or cohesion are minimal. Paragraphing is skilfully managed. | <ul style="list-style-type: none"> Full flexibility and precise use are evident within the scope of the task. A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features. Minor errors in spelling and word formation are extremely rare and have minimal impact on communication. | <ul style="list-style-type: none"> A wide range of structures within the scope of the task is used with full flexibility and control. Punctuation and grammar are used appropriately throughout. Minor errors are extremely rare and have minimal impact on communication. |
| 8 | <ul style="list-style-type: none"> The response covers all the requirements of the task appropriately, relevantly and sufficiently. (Academic) Key features are skilfully selected, and clearly presented, highlighted and illustrated. (General Training) All bullet points are clearly presented, and appropriately illustrated or extended. There may be occasional omissions or lapses in content. | <ul style="list-style-type: none"> The message can be followed with ease. Information and ideas are logically sequenced, and cohesion is well managed. Occasional lapses in coherence or cohesion may occur. Paragraphing is used sufficiently and appropriately. | <ul style="list-style-type: none"> A wide resource is fluently and flexibly used to convey precise meanings within the scope of the task. There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation. Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication. | <ul style="list-style-type: none"> A wide range of structures within the scope of the task is flexibly and accurately used. The majority of sentences are error-free, and punctuation is well managed. Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication. |
| 7 | <ul style="list-style-type: none"> The response covers the requirements of the task. The content is relevant and accurate – there may be a few omissions or lapses. The format is appropriate. (Academic) Key features which are selected are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. (Academic) It presents a clear overview, the data are appropriately categorised, and main trends or differences are identified. (General Training) All bullet points are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. It presents a clear purpose. The tone is consistent and appropriate to the task. Any lapses are minimal. | <ul style="list-style-type: none"> Information and ideas are logically organised and there is a clear progression throughout the response. A few lapses may occur. A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use. | <ul style="list-style-type: none"> The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident, though inappropriacies occur. There are only a few errors in spelling and/or word formation, and they do not detract from overall clarity. | <ul style="list-style-type: none"> A variety of complex structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent. A few errors in grammar may persist, but these do not impede communication. |
| 6 | <ul style="list-style-type: none"> The response focuses on the requirements of the task and an appropriate format is used. (Academic) Key features which are selected are covered and adequately highlighted. A relevant overview is attempted. Information is appropriately selected and supported using figures/data. (General Training) All bullet points are covered and adequately highlighted. The purpose is generally clear. There may be minor inconsistencies in tone. Some irrelevant, inappropriate or inaccurate information may occur in areas of detail or when illustrating or extending the main points. Some details may be missing (or excessive) and further extension or illustration may be needed. | <ul style="list-style-type: none"> Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission. The use of reference and substitution may lack flexibility or clarity and result in some repetition or error. | <ul style="list-style-type: none"> The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy. There are some errors in spelling and/or word formation, but these do not impede communication. | <ul style="list-style-type: none"> A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures. Errors in grammar and punctuation occur, but rarely impede communication. |

IELTS Writing Task 1 Band Descriptors

Scoring guidance for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level.

| Band Score | Task achievement | Coherence and cohesion | Lexical Resource | Grammatical Range and Accuracy |
|------------|---|---|---|---|
| 5 | <ul style="list-style-type: none"> The response generally addresses the requirements of the task. The format may be inappropriate in places. (Academic) Key features which are selected are not adequately covered. The recounting of detail is mainly mechanical. There may be no data to support the description. (General Training) All bullet points are presented but one or more may not be adequately covered. The purpose may be unclear at times. The tone may be variable and sometimes inappropriate. There may be a tendency to focus on details (without referring to the bigger picture). The inclusion of irrelevant, inappropriate or inaccurate material in key areas detracts from the task achievement. There is limited detail when extending and illustrating the main points. | <ul style="list-style-type: none"> Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response. The relationship of ideas can be followed but the sentences are not fluently linked to each other. There may be limited/overuse of cohesive devices with some inaccuracy. The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution. | <ul style="list-style-type: none"> The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. There may be frequent lapses in the appropriacy of word choice, and a lack of flexibility is apparent in frequent simplifications and/or repetitions. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader. | <ul style="list-style-type: none"> The range of structures is limited and rather repetitive. Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences. Grammatical errors may be frequent and cause some difficulty for the reader. Punctuation may be faulty. |
| 4 | <ul style="list-style-type: none"> The response is an attempt to address the task. (Academic) Few key features have been selected. (General Training) Not all bullet points are presented. (General Training) The purpose of the letter is not clearly explained and may be confused. The tone may be inappropriate. The format may be inappropriate. Key features/bullet points which are presented may be irrelevant, repetitive, inaccurate or inappropriate. | <ul style="list-style-type: none"> Information and ideas are evident but not arranged coherently, and there is no clear progression within the response. Relationships between ideas can be unclear and/or inadequately marked. There is some use of basic cohesive devices, which may be inaccurate or repetitive. There is inaccurate use or a lack of substitution or referencing. | <ul style="list-style-type: none"> The resource is limited and inadequate for or unrelated to the task. Vocabulary is basic and may be used repetitively. There may be inappropriate use of lexical chunks (e.g. memorised phrases, formulaic language and/or language from the input material). Inappropriate word choice and/or errors in word formation and/or in spelling may impede meaning. | <ul style="list-style-type: none"> A very limited range of structures is used. Subordinate clauses are rare and simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent and may impede meaning. Punctuation is often faulty or inadequate. |
| 3 | <ul style="list-style-type: none"> The response does not address the requirements of the task (possibly because of misunderstanding of the data/diagram/situation). Key features/bullet points which are presented may be largely irrelevant. Limited information is presented, and this may be used repetitively. | <ul style="list-style-type: none"> There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other. Minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas. There is difficulty in identifying referencing. | <ul style="list-style-type: none"> The resource is inadequate (which may be due to the response being significantly underlength). Possible over-dependence on input material or memorised language. Control of word choice and/or spelling is very limited, and errors predominate. These errors may severely impede meaning. | <ul style="list-style-type: none"> Sentence forms are attempted, but errors in grammar and punctuation predominate (except in memorised phrases or those taken from the input material). This prevents most meaning from coming through. Length may be insufficient to provide evidence of control of sentence forms. |
| 2 | <ul style="list-style-type: none"> The content barely relates to the task. | <ul style="list-style-type: none"> There is little relevant message, or the entire response may be off-topic. There is little evidence of control of organisational features. | <ul style="list-style-type: none"> The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling. | <ul style="list-style-type: none"> There is little or no evidence of sentence forms (except in memorised phrases). |
| 1 | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. The content is wholly unrelated to the task. Any copied rubric must be discounted. | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. The writing fails to communicate any message and appears to be by a virtual non-writer. | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. No resource is apparent, except for a few isolated words. | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. No rateable language is evident. |
| 0 | <ul style="list-style-type: none"> Should only be used where a candidate did not attend or attempt the question in any way, used a language other than English throughout, or where there is proof that a candidate's answer has been totally memorised. | | | |

IELTS Writing Task 2 Band Descriptors

Scoring guidance for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level.

| Band Score | Task achievement | Coherence and cohesion | Lexical Resource | Grammatical Range and Accuracy |
|------------|---|--|--|--|
| 9 | <ul style="list-style-type: none"> The prompt is appropriately addressed and explored in depth. A clear and fully developed position is presented which directly answers the question/s. Ideas are relevant, fully extended and well supported. Any lapses in content or support are extremely rare. | <ul style="list-style-type: none"> The message can be followed effortlessly. Cohesion is used in such a way that it very rarely attracts attention. Any lapses in coherence or cohesion are minimal. Paragraphing is skilfully managed. | <ul style="list-style-type: none"> Full flexibility and precise use are widely evident. A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features. Minor errors in spelling and word formation are extremely rare and have minimal impact on communication. | <ul style="list-style-type: none"> A wide range of structures is used with full flexibility and control. Punctuation and grammar are used appropriately throughout. Minor errors are extremely rare and have minimal impact on communication. |
| 8 | <ul style="list-style-type: none"> The prompt is appropriately and sufficiently addressed. A clear and well-developed position is presented in response to the question/s. Ideas are relevant, well extended and supported. There may be occasional omissions or lapses in content. | <ul style="list-style-type: none"> The message can be followed with ease. Information and ideas are logically sequenced, and cohesion is well managed. Occasional lapses in coherence and cohesion may occur. Paragraphing is used sufficiently and appropriately. | <ul style="list-style-type: none"> A wide resource is fluently and flexibly used to convey precise meanings. There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation. Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication. | <ul style="list-style-type: none"> A wide range of structures is flexibly and accurately used. The majority of sentences are error-free, and punctuation is well managed. Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication. |
| 7 | <ul style="list-style-type: none"> The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported but there may be a tendency to over-generalise or there may be a lack of focus and precision in supporting ideas/material. | <ul style="list-style-type: none"> Information and ideas are logically organised, and there is a clear progression throughout the response. (A few lapses may occur, but these are minor.) A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use. Paragraphing is generally used effectively to support overall coherence, and the sequencing of ideas within a paragraph is generally logical. | <ul style="list-style-type: none"> The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident, though inappropriacies occur. There are only a few errors in spelling and/or word formation and they do not detract from overall clarity. | <ul style="list-style-type: none"> A variety of complex structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent. A few errors in grammar may persist, but these do not impede communication. |
| 6 | <ul style="list-style-type: none"> The main parts of the prompt are addressed (though some may be more fully covered than others). An appropriate format is used. A position is presented that is directly relevant to the prompt, although the conclusions drawn may be unclear, unjustified or repetitive. Main ideas are relevant, but some may be insufficiently developed or may lack clarity, while some supporting arguments and evidence may be less relevant or inadequate. | <ul style="list-style-type: none"> Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission. The use of reference and substitution may lack flexibility or clarity and result in some repetition or error. Paragraphing may not always be logical and/or the central topic may not always be clear. | <ul style="list-style-type: none"> The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy. There are some errors in spelling and/or word formation, but these do not impede communication. | <ul style="list-style-type: none"> A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures. Errors in grammar and punctuation occur, but rarely impede communication. |

IELTS Writing Task 2 Band Descriptors

Scoring guidance for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level.

| Band Score | Task achievement | Coherence and cohesion | Lexical Resource | Grammatical Range and Accuracy |
|------------|--|---|--|---|
| 5 | <ul style="list-style-type: none"> The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear. Some main ideas are put forward, but they are limited and are not sufficiently developed and/or there may be irrelevant detail. There may be some repetition. | <ul style="list-style-type: none"> Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response. The relationship of ideas can be followed but the sentences are not fluently linked to each other. There may be limited/overuse of cohesive devices with some inaccuracy. The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution. Paragraphing may be inadequate or missing. | <ul style="list-style-type: none"> The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. There may be frequent lapses in the appropriacy of word choice and a lack of flexibility is apparent in frequent simplifications and/or repetitions. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader. | <ul style="list-style-type: none"> The range of structures is limited and rather repetitive. Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences. Grammatical errors may be frequent and cause some difficulty for the reader. Punctuation may be faulty. |
| 4 | <ul style="list-style-type: none"> The prompt is tackled in a minimal way, or the answer is tangential, possibly due to some misunderstanding of the prompt. The format may be inappropriate. A position is discernible, but the reader has to read carefully to find it. Main ideas are difficult to identify and such ideas that are identifiable may lack relevance, clarity and/or support. Large parts of the response may be repetitive. | <ul style="list-style-type: none"> Information and ideas are evident but not arranged coherently and there is no clear progression within the response. Relationships between ideas can be unclear and/or inadequately marked. There is some use of basic cohesive devices, which may be inaccurate or repetitive. There is inaccurate use or a lack of substitution or referencing. There may be no paragraphing and/or no clear main topic within paragraphs. | <ul style="list-style-type: none"> The resource is limited and inadequate for or unrelated to the task. Vocabulary is basic and may be used repetitively. There may be inappropriate use of lexical chunks (e.g. memorised phrases, formulaic language and/or language from the input material). Inappropriate word choice and/or errors in word formation and/or in spelling may impede meaning. | <ul style="list-style-type: none"> A very limited range of structures is used. Subordinate clauses are rare and simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent and may impede meaning. Punctuation is often faulty or inadequate. |
| 3 | <ul style="list-style-type: none"> No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or insufficiently developed. | <ul style="list-style-type: none"> There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other. There is minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas. There is difficulty in identifying referencing. Any attempts at paragraphing are unhelpful. | <ul style="list-style-type: none"> The resource is inadequate (which may be due to the response being significantly underlength). Possible over-dependence on input material or memorised language. Control of word choice and/or spelling is very limited, and errors predominate. These errors may severely impede meaning. | <ul style="list-style-type: none"> Sentence forms are attempted, but errors in grammar and punctuation predominate (except in memorised phrases or those taken from the input material). This prevents most meaning from coming through. Length may be insufficient to provide evidence of control of sentence forms. |
| 2 | <ul style="list-style-type: none"> The content is barely related to the prompt. No position can be identified. There may be glimpses of one or two ideas without development. | <ul style="list-style-type: none"> There is little relevant message, or the entire response may be off-topic. There is little evidence of control of organisational features. | <ul style="list-style-type: none"> The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling. | <ul style="list-style-type: none"> There is little or no evidence of sentence forms (except in memorised phrases). |
| 1 | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. The content is wholly unrelated to the prompt. Any copied rubric must be discounted. | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. The writing fails to communicate any message and appears to be by a virtual non-writer. | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. No resource is apparent, except for a few isolated words. | <ul style="list-style-type: none"> Responses of 20 words or fewer are rated at Band 1. No rateable language is evident. |
| 0 | <ul style="list-style-type: none"> Should only be used where a candidate did not attend or attempt the question in any way, used a language other than English throughout, or where there is proof that a candidate's answer has been totally memorised. | | | |

Speaking Assessment Criteria

Public version



| Band | Fluency and coherence | Lexical resource | Grammatical range and accuracy | Pronunciation |
|----------|---|--|---|---|
| 9 | <ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately | <ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately | <ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech | <ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand |
| 8 | <ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately | <ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required | <ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic non-systematic errors | <ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility |
| 7 | <ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility | <ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively | <ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist | <ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8 |
| 6 | <ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately | <ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully | <ul style="list-style-type: none"> uses a mix of simple and complex structures may make frequent mistakes with complex structures, though these rarely cause comprehension problems | <ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times |
| 5 | <ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems | <ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrases with mixed success | <ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems | <ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6 |
| 4 | <ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence | <ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase | <ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding | <ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener |
| 3 | <ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message | <ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics | <ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions | <ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4 |
| 2 | <ul style="list-style-type: none"> pauses lengthily before most words little communication possible | <ul style="list-style-type: none"> only produces isolated word or memorised utterances | <ul style="list-style-type: none"> cannot produce basic sentence forms | <ul style="list-style-type: none"> speech is often unintelligible |
| 1 | <ul style="list-style-type: none"> no communication possible no rateable language | | | |
| 0 | <ul style="list-style-type: none"> does not attend | | | |

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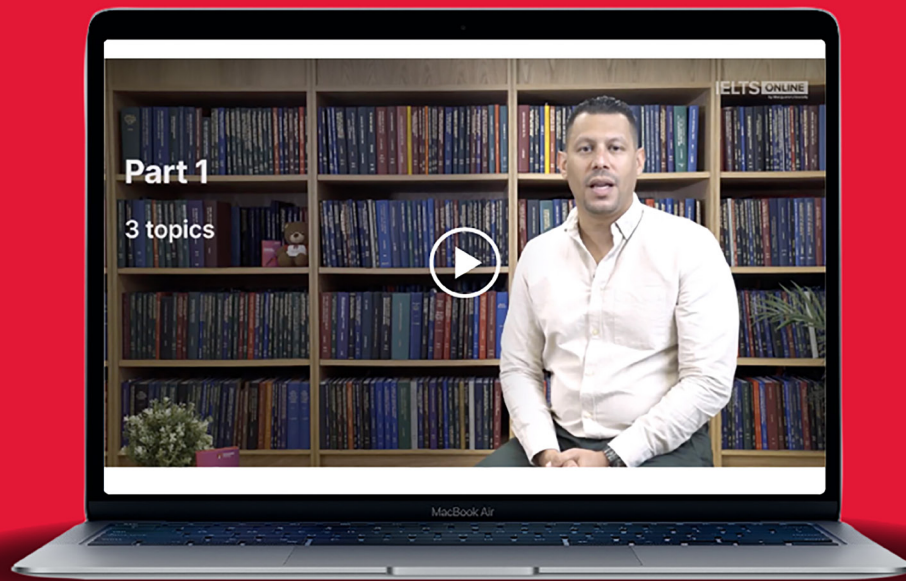


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