



**Free eBook: Prepare
for IELTS in 30 Days**

Contents

Master the IELTS in just 30 days with expert tips, strategies and practice tests

Introduction

- What exactly is the IELTS test?
- How does the IELTS rating system work?
- Why are you taking the IELTS?
- How are you preparing for your IELTS?
- Are you choosing an Academic or General IELTS?
- How this ebook can help you prepare for your IELTS

Four Weeks to Test Day | Revisiting the Basics

- Why is a good knowledge of the test so important?
- Reading Test Basics
- Writing Test Basics
- Listening Test Basics
- 1.5 Speaking Test Basics

Three Weeks to Test Day | Preparation Strategies for Success

- Key Reading Strategies | Routine Scanning
- Key Writing Strategy | Perfecting the Five-Paragraph Essay
- Key Listening Strategy | Matching Synonyms
- Key Speaking Strategy | Don't Stop!

Two Weeks to Test Day | Refining Advanced Language Skills

- 3.1 Reading – guessing the meaning of words using prefixes
- 3.2 Writing | Using Complex Transitions
- 3.3 Listening | Overloading with Topics You Love
- 3.4 Speaking | Advanced Practice Using Video

One Week to Test Day | Review, Reflect, and Relax

- 4.1 Reviewing your preparation work
- 4.2 Take time to reflect and relax
- 4.3 Staging the Perfect Mock Test
- 4.4 Test Day checklist

IELTS Study Plan

IELTS Sample Tasks

Introduction

For many, the journey to immigrate, to study, and to work, never ends. In our globalized world, these journeys often involve the need to demonstrate language skills. IELTS provides this pathway by giving organizations a trusted English language rating. Whether it is your first, second, or third time taking the IELTS test, there is always room for improvement.

What Exactly is the IELTS Test?

Most of us simply know IELTS as the English language test for applications. When people need admission to higher education or are applying to immigrate, they take the test. What many don't know is how well-recognized, well-designed, and important IELTS is.

IELTS stands for the International English Language Testing System. It has been in use for decades as the most valued English language test worldwide, and is considered by thousands of the world's best universities as an acceptance condition. It is also used for immigration to English speaking countries like Canada, the United Kingdom, and Australia. Furthermore, many companies and organizations around the globe connect salary to IELTS language ratings. It is also common to see IELTS ratings used for job requirements and for job promotions.



How Does the IELTS Rating System Work?

We often hear about the “IELTS score”. Maybe you have heard people say they need to “pass the IELTS” or that they “need an IELTS 6 or IELTS 7”. But what exactly are they talking about? The IELTS is not a pass or fail system. It uses a scale, which we call the rating system.

The system goes from a Band 1, which is the lowest language level, to a Band 9, which is the highest. A Band 1 is a very low-level English User who can only say a few words. A Band 9 is a fluent English

speaker who speaks very well and is essentially a native speaker.

Many IELTS test-takers aim for a Band 7. This rating is designated as a good user of English. Band 7 users can communicate and understand complex English language, even though they make some mistakes in grammar, vocabulary, and pronunciation. The Band 7 might also have a little trouble with language fluency and understanding but can function well in places like university and the professional work world.

Why are you Taking the IELTS?

It is important to know why you are taking the test and what band rating you will need. This will help you prepare effectively and ensure you are taking the right test. Remember, IELTS isn't a test that you study a few months for while trying to score 100%. IELTS actually rates your true English language skills.

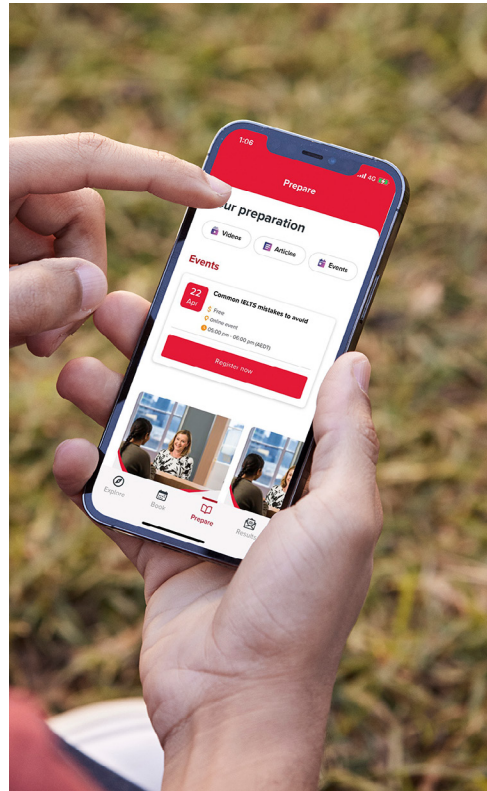
How are you Preparing for Your IELTS?

There are many preparation approaches in the IELTS world. With an online search, you will find a lot of resources, practice test apps, video blogs, language tutors, and many other tools to help you prepare.

Maybe you have studied for the IELTS before and have taken the official test. This experience and knowledge will help you, but remember — there is no magic solution to success.

Improving your language is a lot of work. It takes thousands of hours of study, practice, and experience to master any language. This is equal to years of speaking to people, writing emails, reading subtitles, taking classes, and so on.

With this in mind, anytime you use English, you improve your IELTS ratings. So, if you need a Band 7+, try and to use English at every opportunity.



Are you Choosing an Academic or General IELTS?

If you don't already know, make sure of which IELTS test you will need to take. The basic rule designates IELTS General for immigration and employment, while IELTS Academic is for education applications.

Though used for different reasons, the two types of IELTS tests are very similar in many respects. They are the same length, test similar language skills, and are offered at the same test centre.

However, some specific tasks are very different. When preparing for tasks like writing and reading, be sure you know which skills are expected. For example, the Academic test requires test-takers to summarize data and infographics, while the General test would require letter-writing expertise. Throughout this ebook, note that some points will mention the Academic Test and some the General Test.

How This Ebook Can Help You Prepare for Your IELTS

This ebook will offer you a fresh perspective. It is aimed at IELTS test-takers who want to improve their rating to a Band 7 and above. It is specifically for those who need a guided approach to preparing for the final month(s) before test day. At this point, it may be too late for a long IELTS course or too late to register for an English language class.

This ebook will refresh your knowledge of IELTS assessment,

help identify gaps in your language test skills, and offer you strategies to do your best. It is not a heavy practice book and will not take dozens of hours to complete. It is designed to guide and inform you, week-by-week, of the important basics. It also includes some essential and fresh tips.

There are four sections, divided into four weeks.

Four Weeks to Test Day

Revisiting the Basics

Section Summary

This section will overview the basic elements of the four test sections while helping you identify possible weaknesses and gaps in your language skills.

Why is a Good Knowledge of the Test so Important?

Knowing the ins and outs of the IELTS test will always improve your chances of success on test day. By ins and outs, we mean the different parts of the test, types of tasks, style of questions, the grading system, and timing of each part. Understanding the IELTS format, for example, will help you manage your time well and follow the instructions easily.

Let's think about someone who has never taken or prepared for the IELTS. Now imagine their first look at the academic writing tasks on test day. They probably have some level of stress and confusion, not knowing exactly what to do. They will probably have issues with the academic summary like using opinion words and failing to use supporting data. They might also have time management problems, taking too much time on Task 1, and not enough for the essay.

It is common to see this with IELTS test takers who are not prepared. Even though they may have proficient English skills, they make lots of small mistakes.

Think about areas related to the IELTS that you can remember and think of those you need to brush up on. Are there parts of the test you have forgotten? Were there instructions that confused you? Were some parts much more difficult than others? Were some of the instructions confusing?

Let's answer these questions with a basic look at each of the tests on the IELTS – Reading, Writing, Listening, and Speaking. While doing this overview, note down any areas you might need more help with. Giving attention to these grey areas will make your test day smoother, less stressful, and more successful.

Reading Test Basics



Test time:

1 hour

Requirements:

Read texts and complete skills tasks such as true/false/ not given; matching; multiple choice; diagraming; sentence completion; and tabling.

Number of questions:

40

Number of texts:

3

Word count total of all three texts:

2750

The basics:

The reading test will challenge you with a variety of different question types throughout the three texts. Each reading text is progressively more difficult. This means the first reading will be fairly basic; the second moderately challenging; and the third quite challenging.

If you are taking the Academic Test, the readings will be something you would see in a first-year university textbook. With the General Test, the topics are more general, like you might see in a magazine or travel guidebook. The three texts on the test will be from different genres. Genres means texts with different styles of writing, and from different subjects.

Preparation essentials:

There are three things you should do. First, familiarize yourself with the question types. Second, practice time management with key reading skills. Third, read, read, and read some more!

Let's look more carefully at these three approaches.

In order to get comfortable with all the question types on the test, make sure you work through some practice tests. Do you understand how *true/false/not* given questions function? Do you have practice completing tables and diagrams by using information from an article? Are you aware that accurate spelling and word count are required?

Being used to these questions' formats and knowing how to respond to them,

gives you more time to focus on answering correctly. Next, make sure you have control of your time management. The timings are strict, and unanswered questions are graded zero. 40 questions at 60 minutes means you have about 90 seconds per question. To read faster, try to read smarter. This means using reading skills. Skim over the test titles and topic sentences for the main ideas. Scan the key words and specific ideas to get more specific information. Highlight by linking, circling, and underlining to connect key ideas and draw key conclusions.

The final approach is to read as much as possible before the test. This will naturally improve your overall reading competence and lead to better ratings. Remember, if you want a Band 7, you will need to score over 30/40.

Writing Test Basics

Test time:

1 hour

Time per task:

20 minutes for task one; 40 minutes for task two

Task 1 requirement:

150-word letter (General)/ 150-word Summary (Academic)

Task 2 requirement:

250-word essay

The writing test is challenging. In Task 2, you have to demonstrate good knowledge of essay writing skills for both Academic and General. In Task 1, more specific writing skills for Academic and General are required. For the Academic, you will need to write a formal summary, while the General will require you to write a letter.

Understanding the four rating criteria of the writing tasks can help guide your preparation. Here is a quick look at each:

Task Achievement & Task Response. This criteria rates how well you respond to the task question. In other words, how well you explore the topic and give enough information. To succeed here, it is important to explain, give examples, and provide reasons for your main ideas.

Coherence and Cohesion. This ensures you know how to write an essay and know how to write a letter/summary. It is essential to use key writing skills well. This includes topic sentences, linker words, and clear writing. Techniques like using parallel structure and passive voice will come into play here. If you have no idea what these things are, you should look them up right now!

Lexical Resource. This is a sophisticated way of saying 'vocabulary'. Having specific words and phrases to present your writing is key here.

Think about colourful idioms, advanced adjectives, action verbs, and correct terminology. Again, spelling is important if you want the points!

Grammatical Range and Accuracy.

This should explain itself. For B7 and above, you will need to show a variety of grammatical structures and use them correctly. If you only write five-word sentences, this will not be complex enough. Demonstrate your grammar skills by using different structures, different tenses, and accurate usage.

Preparation essentials:

Read, then write! IELTS preparation books and websites often have lots of sample essays, letters, and summaries. Find as many as you can and read through them. While you read, highlight the key criteria as listed above. For example, underline the topic sentences, circle some linker words, and highlight idiomatic phrases.

Follow up your reading with lots of writing practice. While you write, make sure you follow the correct format for essays, summaries, or letters. If you have a study partner or a teacher who can check your work, this is even better.

Final tip: Don't forget to use a stopwatch while you write. Again, it is 20 minutes for the first task, and 40 minutes for the essay.



Listening Test Basics

Test time:

30 minutes + 10 minutes to write down answers

Requirements:

Listen to four different audio texts and answer a variety of question types

Number of questions:

40

The basics:

Both Academic and General are the same test. Part 1 and Part 2 listening tracks are more basic social dialogues. Think about friends chatting and planning a trip. Part 3 and Part 4 are more difficult tracks. Some examples might be a short lecture; a business presentation; or a radio documentary. Each track is only played one time. After each part is complete, you are asked to answer a variety of question types. Instructions for the task are on your test paper and you are also given some time to preview the questions.

Once you complete the four parts, you will have 10 minutes to fill in an answer sheet. Key tip: word count and correct spellings are required for full points.

Preparation essentials:

Listen, listen, listen! Practice, practice, practice! Really try to 'tune in' to your English brain this week. Listen to podcasts, radio shows, audio drama, and IELTS practice tests. Every minute you spend challenging yourself to listen to English will improve your competency. You must also work through IELTS practice tests. This allows you to be comfortable with instructions, timings, and question types.

Remember, you will have to score above 30/40 correct to get a B7.

1.5 Speaking Test Basics

Test time:

11 to 14 minutes

Requirements:

One-on-one interview with IELTS examiner

Format:

Three-part test with a wide variety of questions and topics

The basics:

Part 1 of the test begins with a variety of personal questions which cover everyday topics that most people can talk about. This could be anything from your hobbies to the weather, to your job. There are thousands of possible topics, so trying to predict what will be on your test is not a smart approach. Are you able to speak about a wide variety of topics? This is something you will need to practice if you can't.

Part 2 of the test is also called The Long Turn. You will be given a specific topic and asked to speak for two-minutes without stopping. To help you prepare, you are given some bullet points and one minute to prepare. The examiner will give you some note paper if you need it. Time yourself with a stopwatch when you practice.

Part 3 is a continuation of Part 2's topic. This will be an open discussion with the examiner. The examiner will challenge you with interesting questions around the same main topic. These are topics that most people like to chat about, such as climate change, professional sports, and child education. There are no correct or incorrect responses in this part; the aim is to have an intelligent conversation.

How you're rated:

There are four main areas that the examiner listens for during the speaking test.

Fluency and coherence is how smoothly you speak. To rate high, you will have to be easy to understand, connect your ideas well, speak at a good pace, and not correct yourself too much.

Lexical resource is similar to the writing exam. To rate a B7 or above, you will need to have some key vocabulary for every topic you discuss. Using idioms and descriptive language correctly will keep your rating high.

Grammatical Range and Accuracy demands a mix of different grammatical structures which are used effectively. For a B7+, demonstrate your grasp of complex structures and avoid too many mistakes.

Preparation essentials:

A good way to start your preparation is to watch a few videos of IELTS speaking interviews online. As you watch, notice how well candidates use the rating criteria listed above.

You will also want to practice speaking as much as possible. When practicing, don't just chat about the usual, like sports or the weather. Talk about as many different topics as you can. Ideally, find a study partner who can role play with you and work through random topics common to the exam. Like the writing test, use a watch to time your practice.

Three Weeks to Test Day

Preparation Strategies for Success

Section Summary

With three weeks to go, this is the time to start practicing techniques that can lead to success on the test. Below are some excellent approaches to advancing your test day skills.

- 
- To Do List
- ☐ Set my score goal
 - ☐ IELTS by IDP App
 - ☐ Use English everyday
 - ☐ Prep videos
 - ☐ Free IDP courses
 - ☐ Practice Test #1
 - ☐ Practice Test #2
 - ☐ Book test !!

Key Reading Strategies

Routine Scanning

Routine scanning will help you read faster, read more effectively, and get the main ideas quickly. As with many reading tests, you will often be asked for the main ideas of a text. For example, you may have to match a topic sentence to a paragraph, or you may have to choose an appropriate title for an essay.

As you read a text, don't worry about details. Look quickly at titles, key words, topic sentences, concluding sentences, and any images that might be provided. With these points, you will be able to get a feeling for the text and conclude what the main ideas are.

For example, if you see a diagram with solar panels, see the word "climate" written many times, and read a topic sentence about "green power", you can guess the article is about clean energy being used to reduce climate change.

To practice this, try reading some articles online while using the technique. Take less than a minute when you read. After the minute, write down what you think the main ideas are. When you're finished with that, read the text again carefully to see if you are correct. With practice, this will increase your reading speed and confidence, giving you more time to focus on other questions.

Key Writing Strategy

Perfecting the Five-Paragraph Essay

Both the Academic and General test require you to write an essay. The Part 2 essay is worth 67% of your writing grade. For a 250-word essay, this usually means you will write a five-paragraph essay. If you know the process, format, and content expectations for this essay, you will have a big advantage.

For the process of writing essays, make sure you review key points like mind-mapping, thesis sentences, proofreading, and question deconstruction. By using a step-by-step approach, you will have a higher chance of meeting the expectations of B7 and above. There are lots of “Five Paragraph Essay” writing guides available online, that you can find with a quick search.

For essay formatting, make sure you know why topic sentences, paragraphing, connector words, and supporting ideas are important.

These elements help you connect your essay together and makes your writing easier to read. These items are all needed for the B7 and above.

Content is another important item. Remember that you will need to write 250 words and support your essay topic with key ideas. These ideas should include examples, reasons, and explanations. And don't forget to stay on topic with your content. An off-topic essay will not reach the B7 rating.

Note on number of paragraphs: While the five-paragraph essay is the most common, four and six paragraph essays are also normal on the IELTS. But don't worry, the guidelines for a five-paragraph essay will be very similar to those of four and six paragraphs. When reading sample essays, always notice how each paragraph answers a question in the Task 2 prompt.

Key Listening Strategy

Matching Synonyms

This week's listening tip is all about synonyms. Language tests will often use synonyms in the questions and not say the exact word you hear in the audio text. Synonyms are different words or different phrases but mean the same thing. Think about these pairs of words [beautiful and pretty | fast and quick | smart and intelligent]. During the listening test, you may hear the speaker say, "the smart princess". Then, on the test, the question might be "Is the king's daughter intelligent?". Can you see how the synonyms are used? Be aware of this while you do your practice tests, and make sure this skill is strong on test day.

Key Speaking Strategy

Don't Stop!

The 'Don't Stop!' strategy is a great way to approach the IELTS speaking test. The aim of this approach is to give the examiner enough of your language to rate. This gives the examiner a chance to see if you are fluent, a chance to listen for advance language skills, and a chance to identify your range of grammar.

In a nutshell, when answering questions, just keep talking! The speaking test is not the time to be quiet and shy. Talk, talk, and talk some more. The examiners will guide you along with more questions or politely stop you if needed. When you practice speaking this week, see how many minutes you can speak for on each topic... without stopping. This will push your limits and help with your confidence on test day.



Two Weeks to Test Day

Refining Advanced Language Skills

Section Summary

Now that you're in the final two weeks before the test, this section will help you explore some more advanced approaches to language skills. The B7+ rating requires you to use and understand complex language fluently. Here are some proven ways to do this.



3.1 Reading

Guessing the Meaning of Words Using Prefixes

One of the most important reading skills for advanced English is being able to correctly guess the meaning of a word. Let's look at this sentence: Babies are given a microdose of anti-swelling medication if their arm enlarges after a bee sting. Micro and anti in this sentence are prefixes. They come before the main word and tell us what it means. Micro means very small, so a microdose means a very small amount. Anti means against, so anti-swelling means something that stops swelling.

Run an online search for [common prefixes]. There are a few hundred which are often used in English. You probably already know many of them. Using this skill during the IELTS will help you understand the readings better and have higher success when guessing the answers.

3.2 Writing

Using Complex Transitions

Complex transition words will help you rate higher in all the writing tasks. These are the words that help connect and organize your writing, making it easier to understand. Other names for these words are 'linkers' or 'sign posts'.

Used well, these words or phrases present the content of a sentence in a specific way. Let's look at an example: Until midnight, the taxis are \$10. However, after that the price increases. The terms until and after that tell the reader about time and help him/her understand that they are before and after 12:00 am.

The word However tells the reader that the previous sentence is the opposite in meaning from the current sentence. In this case, the two sentences tell us opposite ideas about taxi prices.

Many of us already use transition words. Be sure that you use them effectively and accurately. Plan to review and practice linkers as you study this week. A good command of this will make both your spoken and written English more advanced, while helping you better understand during the reading and listening tests.

Overloading with Topics You Love

3.3 Listening

This technique will help your listening fluency and familiarize you with all kinds of texts. The important part of this preparation is to be highly motivated, allowing you to practice for long stretches of time.

Have you ever tried listening to a boring topic? You probably fall asleep, and then get frustrated. The following is the opposite approach:

Find audio tracks of people and topics that you truly love. You can search for them online.

If you're a football fan, find podcasts, news stories, and game commentary about your favourite team. If you love the pop singer Taylor Swift, follow her interviews, listen to her songs, and watch her act in movies. Listen to as many different audio texts you can find, and don't stop. Listen to the same text again and again if you want. This will help with your ability to understand more complex language. Though you can't listen twice on the IELTS listening test, hearing something multiple times while practicing will build your confidence.





Advanced Practice Using Video

3.4 Speaking

It can be challenging to speak advanced English fluently. However, reading English aloud will help you find your English voice. Repetitive practice by reading aloud will also help you develop key phrases and use grammatical structures correctly.

Here's an easy way to practice: Find a speaker on Ted Talks (YouTube) that you enjoy. Find the transcript for the speaker's presentation. Using the transcript, read aloud a few hundred words. Do this again and again. While you read, open a speech-to-text app on your laptop or phone – these apps are easy to find.

While you read into the app, compare your speech-to-text document with the transcript text you are reading. Are they the same? Are you speaking accurately? To add an extra element of practice, listen to the Ted Talks speaker as well, and repeat after him/her.

Using your vocal English muscles in this way will improve your fluency, complexity of language, and pronunciation. These are all important elements for high ratings on the speaking test.

One Week to Test Day

Review, Reflect, and Relax

Section Summary

There is just one more week before the test. You have already finished the hard work. At this point, it won't help you to study another big list of words to improve your vocabulary. It won't help you to learn new and complex grammatical structures. This week should be spent on reviewing, reflecting, and relaxing. Along with some helpful approaches for these last few days, the end of this section also includes a test day checklist.



4.1 Reviewing Your Preparation Work

Over the past weeks, you have been preparing for the IELTS. Spend this week reviewing all of that work. Gather your notes, check the videos watched, return to the websites you liked, and re-read the guides you worked through.

While you go through your study materials, pay close attention to the areas you found difficult or were new to you. For example, if you were unsure what proper paragraph format was, then review proper paragraph format.

If you learned a new tip about synonyms used on the test, then review the synonym tip. Maybe you watched a YouTube video of a Band 9 interview that impressed you. You should watch it again. Did you read some well-written Part 2 essays? If yes, then read these again.

Spending quality time reviewing these key areas of your notes will develop your weaknesses into strengths. It is also a proven technique to build test day confidence.



4.2 Take Time to Reflect and Relax

A week before the test is not the time to stay up late and study until daybreak. You want your brain, body, and mindset to be healthy, rested, and refreshed. If possible, try to sleep and eat well every day. You should also spend time doing some things you like. Have some laughs and fun with your friends or family. And if you are really serious, take a day off from work or school.

If you want to optimize your English skills, work towards a positive mindset and a healthy, well-rested brain for the test. Reflect on how much you have improved your English over the years. Think about how well you will do on test day, and how happy you will be after you get the rating you want.

4.3 Staging the Perfect Mock Test

While reviewing, relaxing, and reflecting are important this week, there is still one more bit of hard work to do. This is the perfect time to take a full mock test. Ideally, you should do this practice test two or three days before test day. If you take a practice test the day before your test, this might stress you out, so avoid doing that.

Essential to the success of a mock test is to stage it exactly like a real IELTS test.

Use a printer to have the full test on paper. Have sharp pencils so you can write the answers. Set an alarm to make sure your test times are precise. Ask a friend to interview you for the speaking test. Finally, choose a test-centre setting. Leave your comfortable bedroom and go to the library or somewhere similar. Sit at a school desk with no distractions around you for the full test. Making your practice test as real as possible will put you in the comfort zone on test day, upping your chances for success.



4.4 Test Day Checklist

Test day can be stressful. Don't increase it by going to the wrong test centre or forgetting your ID cards. Can you check everything on this list?



Read test-centre email and instructions carefully a few days



Ensure you have the correct Passport/ ID



Plan to arrive early



Ensure the correct address for the test centre – note: sometimes the speaking test is at different location than the other tests.



Ensure the correct time for both speaking test and other tests



Plan transportation



Schedule no other commitments on test day

IELTS

From Clueless to Confident:
Your Journey Begins Here!



A Comprehensive Study Plan for IELTS Success

1. Understanding the IELTS Exam Structure

Before diving into preparation, familiarise yourself with the exam format to align your study strategy with the test requirements.

- **Listening (30 minutes):** Four sections, 40 questions
- **Reading (60 minutes):** Three sections, 40 questions
- **Writing (60 minutes):** Two tasks (Task 1 & Task 2)
- **Speaking (11–14 minutes):** Three parts (Introduction, Cue Card, and Discussion)

2. Goal Setting: The First Step to Success

Define your target band score based on university or immigration requirements. A clear goal will shape your study priorities.

Example:

Band Target	Listening	Reading	Writing	Speaking
7.5	8.0	7.5	7.0	7.5

3. Weekly Study Breakdown

To optimise learning, allocate time for each section based on your strengths and weaknesses. The recommended preparation time is **6-8 weeks**.

Week 1-2: Foundation Building

1. **Focus:** Understand the test format and question types.
2. **Activities:**
 - Listen to IELTS Listening samples and practice note-taking.
 - Read academic texts and practice skimming/scanning techniques.
 - Analyse sample essays for Writing Task 1 and Task 2.
 - Practice introducing yourself and answering simple Speaking questions.
3. **Resources:**
 - IELTS Official Practice Materials
 - Online Sample Papers

Week 3-4: Skill Development

1. **Focus:** Build vocabulary and enhance core skills.
2. **Activities:**
 - Practice paraphrasing and summarisation for Writing.
 - Take timed Listening and Reading tests.
 - Record Speaking practice to improve fluency and coherence.

Week 5-6: Practice with Mock Tests

1. **Focus:** Simulate test conditions to improve time management.

2. Activities:

- Complete full-length practice tests.
- Identify patterns in incorrect answers and refine strategies.
- Participate in mock Speaking interviews.

Final Week: Refinement

1. **Focus:** Address last-minute weaknesses and build confidence.

2. Activities:

- Revise high-frequency vocabulary.
- Review essay templates for Writing Task 2.
- Practice Speaking under timed conditions.

3. Tools and Resources

- **Online Platforms:** IDP IELTS Prep
- **Mobile Apps:** IELTS by IDP
- **Books:** Cambridge IELTS Series

4. Study Tips for Each Module

- **Listening:** Focus on synonyms and accents (British, Australian, etc.).
- **Reading:** Learn to identify keywords and practice speed reading.
- **Writing:** Use the **PEEL technique** for paragraph structuring.
- **Speaking:** Develop spontaneity by practicing with a partner.

Pro Tips for Success

1. **Time Management:** Allocate specific time slots for each section.
2. **Track Progress:** Maintain a journal to log your performance.
3. **Join a Community:** Participate in forums like **IELTS IDP Groups** for peer support.

Personalised IELTS Study Planner

Duration: 6 Weeks (42 Days)

Daily Study Time: 3 Hours

Weekly Study Goals

Week	Goals	Time Allocation (Daily)
Week 1	Familiarise with the IELTS format and focus on understanding question types for all sections.	Listening: 30 mins
Week 2	Build foundational skills in each module; focus on vocabulary building, grammar, and comprehension strategies.	Listening: 30 mins
Week 3	Practice individual modules and refine strategies; focus on timing and identifying weaknesses.	Listening: 45 mins
Week 4	Take timed module-wise practice tests, refine essay writing structure, and improve fluency in Speaking.	Listening: 1 hour
Week 5	Full-length practice tests and mock interviews to simulate exam conditions; focus on test-taking strategies and stress management.	Listening: 1 hour

Week 6	Revise key concepts, take daily full-length practice tests, and focus on polishing weak areas.	Listening: 1 hour
--------	--	-------------------

Daily Study Schedule

Day 1 (Monday- Week 1 Example)

Time	Activity	Description
8:00 AM- 8:30 AM	Listening Practice	Practice Section 1; focus on identifying keywords and synonyms.
8:30 AM- 9:00 AM	Reading Practice	Skim and scan through one passage; answer 10 questions.
9:00 AM- 10:00 AM	Writing Task 1	Analyse a graph or chart and write a 150-word response using templates.
10:00 AM- 11:00 AM	Speaking Part 1 Practice	Practice answering introductory questions; record and evaluate responses.

Example Weekly Time Allocation Table

Day	Listening	Reading	Writing	Speaking	Total
Monday	30 mins	30 mins	1 hour	1 hour	3 hours
Tuesday	30 mins	1 hour	30 mins	1 hour	3 hours
Wednesday	45 mins	45 mins	1 hour	30 mins	3 hours
Thursday	1 hour	1 hour	30 mins	30 mins	3 hours
Friday	1 hour	1 hour	45 mins	15 mins	3 hours
Saturday	1 hour	1 hour	45 mins	15 mins	3 hours
Sunday	Full-Length Test: Listening (30 mins), Reading (1 hour), Writing (1 hour), Speaking (15 mins)		3 hours		

Weekly Focus Areas

Week	Focus Area	Additional Tasks
Week 1	Understand question types and formats for all sections. Build a strong base in grammar and vocabulary.	Create a word bank of synonyms, practice note-taking for Listening and learn essay structures for Writing.
Week 2	Practice module-wise tasks, focusing on weak areas. Improve speed and accuracy.	Take individual section mock tests; learn advanced vocabulary for Reading and Writing.
Week 3	Enhance time management; work on refining Speaking fluency and coherence.	Participate in mock Speaking interviews; analyse mistakes in Writing.
Week 4	Develop stamina for the full-length test; simulate real test conditions.	Schedule practice tests every weekend; focus on Speaking spontaneity and Reading time-saving techniques.
Week 5	Identify recurring mistakes, refine strategies, and ensure consistent performance across modules.	Review previous test results; focus on weaker sections.

Week 6	Finalize all strategies, focus on stress management, and boost confidence.	Review high-frequency words and idioms; take daily mock tests.
-----------	--	--

IELTS Listening Sample Tasks

The IELTS Listening test includes a variety of tasks. Different question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion.

Read the details of each task type on our [Test format page](#).

Contents

Listening Sample Task – Form Completion.....	3
Listening Sample Task – Form Completion (Recording and Tapescript).....	4
Listening Sample Task – Form Completion (Answers).....	7
Listening Sample Task – Multiple Choice	8
Listening Sample Task – Multiple Choice (Recording and Tapescript)	9
Listening Sample Task – Multiple Choice (Answers)	10
Listening Sample Task – Short-answer Questions	11
Listening Sample Task – Short-answer Questions (Recording and Tapescript)	12
Listening Sample Task – Short-answer Questions (Answers)	13
Listening Sample Task – Sentence Completion	14
Listening Sample Task – Sentence Completion (Recording and Tapescript).....	15
Listening Sample Task – Sentence Completion (Answers)	17
Listening Sample Task – Matching 1	18
Listening Sample Task – Matching 1 (Recording and Tapescript).....	19
Listening Sample Task – Matching 1 (Answers).....	21
Listening Sample Task – Matching 2.....	22
Listening Sample Task – Matching 2 (Recording and Tapescript).....	23
Listening Sample Task – Matching 2 (Answers).....	25
Listening Sample Task – Plan/map/diagram Labelling	26
Listening Sample Task – Plan/map/diagram Labelling (Recording and Tapescript) .	27
Listening Sample Task – Plan/map/diagram Labelling (Answers)	28
Listening Sample Task – Note Completion	29
Listening Sample Task – Note Completion (Recording and Tapescript)	31
Listening Sample Task – Note Completion (Answers).....	33

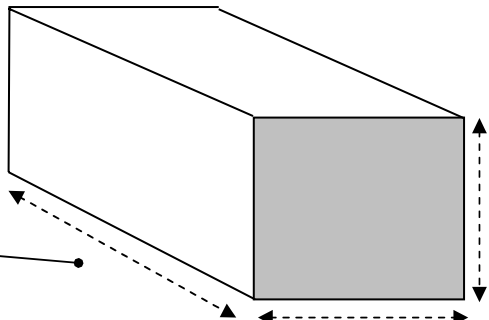
Listening Sample Task – Form Completion

PART 1

Questions 1 – 8

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

PACKHAM'S SHIPPING AGENCY – customer quotation		
<i>Example</i>		
Country of destination:	Kenya...	
Name	Jacob 1	
Address to be collected	2	College, Downlands
	Rd	
Town		
Postcode	3	
Size of		
Length:		
	Width: 4	Height: 5
Contents	clothes	
	6	
	...	
Total estimated value:	8	

Listening Sample Task – Form Completion (Recording and Tapescript)

[Link to Recording](#)

Tapescript

You will hear a telephone conversation between a customer and an agent at a company which ships large boxes overseas.

- A** Good morning. Packham's Shipping Agents. Can I help you?
- B** Oh yes, I'm ringing to make enquiries about sending a large box, a container, back home to Kenya from the UK.
- A** Yes, of course. Would you like me to try and find some quotations for you?
- B** Yes, that'd be great. Thank you.
- A** Well first of all, I need a few details from you.
- B** Fine.
- A** Can I take your name?
- B** It's Jacob Mkere.
- A** Can you spell your surname, please?
- B** Yes, it's M-K-E-R-E.
- A** Is that 'M' for mother?
- B** Yes.
- A** Thank you, and you say that you will be sending the box to Kenya?
- B** That's right.
- A** And where would you like the box picked up from?
- B** From college, if possible.

- A** Yes, of course. I'll take down the address now.
- B** It's Westall College.
- A** Is that W-E-S-T-A-L-L?
- B** Yes, ... college.
- A** Westall College. And where's that?
- B** It's Downlands Road, in Bristol.
- A** Oh yes, I know it. And the postcode?
- B** It's BS8 9PU.
- A** Right ... and I need to know the size.
- B** Yes, I've measured it carefully and it's 1.5m long ...
- A** Right.
- B** 0.75m wide ...
- A** OK.
- B** And it's 0.5m high or deep.
- A** Great. So I'll calculate the volume in a moment and get some quotes for that.
But first can you tell me, you know, very generally, what will be in the box?
- B** Yes there's mostly clothes.
- A** OK. [writing down]
- B** And there's some books.
- A** OK. Good. Um ... Anything else?
- B** Yes, there's also some toys.
- A** OK and what is the total value, do you think, of the contents?

- B** Well the main costs are the clothes and the books – they'll be about £1500 but then the toys are about another two hundred – so I'd put down £1700.

Listening Sample Task – Form Completion (Answers)

- 1 Mkere
- 2 Westall
- 3 BS8 9PU
- 4 0.75 m/metre(s)/meter(s) (wide) / three(-)quarter(s) (of) (a) metre/meter (wide) / $\frac{3}{4}$ m (wide) / 75 cm(s) (wide)
- 5 0.5 m/metre(s)/meter(s) (high/deep) / (a) half (a) metre/meter (high/deep) / $\frac{1}{2}$ m (high/deep) / 50 cm(s) (high/deep)
- 6 & 7 **in either order**
(some) books
(some) toys
- 8 1,700

Words in brackets are optional - they are correct, but not necessary. Alternative answers are separated by a slash (/).

Listening Sample Task – Multiple Choice

PART 1

Questions 9 and 10

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

9 Type of insurance chosen

- A** Economy
- B** Standard
- C** Premium

10 Customer wants goods delivered to

- A** port
- B** home
- C** depot

Listening Sample Task – Multiple Choice (Recording and Tapescript)

[Link to Recording](#)

Tapescript

(A customer has been arranging with a shipping agent to send a large box overseas. This is the last part of the conversation.)

- A** OK right. Now obviously insurance is an important thing to consider and our companies are able to offer very good rates in a number of different all-inclusive packages.
- B** Sorry, could you explain a bit more?
- A** Yes, sorry, um. There's really three rates according to quality of insurance cover – there's the highest comprehensive cover which is Premium rate, then there's Standard rate and then there's Economy rate. That one will only cover the cost of the contents second hand.
- B** Oh I've been stung before with Economy insurance so I'll go for the highest.
- A** Mh'hm and can I just check would you want home delivery or to a local depot or would you want to pick it up at the nearest port?
- B** The port'd be fine – I've got transport that end.
- A** Fine and will you be paying by credit card?
- B** Can I pay by cheque?

Listening Sample Task – Multiple Choice (Answers)

9 C

10 A

Listening Sample Task – Short-answer Questions

PART 2

Questions 11 – 16

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

What **TWO** factors can make social contact in a foreign country difficult?

- 11
- 12

Which types of community group does the speaker give examples of?

- theatre
- 13
- 14

In which **TWO** places can information about community activities be found?

- 15
- 16

Listening Sample Task – Short-answer Questions (Recording and Tapescript)

[Link to Recording](#)

Tapescript

You will hear an extract from a talk given to a group who are going to stay in the UK.

Good evening, and welcome to the British Council. My name is John Parker and I've been asked to talk to you briefly about certain aspects of life in the UK before you actually go there. So I'm going to talk first about the best ways of making social contacts there. Now you might be wondering why it should be necessary. After all, we meet people all the time. But when you're living in a foreign country it can be more difficult, not just because of the language, but because customs may be different.

If you're going to work in the UK you will probably be living in private accommodation, so it won't be quite so easy to meet people. But there are still things that you can do to help yourself. First of all, you can get involved in activities in your local community, join a group of some kind. For example, you'll probably find that there are theatre groups who might be looking for actors, set designers and so on, or if you play an instrument you could join music groups in your area. Or if you like the idea of finding out about local history there'll be a group for that too. These are just examples. And the best places to get information about things like this are either the town hall or the public library. Libraries in the UK perform quite a broad range of functions nowadays – they're not just confined to lending books, although that's their main role of course.

Listening Sample Task – Short-answer Questions (Answers)

11 & 12 ***in either order***

language
customs

13 & 14 ***in either order***

music (groups)
local history (groups)

15 & 16 ***in either order***

(the) (public) library/libraries
(the) town hall

Words in brackets are optional - they are correct, but not necessary. Alternative answers are separated by a slash (/).

Listening Sample Task – Sentence Completion

PART 3

Questions 27 – 30

Complete the sentences below.

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

Studying with the Open University demanded a great deal of **27**

Studying and working at the same time improved Rachel's **28** skills.

It was helpful that the course was structured in **29**

She enjoyed meeting other students at **30**

Listening Sample Task – Sentence Completion (Recording and Tapescript)

[Link to Recording](#)

Tapescript

Two friends, Rachel and Paul, are discussing studying with the Open University. Rachel has already done a course at the university, but Paul has not. The extract relating to these questions comes from the last part of the recording.

Paul The other thing I wanted to ask you was, did you find it hard, studying with the Open University?

Rachel You mean, because you're studying on your own, most of the time?

Paul Mm.

Rachel Well it took me a while to get used to it. I found I needed to maintain a high level of motivation, because it's so different from school. There's no-one saying, 'Why haven't you written your assignment yet?' and that sort of thing.

Paul Oh dear.

Rachel You'll learn it, Paul. Another thing was that I got very good at time-management because I had to fit time for studying round a full-time job.

Paul Well I'm hoping to change to working part-time, so that'll help.

Rachel What makes it easier is that the degree is made up of modules, so you can take time off between them if you need to. It isn't like a traditional three- or four-year course, where you've got to do the whole thing of it in one go.

Paul That's good, because I'd like to spend six months travelling next year.

Rachel Huh, it's all right for some. Then even though you're mostly studying at home, remember you've got tutors to help you, and from time to time there are summer schools. They usually last a week. They're great, because you meet all the other people struggling with the same things as you. I've made some really good friends that way.

Paul Sounds good. So how do I apply?

Listening Sample Task – Sentence Completion (Answers)

- 27** motivation
- 28** time(-)management
- 29** modules
- 30** summer school(s)

Listening Sample Task – Matching 1

PART 3

Questions 21 – 25

What does Jack tell his tutor about each of the following course options?

- A** He'll definitely do it.
- B** He may or may not do it.
- C** He won't do it.

*Write the correct letter, **A**, **B** or **C**, next to questions 21- 25.*

You may choose any letter more than once.

- 21** Media Studies
- 22** Women and Power
- 23** Culture and Society
- 24** Identity and Popular Culture
- 25** Introduction to Cultural Theory

Listening Sample Task – Matching 1 (Recording and Tapescript)

[Link to Recording](#)

Tapescript

You will hear a Communication Studies student talking to his tutor about optional courses for the next semester.

Dr Ray Come in. Oh hello Jack. Have a seat. Right ... you said you wanted to see me to talk about your options next semester?

Jack That's right. We have to decide by the end of next week. Really, I'd like to do all five options but we have to choose two, don't we.

Dr Ray Yes, but the choice depends on your major to some extent. You're majoring in Communication Studies, aren't you?

Jack That's right.

Dr Ray So for example the Media Studies Option will cover quite a lot of the same area you did in the core module on mass communications this semester - the development of the media through the last two centuries, in relation to political and social issues.

Jack Mmm. Well that was interesting, but I've decided I'd rather do something completely new. There's a Women's Studies option, isn't there?

Dr Ray Yes, 'Women and Power' – again it has a historical focus, it aims to contextualise women's studies by looking at the legal and social situation in the nineteenth and early twentieth centuries ...

Jack So it would be useful if I intended to specialise in women's studies ... but I'm not sure I do actually.

Dr Ray Well, it might still be useful to give you an idea of the issues involved. It's taught by Dr Steed.

Jack Oh, really? I'll sign up for that, then. What about the option on Culture and Society?

Dr Ray That addresses the historical debate on the place of culture since the Industrial Revolution in Britain.

Jack So a historical focus again ...

Dr Ray Do I get the message you're not so keen on history?

Jack Well, it's just we seem to have done quite a lot this semester ... anyway I'll think about that one.

Dr Ray If you're interested in a course focusing on current issues there's the option on Identity and Popular Culture – that approaches the subject through things like contemporary film, adverts, soap operas and so on.

Jack Oh? That sounds interesting. Can you tell me who runs it?

Dr Ray Well, it's normally Dr Stevens but he's on sabbatical next semester, so I'm not sure who'll be running it. It should be decided by next week though.

Jack Right, well I might wait until then to decide ... And the last option is Introduction to Cultural Theory, isn't it. I'm quite interested in that too – I was talking to one of the second year students, and she said it was really useful, it made a lot of things fall into place.

Dr Ray Yes, but in fact in your major, you'll have covered a lot of that already in Communications 102, so that might be less useful than some of the others.

Jack Oh, I'll forget about that one, then.

Dr Ray Now while you're here, we could also discuss how you're getting on with your Core Module assignment ...

Listening Sample Task – Matching 1 (Answers)

21 C

22 A

23 B

24 B

25 C

Listening Sample Task – Matching 2

PART 1

Questions 1 – 4

Which hotel matches each description?

Choose your answers from the box and write the correct letter, **A-E**, next to questions 1-4.

A	The Bridge Hotel
B	Carlton House
C	The Imperial
D	The Majestic
E	The Royal Oak

- 1 is in a rural area
- 2 only opened recently
- 3 offers facilities for business functions
- 4 has an indoor swimming pool

Listening Sample Task – Matching 2 (Recording and Tapescript)

[Link to Recording](#)

Tapescript

You will hear a man talking to an official at a tourist information office.

Official Can I help you?

Man Yes, I was wanting somewhere to stay for a few days - a four- or five-star hotel. Can you tell me something about the possibilities?

Official OK, right, well there are five hotels that might interest you. Were you wanting a city centre location, or would you be interested in something a bit further out?

Man Well, I do have a car so I could go for either.

Official Well, there are two central hotels in the range you're looking for – there's Carlton House and The Imperial, they're both near the main square, but if you've got your own transport you might be interested in the Royal Oak – that's out in the country, about ten kilometres away, very peaceful. Then there's the Bridge hotel and the Majestic – they're both in town but not in the centre, they're out on the airport road.

Man Mmm that might be a bit far out actually. OK, now the other two you mentioned, in the city centre. Can you tell me a bit about them?

Official Well, they're both excellent hotels. If you want something with a bit of character, Carlton House is quite unusual – it's a very old building that was originally a large private house. It was bought by the Vannis chain and they completely refurbished it – they took their first guests just a few months ago but it's already got an excellent reputation. That's a five-star hotel. Or there's the Imperial, which is a much more modern building. That also has its own gym and it also has internet connection and meetings rooms – it's used for conferences and corporate events as well as private guests. That's five-star as well.

Man Does it have a swimming pool as well as a gym?

Official No – the Royal Oak has an outdoor pool, which is lovely in the summer, but the only hotel with an indoor pool is the Bridge Hotel. It doesn't have

a gym though. The Majestic is planning to build a swimming pool and a fitness centre, but it's not finished yet.

Man I see. Well, I think I'll probably go for one of the city centre hotels.

Listening Sample Task – Matching 2 (Answers)

1 E

2 B

3 C

4 A

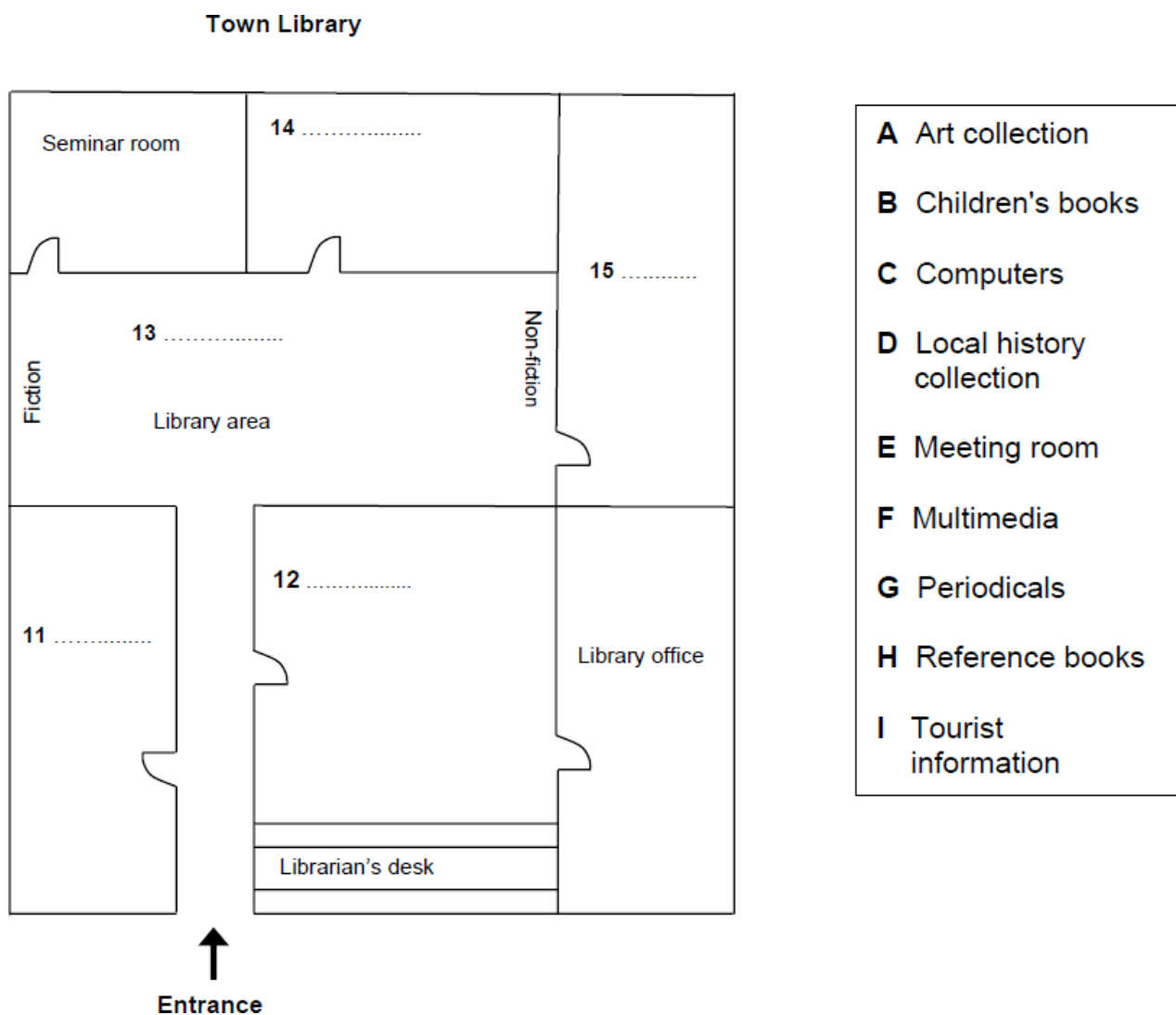
Listening Sample Task – Plan/map/diagram Labelling

PART 2

Questions 11-15

Label the plan below.

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



Listening Sample Task – Plan/map/diagram Labelling (Recording and Tapescript)

[Link to Recording](#)

Tapescript

You will hear the librarian of a new town library talking to a group of people who are visiting the library.

OK everyone. So here we are at the entrance to the town library. My name is Ann, and I'm the chief librarian here, and you'll usually find me at the desk just by the main entrance here. So I'd like to tell you a bit about the way the library is organised, and what you'll find where ... and you should all have a plan in front of you. Well, as you see my desk is just on your right as you go in, and opposite this the first room on your left has an excellent collection of reference books and is also a place where people can read or study peacefully. Just beyond the librarian's desk on the right is a room where we have up to date periodicals such as newspapers and magazines and this room also has a photocopier in case you want to copy any of the articles. If you carry straight on you'll come into a large room and this is the main library area. There is fiction in the shelves on the left, and non-fiction materials on your right, and on the shelves on the far wall there is an excellent collection of books relating to local history. We're hoping to add a section on local tourist attractions too, later in the year. Through the far door in the library just past the fiction shelves is a seminar room, and that can be booked for meetings or talks, and next door to that is the children's library, which has a good collection of stories and picture books for the under elevens. Then there's a large room to the right of the library area – that's the multimedia collection, where you can borrow videos and DVDs and so on, and we also have CD-Roms you can borrow to use on your computer at home. It was originally the art collection but that's been moved to another building. And that's about it – oh, there's also the Library Office, on the left of the librarian's desk. OK, now does anyone have any questions?

Listening Sample Task – Plan/map/diagram Labelling (Answers)

11 H

12 G

13 D

14 B

15 F

Listening Sample Task – Note Completion

PART 2 Questions 11 – 20

Questions 11 – 16

Page 4 of original Listening paper

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

THE NATIONAL ARTS CENTRE

Well known for: 11

Complex consists of: concert rooms

theatres

cinemas

art galleries

public library

restaurants

12

Historical background: 1940 – area destroyed by bombs

1960s – Centre was 13

In 14..... - opened to public

Managed by: 15

Open: 16 days per year

Complete the table below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Day	Time	Event	Venue	Ticket price
Monday and Tuesday	7.30 p.m.	'The Magic Flute' (opera by Mozart)	17	from £8.00
Wednesday	8.00 p.m.	18 '.....' (Canadian film)	Cinema 2	19
Saturday and Sunday	11 a.m. to 10 p.m.	20 '.....' (art exhibition)	Gallery 1	free

Listening Sample Task – Note Completion (Recording and Tapescript)

[Link to Recording](#)

Tapescript

You will hear a man talking on the radio about a National Arts Centre.

Hello, and welcome to "Focus on the Arts". I'm your host - Dave Green - and this is your very own local radio programme. Every Friday evening we put the spotlight on different arts and culture facilities, and look at the shows and events that are on offer in the coming week.

And today the focus is on The National Arts Centre. Now, if you don't already know it yourself, I'm sure you've all heard of it. It's famous throughout the world as one of the major venues for classical music.

But did you know that it's actually much more than just a place to hear concerts? The Centre itself is a huge complex that caters for a great range of arts. Under a single roof it houses concert rooms, theatres, cinemas, art galleries and a wonderful public library, as well as service facilities including 3 restaurants and a book shop. So, at any one time, the choice of entertainment there is simply enormous.

So, how did they manage to build such a big arts complex right in the heart of the city? Well, the area was completely destroyed by bombs during the war in 1940. So, the opportunity was taken to create a cultural centre that would be, what they called: 'the City's gift to the Nation'. Of course, it took a while for such a big project to get started, but it was planned in the 60s, built in the 70s and eventually opened to the public in 1983. Ever since then it has proved to be a great success. It's not privately owned, like many arts centres, but is still in public hands: - it's run by the City Council. Both our National Symphony Orchestra and National Theatre Company were involved in the planning of the project, and they are now based there - giving regular performances every week - and as the Centre is open 363 days of the year, there are plenty of performances to choose from.

Pause

So, to give you some idea of what's on, and to help you choose from the many possibilities, we've made a selection of the star attractions.

If you're interested in classical music, then we recommend you go along to the National on either Monday or Tuesday evening at 7.30 for a spectacular production of 'The Magic Flute' - probably the most popular of all Mozart's operas. It's in the Garden Hall and tickets start at only £8.00, but you'll have to be early if you want to

get them that cheap! And remember, it's only on for those two evenings.

For those more interested in the cinema, you might like to see the new Canadian film which is showing on Wednesday evening at 8pm in Cinema 2. And that's called 'Three Lives.' It's had fantastic reviews and tickets cost just £4.50, which is a reduction on the usual price of £5.50. So it's really good value, especially for such a great movie.

But you can see the centre's main attraction at the weekend, because on Saturday and Sunday, 11am to 10pm, they're showing a wonderful new exhibition that hasn't been seen anywhere else in Europe yet. It's a collection of Chinese Art called 'Faces of China' - that's in Gallery 1 - and it has some really fascinating paintings and sculptures by leading artists from all over China - and the good news is that it's completely free, so don't miss it!

So, why not go along to the National Arts Centre next week for one - or all - of these great events - and you can always pick up a programme and check out all the other performances and exhibitions on offer, or coming soon, on almost every day of the year.

Next week we'll be looking at the new Museum of Science ...

Listening Sample Task – Note Completion (Answers)

- 11** classical music (concerts)
 / (classical) (music) concerts
- 12** (a) bookshop / (a) bookstore
- 13** planned
- 14** 1983 / (the) 1980s
- 15** (the) City Council
- 16** 363
- 17** (the) Garden Hall
- 18** Three Lives
- 19** £4.50
- 20** Faces of China

IELTS Academic Reading Sample Tasks

The IELTS Academic Reading test includes a variety of tasks. The task types are: multiple-choice questions, identifying information, identifying the writer's views/claims, matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion and short-answer questions.

Read the details of each task type on our [Test format page](#).

Contents

Academic Reading Sample Task – Matching Features	3
Academic Reading Sample Task – Matching Features (Answers)	5
Academic Reading Sample Task – Table Completion	6
Academic Reading Sample Task – Table Completion (Answers).....	8
Academic Reading Sample Task – Flow-chart Completion: selecting words from the text	9
Academic Reading Sample Task – Flow-chart Completion: selecting words from the text (Answers)	11
Academic Reading Sample Task – Identifying Information: True/False/Not Given...	12
Academic Reading Sample Task – Identifying Information: True/False/Not Given (Answers)	14
Academic Reading Sample Task – Matching Headings.....	15
Academic Reading Sample Task – Matching Headings (Answers)	18
Academic Reading Sample Task – Matching Sentence Endings	19
Academic Reading Sample Task – Matching Sentence Endings (Answers).....	22
Academic Reading Sample Task – Multiple Choice: more than one answer	24
Academic Reading Sample Task – Multiple Choice: more than one answer (Answers)	26
Academic Reading Sample Task – Multiple Choice: one answer	27
Academic Reading Sample Task – Multiple Choice: one answer (Answers)	29
Academic Reading Sample Task – Note Completion	30
Academic Reading Sample Task – Note Completion (Answers).....	33
Academic Reading Sample Task – Sentence Completion.....	34
Academic Reading Sample Task – Sentence Completion (Answers)	37
Academic Reading Sample Task – Summary Completion: selecting from a list of words or phrases.....	38
Academic Reading Sample Task – Summary Completion: selecting from a list of words or phrases (Answers).....	40
Academic Reading Sample Task – Summary Completion: selecting words from the text	41
Academic Reading Sample Task – Summary Completion: selecting words from the text (Answers)	43
Academic Reading Sample Task – Diagram Label Completion.....	44
Academic Reading Sample Task – Diagram Label Completion (Answers).....	46

Academic Reading Sample Task – Matching Features

[Note: This is an extract from an Academic Reading passage on the development of rockets. The text preceding this extract explored the slow development of the rocket and explained the principle of propulsion.]

The invention of rockets is linked inextricably with the invention of 'black powder'. Most historians of technology credit the Chinese with its discovery. They base their belief on studies of Chinese writings or on the notebooks of early Europeans who settled in or made long visits to China to study its history and civilisation. It is probable that, some time in the tenth century, black powder was first compounded from its basic ingredients of saltpetre, charcoal and sulphur. But this does not mean that it was immediately used to propel rockets. By the thirteenth century, powder-propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies. One such weapon was the 'basket of fire' or, as directly translated from Chinese, the 'arrows like flying leopards'. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the 'arrow as a flying sabre', which could be fired from crossbows. The rocket, placed in a similar position to other rocket-propelled arrows, was designed to increase the range. A small iron weight was attached to the 1.5m bamboo shaft, just below the feathers, to increase the arrow's stability by moving the centre of gravity to a position below the rocket. At a similar time, the Arabs had developed the 'egg which moves and burns'. This 'egg' was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail.

It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons. Prior to this, rockets were used only in pyrotechnic displays. The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century. The Indian rockets used against the British were described by a British Captain serving in India as 'an iron envelope about 200 millimetres long and 40 millimetres in diameter with sharp points at the top and a 3m-long bamboo guiding stick'. In the early nineteenth century the British began to experiment with incendiary barrage rockets. The British rocket differed from the Indian version in that it was completely encased in a stout, iron cylinder, terminating in a conical head, measuring one metre in diameter and having a stick almost five metres long and constructed in such a way that it could be firmly attached to the body of the rocket. The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century. A long cylindrical tube was propped up by two sticks and fastened to the top of the launcher, thereby allowing the rockets to be inserted and lit from the other end. However, the results were sometimes not that impressive as the behaviour of the rockets in flight was less than predictable.

Questions 7 – 10

Look at the following items (Questions 7-10) and the list of groups below.

Match each item with the group which first invented or used them.

Write the correct letter **A-E** in boxes 7-10 on your answer sheet.

NB You may use any letter more than once.

- 7 black powder
- 8 rocket-propelled arrows for fighting
- 9 rockets as war weapons
- 10 the rocket launcher

First invented or used by

- A** the Chinese
- B** the Indians
- C** the British
- D** the Arabs
- E** the Americans

Academic Reading Sample Task – Matching Features (Answers)

7 A

8 A

9 B

10 E

Academic Reading Sample Task – Table Completion

[Note: This is an extract from an Academic Reading passage on the subject of dung beetles. The text preceding this extract gave some background facts about dung beetles, and went on to describe a decision to introduce non-native varieties to Australia.]

Introducing dung¹ beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats² in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat.

These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long), is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a sub-tropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunneling species. In warmer climates, many species are active for longer periods of the year.

Glossary

1. dung: the droppings or excreta of animals
2. cow pats: droppings of cows

Question 9 – 13

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 9-13 on your answer sheet.

Species	Size	Preferred climate	Complementary species	Start of active period	Number of generations per year
French	2.5 cm	cool	Spanish	late spring	1 - 2
Spanish	1.25 cm	9		10	11
South African ball roller		12	13		

Academic Reading Sample Task – Table Completion (Answers)

- 9** temperate
- 10** early spring
- 11** two to five / 2-5
- 12** sub-tropical
- 13** South African tunneling/tunnelling

Alternative answers are separated by a slash (/).

Academic Reading Sample Task – Flow-chart Completion: selecting words from the text

[Note: This is an extract from a Part 3 text about the effect of a low-calorie diet on the aging process.]

Adapted from 'The Serious Search for an Anti-Aging Pill'. Copyright © 2006 Scientific American, a division of Nature America, Inc. All rights reserved.

No treatment on the market today has been proved to slow human aging. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too. But what if someone could create a pill that mimicked the physiological effects of eating less without actually forcing people to eat less, a 'caloric-restriction mimetic'?

The best-studied candidate for a caloric-restriction mimetic, 2DG (2-deoxy-D-glucose), works by interfering with the way cells process glucose. It has proved toxic at some doses in animals and so cannot be used in humans. But it has demonstrated that chemicals can replicate the effects of caloric restriction; the trick is finding the right one.

Cells use the glucose from food to generate ATP (adenosine triphosphate), the molecule that powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation. When 2DG is administered to animals that eat normally, glucose reaches cells in abundance but the drug prevents most of it from being processed and thus reduces ATP synthesis. Researchers have proposed several explanations for why interruption of glucose processing and ATP production might retard aging. One possibility relates to the ATP-making machinery's emission of free radicals, which are thought to contribute to aging and to such age-related diseases as cancer by damaging cells. Reduced operation of the machinery should limit their production and thereby constrain the damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such 'luxuries' as growth and reproduction.

*caloric: a measure of the energy value of food

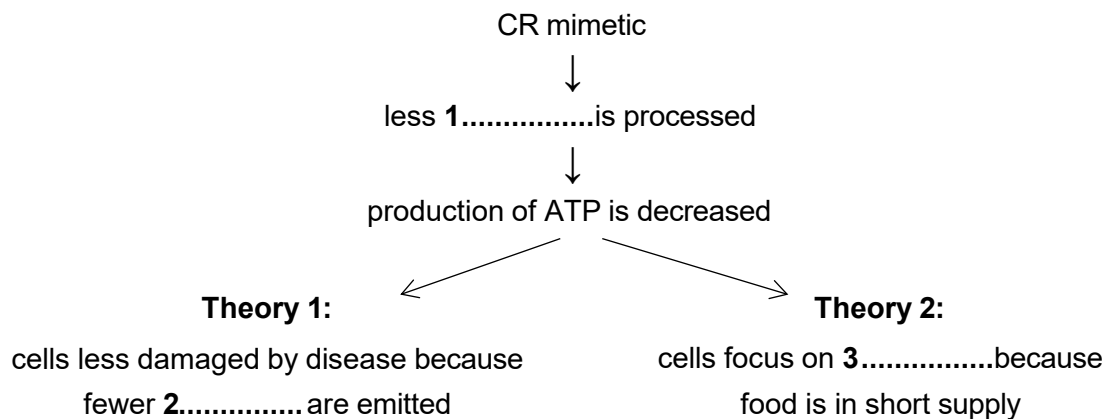
Questions 1 – 3

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1-3 on your answer sheet.

How a caloric-restriction mimetic works



Academic Reading Sample Task – Flow-chart Completion: selecting words from the text (Answers)

- 1 glucose
- 2 free radicals
- 3 preservation

Academic Reading Sample Task – Identifying Information: True/False/Not Given

[Note: This is an extract from a Part 1 text about the scientist Marie Curie.]

Adapted with permission from Encyclopaedia Britannica, © 2007 by Encyclopaedia Britannica, Inc.

The life and work of Marie Curie

Marie Curie is probably the most famous woman scientist who has ever lived. Born Maria Sklodowska in Poland in 1867, she is famous for her work on radioactivity, and was twice a winner of the Nobel Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.

From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education. Because her father lost his savings through bad investment, she then had to take work as a teacher. From her earnings she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education.

In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and lived on little more than bread and butter and tea. She came first in the examination in the physical sciences in 1893, and in 1894 was placed second in the examination in mathematical sciences. It was not until the spring of that year that she was introduced to Pierre Curie.

Questions 1 – 3

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

In boxes 1-3 on your answer sheet, write

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

- 1 Marie Curie's husband was a joint winner of both Marie's Nobel Prizes.
- 2 Marie became interested in science when she was a child.
- 3 Marie was able to attend the Sorbonne because of her sister's financial contribution.

Academic Reading Sample Task – Identifying Information: True/False/Not Given (Answers)

- 1 FALSE
- 2 NOT GIVEN
- 3 TRUE

Academic Reading Sample Task – Matching Headings

[Note: This is an extract from a Part 2 text about the physics of traffic behaviour.]

© 2000 The Atlantic Media Co., as first published in The Atlantic Magazine. All rights reserved.
Distributed by Tribune Content Agency.

Questions 1 – 4

Reading Passage 1 has five sections, **A-E**.

Choose the correct heading for each section from the list of headings below.

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

List of Headings

- i** Dramatic effects can result from small changes in traffic just as in nature
- ii** How a maths experiment actually reduced traffic congestion
- iii** How a concept from one field of study was applied in another
- iv** A lack of investment in driver training
- v** Areas of doubt and disagreement between experts
- vi** How different countries have dealt with traffic congestion
- vii** The impact of driver behaviour on traffic speed
- viii** A proposal to take control away from the driver

1 Section **A**

Example

Section B	i
------------------	----------

2 Section **C**

3 Section **D**

4 Section **E**

The Physics of Traffic Behavior

- A** Some years ago, when several theoretical physicists, principally Dirk Helbing and Boris Kerner of Stuttgart, Germany, began publishing papers on traffic flow in publications normally read by traffic engineers, they were clearly working outside their usual sphere of investigation. They had noticed that if they simulated the movement of vehicles on a highway, using the equations that describe how the molecules of a gas move, some very strange results emerged. Of course, vehicles do not behave exactly like gas molecules: for example, drivers try to avoid collisions by slowing down when they get too near another vehicle, whereas gas molecules have no such concern. However, the physicists modified the equations to take the differences into account and the overall description of traffic as a flowing gas has proved to be a very good one; the moving-gas model of traffic reproduces many phenomena seen in real-world traffic.

The strangest thing that came out of these equations, however, was the implication that congestion can arise completely spontaneously; no external causes are necessary. Vehicles can be flowing freely along, at a density still well below what the road can handle, and then suddenly gel into a slow-moving ooze. Under the right conditions a brief and local fluctuation in the speed or the distance between vehicles is all it takes to trigger a system-wide breakdown that persists for hours. In fact, the physicists' analysis suggested such spontaneous breakdowns in traffic flow probably occur quite frequently on highways.

- B** Though a decidedly unsettling discovery, this showed striking similarities to the phenomena popularized as 'chaos theory'. This theory has arisen from the understanding that in any complex interacting system which is made of many parts, each part affects the others. Consequently, tiny variations in one part of a complex system can grow in huge but unpredictable ways. This type of dramatic change from one state to another is similar to what happens when a chemical substance changes from a vapor to a liquid. It often happens that water in a cloud remains as a gas even after its temperature and density have reached the point where it could condense into water droplets. However, if the vapor encounters a solid surface, even something as small as a speck of dust, condensation can take place and the transition from vapor to liquid finally occurs. Helbing and Kerner see traffic as a complex interacting system. They found that a small fluctuation in traffic density can act as the 'speck of dust' causing a sudden change from freely moving traffic to synchronized traffic, when vehicles in all lanes abruptly slow down and start moving at the same speed, making passing impossible.
- C** The physicists have challenged proposals to set a maximum capacity for vehicles on highways. They argue that it may not be enough simply to limit the rate at which vehicles are allowed to enter a highway, rather, it may be necessary to time each vehicle's entry onto a highway precisely to coincide with a temporary drop in the density of vehicles along the road. The aim of doing this would be to smooth out any possible fluctuations in the road conditions that can trigger a change in traffic behavior and result in congestion. They further suggest that preventing breakdowns in the flow of traffic could ultimately require implementing the radical idea that has been suggested from time to time: directly regulating the speed and spacing of individual cars along a highway with central computers and sensors that communicate with each car's engine and brake controls.

- D** However, research into traffic control is generally centered in civil engineering departments and here the theories of the physicists have been greeted with some skepticism. Civil engineers favor a practical approach to problems and believe traffic congestion is the result of poor road construction (two lanes becoming one lane or dangerous curves), which constricts the flow of traffic. Engineers questioned how well the physicists' theoretical results relate to traffic in the real world. Indeed, some engineering researchers questioned whether elaborate chaos-theory interpretations are needed at all, since at least some of the traffic phenomena the physicists' theories predicted seemed to be similar to observations that had been appearing in traffic engineering literature under other names for years; observations which had straightforward cause-and-effect explanations.
- E** James Banks, a professor of civil and environmental engineering at San Diego State University in the US, suggested that a sudden slowdown in traffic may have less to do with chaos theory than with driver psychology. As traffic gets heavier and the passing lane gets more crowded, aggressive drivers move to other lanes to try to pass, which also tends to even out the speed between lanes. He also felt that another leveling force is that when a driver in a fast lane brakes a little to maintain a safe distance between vehicles, the shock wave travels back much more rapidly than it would in the other slower lanes, because each following driver has to react more quickly. Consequently, as a road becomes congested, the faster moving traffic is the first to slow down.

Academic Reading Sample Task – Matching Headings (Answers)

- | | | |
|----------|------|--|
| 1 | iii | How a concept from one field of study was applied in another |
| 2 | viii | A proposal to take control away from the driver |
| 3 | v | Areas of doubt and disagreement between experts |
| 4 | vii | The impact of driver behavior on traffic speed |

Academic Reading Sample Task – Matching Sentence Endings

[Note: This is an extract from a Part 3 text about the scientific community in London in the 1500s.]

Science in 16th-century London

The Jewel House, a new book by historical researcher and author
Deborah Harkness

Deborah Harkness devotes her elegant and erudite new book, *The Jewel House*, to the scientific community in 16th-century London. She (rightly) argues that it is thanks to the imaginative collective efforts of the urban scientists that London became the melting pot in which a new mathematical and experimental culture crystallized.

Harkness is known for her ingenuity as a researcher and her historical empathy. In *The Jewel House*, Harkness turns her skills on the city of London as a whole with surprising and fascinating results. She began her research by asking herself a new question: not what caused scientific revolution but what the names *science* and *scientist* meant in 16th-century London. Then she collected a vast range of sources, from printed books to scientific instruments and notebooks, and recorded, in a relational database, information on the men and women who produced them.

Every chapter of *The Jewel House* charts the activities of a particular community. Harkness leads us through the streets of London, showing us, neighborhood by neighborhood, where the major forms of natural knowledge found homes. For example, apothecaries settled in Lime Street, in what is now the City, where they created a dense network of shops and gardens. Clockmakers, both native craftsmen and many from overseas,

clustered in several parishes near St Paul's Cathedral. The once wealthy merchant, Clement Draper, even managed to transform the King's Bench prison in Southwark, where he served time as a debtor, into a center of research and discussion. By the end of the book Harkness has mapped London's scientific communities with astonishing precision.

Moreover, when Harkness reconstructs these groups, she provides not traditional, static accounts of their theories, but dynamic analyses of their practices as these developed over time. In many cases, she makes clear, the alchemists of Elizabethan London already understood that knowledge of nature had to rest not on authority but on familiarity through practice.

In one crucial respect, Harkness argues, many of the 16th-century London scientists differed from the later ones of the 17th century. They saw themselves less as individuals out to gain fame, than as members of larger textual communities bent on exchanging and compiling information. The passages in which Harkness analyzes the 16th-century practices of note-taking and communication are among the most novel and informative in this fine book. She shows that they adopted the textual information processing methods of humanist scholarship to radically new ends.

In this book, Harkness has charted the local and cosmopolitan worlds of science in Elizabethan London with a learning, precision and intelligence that compel admiration. Moreover, she has crafted a complex and effective new analytical mechanism which may transform the practices of historians of early modern science.

Questions 1 – 3

Complete each sentence with the correct ending, **A-F**, below. Write the correct letter, **A-F**, in boxes 1-3 on your answer sheet.

- 1 Harkness's research method was different to that of other writers because
- 2 Harkness's reconstruction of the 16th-century London scientific groups was new because
- 3 Harkness shows that the 16th-century London scientists were innovative because

- | | |
|----------|---|
| A | she has the greatest knowledge of Elizabethan London. |
| B | she started by seeking to understand how basic terms were used in the past. |
| C | they worked as individuals rather than as a group. |
| D | she examined how their methods evolved and changed. |
| E | Clement Draper was the best scientist of his time. |
| F | they used old ways of analysing written information for new purposes. |

Academic Reading Sample Task – Matching Sentence Endings (Answers)

- 1 B ■ she started by seeking to understand how basic terms were used in the past
- 2 D ■ she examined how their methods evolved and changed
- 3 F ■ they used old ways of analysing written information for new purposes

Academic Reading Sample Task – Multiple Choice: more than one answer

[Note: This is an extract from a Part 1 text about older people in the workforce.]

© The Economist Newspaper Limited, London, 1999

Clearly, when older people do heavy physical work, their age may affect their productivity. But other skills may increase with age, including many that are crucial for good management, such as an ability to handle people diplomatically, to run a meeting or to spot a problem before it blows up. Peter Hicks, who co-ordinates OECD work on the policy implications of ageing, says that plenty of research suggests older people are paid more because they are worth more.

And the virtues of the young may be exaggerated. 'The few companies that have kept on older workers find they have good judgement and their productivity is good,' says Peter Peterson, author of a recent book on the impact of ageing. 'Besides, their education standards are much better than those of today's young high-school graduates.' Companies may say that older workers are not worth training because they are reaching the end of their working lives; in fact, young people tend to switch jobs so frequently that they offer the worst returns on training. The median age for employer-driven training is the late 40s and early 50s, and this training goes mainly to managers.

Questions 1 and 2

Choose **TWO** letters, **A-G**.

Write the correct letters in boxes 1 and 2 on your answer sheet.

The list below gives some of the advantages of employing older workers.

Which **TWO** advantages are mentioned by the writer of the text?

- A** They are less likely to be involved in careless accidents.
- B** They can predict areas that may cause trouble in the future.
- C** They are able to train younger workers.
- D** They can deal with unexpected problems.
- E** They are more conscientious.
- F** They are prepared to work for lower salaries.
- G** They are more skilled in personal relationships.

Questions 3 and 4

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

Write the correct letters in boxes 3 and 4 on your answer sheet.

The list below gives some of the disadvantages of employing younger workers.

Which **TWO** disadvantages are mentioned by the writer of the text?

- A** They are too confident of their own skills.
- B** They may injure themselves.
- C** They do not stay with the same company for very long.
- D** Their training has been too theoretical.
- E** They are not as well educated as older workers.
- F** They demand higher salaries.

Academic Reading Sample Task – Multiple Choice: more than one answer (Answers)

1&2 IN EITHER ORDER

- B ■ They can predict areas that may cause trouble in the future
- G ■ They are more skilled in personal relationships

3&4 IN EITHER ORDER

- C ■ They do not stay with the same company for very long
- E ■ They are not as well educated as older workers

Academic Reading Sample Task – Multiple Choice: one answer

[Note: This is an extract from a Part 1 text about older people in the workforce.]

© The Economist Newspaper Limited, London, 1999

The general assumption is that older workers are paid more in spite of, rather than because of, their productivity. That might partly explain why, when employers are under pressure to cut costs, they persuade a 55-year old to take early retirement. Take away seniority-based pay scales, and older workers may become a much more attractive employment proposition. But most employers and many workers are uncomfortable with the idea of reducing someone's pay in later life – although manual workers on piece-rates often earn less as they get older. So retaining the services of older workers may mean employing them in different ways.

One innovation was devised by IBM Belgium. Faced with the need to cut staff costs, and having decided to concentrate cuts on 55 to 60-year olds, IBM set up a separate company called Skill Team, which re-employed any of the early retired who wanted to go on working up to the age of 60. An employee who joined Skill Team at the age of 55 on a five-year contract would work for 58% of his time, over the full period, for 88% of his last IBM salary. The company offered services to IBM, thus allowing it to retain access to some of the intellectual capital it would otherwise have lost.

The best way to tempt the old to go on working may be to build on such 'bridge' jobs: part-time or temporary employment that creates a more gradual transition from full-time work to retirement. Studies have found that, in the United States, nearly half of all men and women who had been in full-time jobs in middle age moved into such 'bridge' jobs at the end of their working lives. In general, it is the best-paid and worst-paid who carry on working. There seem to be two very different types of bridge job-holder – those who continue working because they have to and those who continue working because they want to, even though they could afford to retire.

If the job market grows more flexible, the old may find more jobs that suit them. Often, they will be self-employed. Sometimes, they may start their own businesses: a study by David Storey of Warwick University found that in Britain 70% of businesses started by people over 55 survived, compared with an overall national average of only 19%. But whatever pattern of employment they choose, in the coming years the skills of these 'grey workers' will have to be increasingly acknowledged and rewarded.

Questions 1 – 4

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

Write the correct letter in boxes 1-4 on your answer sheet.

1 In paragraph one, the writer suggests that companies could consider

- A** abolishing pay schemes that are based on age.
- B** avoiding pay that is based on piece-rates.
- C** increasing pay for older workers.
- D** equipping older workers with new skills.

2 Skill Team is an example of a company which

- A** offers older workers increases in salary.
- B** allows people to continue working for as long as they want.
- C** allows the expertise of older workers to be put to use.
- D** treats older and younger workers equally.

3 According to the writer, 'bridge' jobs

- A** tend to attract people in middle-salary ranges.
- B** are better paid than some full-time jobs.
- C** originated in the United States.
- D** appeal to distinct groups of older workers.

4 David Storey's study found that

- A** people demand more from their work as they get older.
- B** older people are good at running their own businesses.
- C** an increasing number of old people are self-employed.
- D** few young people have their own businesses.

Academic Reading Sample Task – Multiple Choice: one answer (Answers)

- 1 A ■ abolishing pay schemes that are based on age
- 2 C ■ allows the expertise of older workers to be put to use
- 3 D ■ appeal to distinct groups of older workers
- 4 B ■ older people are good at running their own businesses

Academic Reading Sample Task – Note Completion

[Note: This is an extract from a Part 1 text about the scientist Marie Curie.]

Adapted with permission from Encyclopaedia Britannica, © 2007 by Encyclopaedia Britannica, Inc.

The life and work of Marie Curie

The marriage of Pierre and Marie Curie in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiations, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist André-Louis Debierne, one of Pierre Curie's pupils. Based on the results of this research, Marie Curie received her Doctorate of Science, and in 1903 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for girls in Sèvres, France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904 she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie, but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Irène, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irène had joined, began to operate in earnest, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium, Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris, and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

Questions 1 – 6

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes 1-6 on your answer sheet.

Marie Curie's research on radioactivity

- When uranium was discovered to be radioactive, Marie Curie found that the element called **1** had the same property.
- Marie and Pierre Curie's research into the radioactivity of the mineral known as **2** led to the discovery of two new elements.
- In 1911, Marie Curie received recognition for her work on the element **3**
- Marie and Irène Curie developed X-radiography which was used as a medical technique for **4**
- Marie Curie saw the importance of collecting radioactive material both for research and for cases of **5**
- The radioactive material stocked in Paris contributed to the discoveries in the 1930s of the **6** and of what was known as artificial radioactivity.

Academic Reading Sample Task – Note Completion (Answers)

- 1 thorium
- 2 pitchblende
- 3 radium
- 4 soldiers
- 5 illness
- 6 neutron

Academic Reading Sample Task – Sentence Completion

[Note: This is an extract from a Part 2 task about the evolution of birds and their ancestry.]

The origins of birds

The science of evolutionary relationships has undergone a major change in recent decades. It used to be the case that all the features of organisms were important in working out their family tree. But following the work of German entomologist Willi Hennig, many evolutionary scientists now believe that the only features which carry any useful information are the evolutionary ‘novelties’ shared between organisms. Mice, lizards and fish, for example, all have backbones – so the feature ‘backbone’ tells us nothing about their evolutionary relationship. But the feature ‘four legs’ is useful because it’s an evolutionary novelty – a characteristic shared only between the lizard and the mouse. This would suggest that the lizard and mouse are more closely related to each other than either is to the fish. This revolutionary approach is called cladistics, and it has been central to the idea that birds evolved from dinosaurs.

The ‘birds are dinosaurs’ theory was first developed by English palaeontologist Thomas Huxley (1825–1895). According to some accounts, one evening Huxley went to dinner still thinking about a mystery dinosaur bone in his lab. He knew he was dealing with the lower leg bone (tibia) of a meat-eating, two-legged dinosaur belonging to the classification known as theropods, but attached to the tibia was an unidentified extra bone. On the menu that evening was quail, a small bird similar to a pheasant, and Huxley noticed the same strange bone, attached to the quail tibia on his plate. He later realised that it was in fact the bird’s anklebone. More importantly, Huxley concluded that its forms in both dinosaur and bird skeletons were so similar that they must be closely related.

Huxley’s idea fell out of favour for fifty years following the 1916 publication of *The Origin of Birds* by the Danish doctor Gerhard Heilmann. During this time, Heilmann’s theory was widely accepted. Heilmann had noted that two-legged, meat-eating dinosaurs lacked collarbones. In later evolutionary stages these bones fuse together to form the distinctive ‘Y’-shaped bone in a bird’s neck, known as the furcula. Heilmann proposed the notion that such a feature could not be lost and then re-evolve at a later date, so dinosaurs could not be the ancestors of birds.

Then, in the late 1960s, John Ostrom from Yale University in the US, noted 22 features in the skeletons of meat-eating dinosaurs that were also found in birds and nowhere else. This reset the thinking on bird ancestry and once again Huxley’s ideas caught the attention of the scientific community. Subsequent work has found up to 85 characteristics that tie dinosaurs and birds together. But what of Heilmann’s missing bones? It turns out that not only did many dinosaurs have collarbones, these were also fused together into a furcula. Unfortunately for Heilmann, the fossil evidence was somewhat lacking in his day, and the few furculae that had been found were misidentified, usually as belly ribs.

US ornithologist Alan Feduccia and palaeontologist Larry Martin are two vocal opponents of the dinosaur theory. They contend that birds evolved from some unknown reptile at a time long before dinosaurs. Their reasoning is that flight is most likely to have started from a tree-climbing ancestor, yet all the proposed dinosaurian ancestors were ground-dwellers. But the dino-bird supporters contend that an unknown dinosaurian bird-ancestor could have been tree-dwelling, or that birds evolved flight from the ground up by chasing and leaping after insects. Most of Feduccia and Martin's case against the 'birds-are-dinosaurs' hypothesis is based on differences between birds and dinosaurs. Supporters of cladistics, however, maintain that differences between organisms do not matter, as it is the similarities between them that count. Evolution dictates that organisms will change through time, so it is only the features which persist that carry useful information about their origins.

Most people on either side of the debate do accept, however, that the ancient winged creature known as Archaeopteryx is an ancestor of today's birds. This is in spite of the fact that its form is distinctly non-bird-like, with a long bony tail, and teeth instead of a beak. The 'birds-are-dinosaurs' supporters contend that, if clearly-preserved feathers had not been found alongside two of the seven Archaeopteryx specimens, it would probably have been identified as a small dinosaur. However, Archaeopteryx does have some bird-like features, such as a furcula and bird-like feet, that suggest that it is too bird-like to be considered a dinosaur.

Over the last few decades several dinosaurs with bird-like features and primitive birds with dinosaur-like features have been found in several countries, connecting Archaeopteryx back to dinosaurs, and forwards to modern birds. Sinosauropteryx, excavated from 130-million-year-old rocks in northeast China, is one example. It is a dinosaur skeleton surrounded by a halo of fuzz, thought to be primitive feathers. And a reassessment of other dinosaurs reveals such bird-like features as hollow bones and a foot with three functional toes, characteristics that appeared over 50 million years before Archaeopteryx took to the air. And Rahonavis, a primitive bird from Madagascar is more bird-like than Archaeopteryx, yet retains some distinctive dinosaur features, including a long and vicious claw at the end of its wing. Over a century since Huxley's discovery, it seems that cladistics may have finally settled the 'dino-bird' debate.

Questions 1 – 5

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1-5 on your answer sheet.

- 1 Huxley formulated his theory while studying a dinosaur belonging to a group called
- 2 Heilmann rejected Huxley's theory because of the apparent absence of.....in dinosaurs.
- 3 Feduccia and Martin believe that the ancestor of today's birds was a kind of early
- 4 In cladistics, the between organisms' characteristics are of major importance.
- 5 The dangerous..... on a primitive bird from Madagascar adds weight to the 'dino-bird' argument.

Academic Reading Sample Task – Sentence Completion (Answers)

- 1 theropods
- 2 collarbones
- 3 reptile
- 4 similarities
- 5 claw

Academic Reading Sample Task – Summary Completion: selecting from a list of words or phrases

[Note: This is an extract from a Part 3 text about language.]

© Guy Deutscher, Random House Adult Trade Publishing Group. 2006

'This Marvellous Invention'

Of all mankind's manifold creations, language must take pride of place. Other inventions – the wheel, agriculture, sliced bread – may have transformed our material existence, but the advent of language is what made us human. Compared to language, all other inventions pale in significance, since everything we have ever achieved depends on language and originates from it. Without language, we could never have embarked on our ascent to unparalleled power over all other animals, and even over nature itself.

But language is foremost not just because it came first. In its own right it is a tool of extraordinary sophistication, yet based on an idea of ingenious simplicity: 'this marvellous invention of composing out of twenty-five or thirty sounds that infinite variety of expressions which, whilst having in themselves no likeness to what is in our mind, allow us to disclose to others its whole secret, and to make known to those who cannot penetrate it all that we imagine, and all the various stirrings of our soul'. This was how, in 1660, the renowned French grammarians of the Port-Royal abbey near Versailles distilled the essence of language, and no one since has celebrated more eloquently the magnitude of its achievement. Even so, there is just one flaw in all these hymns of praise, for the homage to language's unique accomplishment conceals a simple yet critical incongruity. Language is mankind's greatest invention – except, of course, that it was never invented. This apparent paradox is at the core of our fascination with language, and it holds many of its secrets.

Questions 1 – 4

Complete the summary using the list of words, **A-G**, below.

Write the correct letter, **A-G**, in boxes 1-4 on your answer sheet.

The importance of language

The wheel is one invention that has had a major impact on **1**.....aspects of life, but no impact has been as **2** as that of language. Language is very **3** , yet composed of just a small number of sounds. Language appears to be **4** to use. However, its sophistication is often overlooked.

A difficult
D admired
G fundamental

B complex
E material

C original
F easy

--

Academic Reading Sample Task – Summary Completion: selecting from a list of words or phrases (Answers)

- 1 E ■ material
- 2 G ■ fundamental
- 3 B ■ complex
- 4 F ■ easy

Academic Reading Sample Task – Summary Completion: selecting words from the text

[Note: This is an extract from a Part 3 text about the 'Plain English' movement, which promotes the use of clear English.]

'The Cambridge Encyclopaedia of Language', David Crystal, 3rd Edition, © Cambridge University Press, 2010.

The instructions accompanying do-it-yourself products are regularly cited as a source of unnecessary expense or frustration. Few companies seem to test their instructions by having them followed by a first-time user. Often, essential information is omitted, steps in the construction process are taken for granted, and some degree of special knowledge is assumed. This is especially worrying in any fields where failure to follow correct procedures can be dangerous.

Objections to material in plain English have come mainly from the legal profession. Lawyers point to the risk of ambiguity inherent in the use of everyday language for legal or official documents, and draw attention to the need for confidence in legal formulations, which can come only from using language that has been tested in courts over the course of centuries. The campaigners point out that there has been no sudden increase in litigation as a consequence of the increase in plain English materials.

Similarly, professionals in several different fields have defended their use of technical and complex language as being the most precise means of expressing technical or complex ideas. This is undoubtedly true: scientists, doctors, bankers and others need their jargon in order to communicate with each other succinctly and unambiguously. But when it comes to addressing the non-specialist consumer, the campaigners argue, different criteria must apply.

Questions 1 – 5

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1-5 on your answer sheet.

Consumers often complain that they experience a feeling of **1**..... when trying to put together do-it-yourself products which have not been tested by companies on a **2** In situations where not keeping to the correct procedures could affect safety issues, it is especially important that **3**.....information is not left out and no assumptions are made about a stage being self-evident or the consumer having a certain amount of **4**

Lawyers, however, have raised objections to the use of plain English. They feel that it would result in ambiguity in documents and cause people to lose faith in **5**..... , as it would mean departing from language that has been used in the courts for a very long time.

Academic Reading Sample Task – Summary Completion: selecting words from the text (Answers)

- 1 frustration
- 2 first-time user
- 3 essential
- 4 special knowledge
- 5 legal formulations

Academic Reading Sample Task – Diagram Label Completion

[Note: This is an extract from an Academic Reading passage on the subject of a method of providing water to grow vegetables in desert regions. The text preceding this extract gave some background facts about the development of the method.]

Charlie Paton has built a giant structure on a desert island off Abu Dhabi in the Persian Gulf – the first commercially viable version of his ‘seawater greenhouse’. Local scientists, working with Paton under a licence from his company Light Works, are watering the desert and growing vegetables in what is basically a giant dew-making machine that produces fresh water and cool air from sun and seawater.

The design has three main features. Firstly, there is a front wall of perforated cardboard through which hot, dry air blows in from the desert. This wall is kept moist by seawater pumped up from the nearby shoreline. As this water evaporates, heat is taken from the air inside the greenhouse and moisture added to it. Last June, for example, when the temperature outside the Abu Dhabi greenhouse was 46 °C, it was in the low 30s inside and the humidity in the greenhouse was 90 per cent. The cool, moist air inside the greenhouse allows the plants to grow faster, and because much less water evaporates from the leaves, their demand for moisture drops dramatically. Paton’s crops thrived on a single litre of water per square metre per day, compared to 8 litres if they were growing outside.

The second feature also serves to cool the air for the plants. Paton has constructed a double-layered roof with an outer layer of clear polythene and an inner, coated layer that reflects infrared light. Visible light can stream through to maximise photosynthesis, while infrared radiation is trapped in the space between the layers, away from the plants.

At the back of the greenhouse sits the third element, the main water-production unit. Just before entering this unit, the humid air of the greenhouse mixes with the hot, dry air from between the two layers of the roof. This means the air can absorb more moisture as it passes through a second perforated cardboard wall. Finally, the hot saturated air hits a condenser. This is kept cool by still more seawater. Drops of pure distilled water form on the condenser and flow into a tank for irrigating the crops.

The greenhouse more or less runs itself. Sensors switch everything on when the sun rises, and alter flows of air and seawater through the day in response to changes in temperature, humidity and sunlight. On windless days, a fan ensures a constant flow of air through the greenhouse. ‘Once it is tuned to the local environment, you don’t need anyone there for it to work,’ says Paton. ‘We can run the entire operation off one 13-amp plug, and in future we could make it entirely independent of the grid, powered from solar panels.’

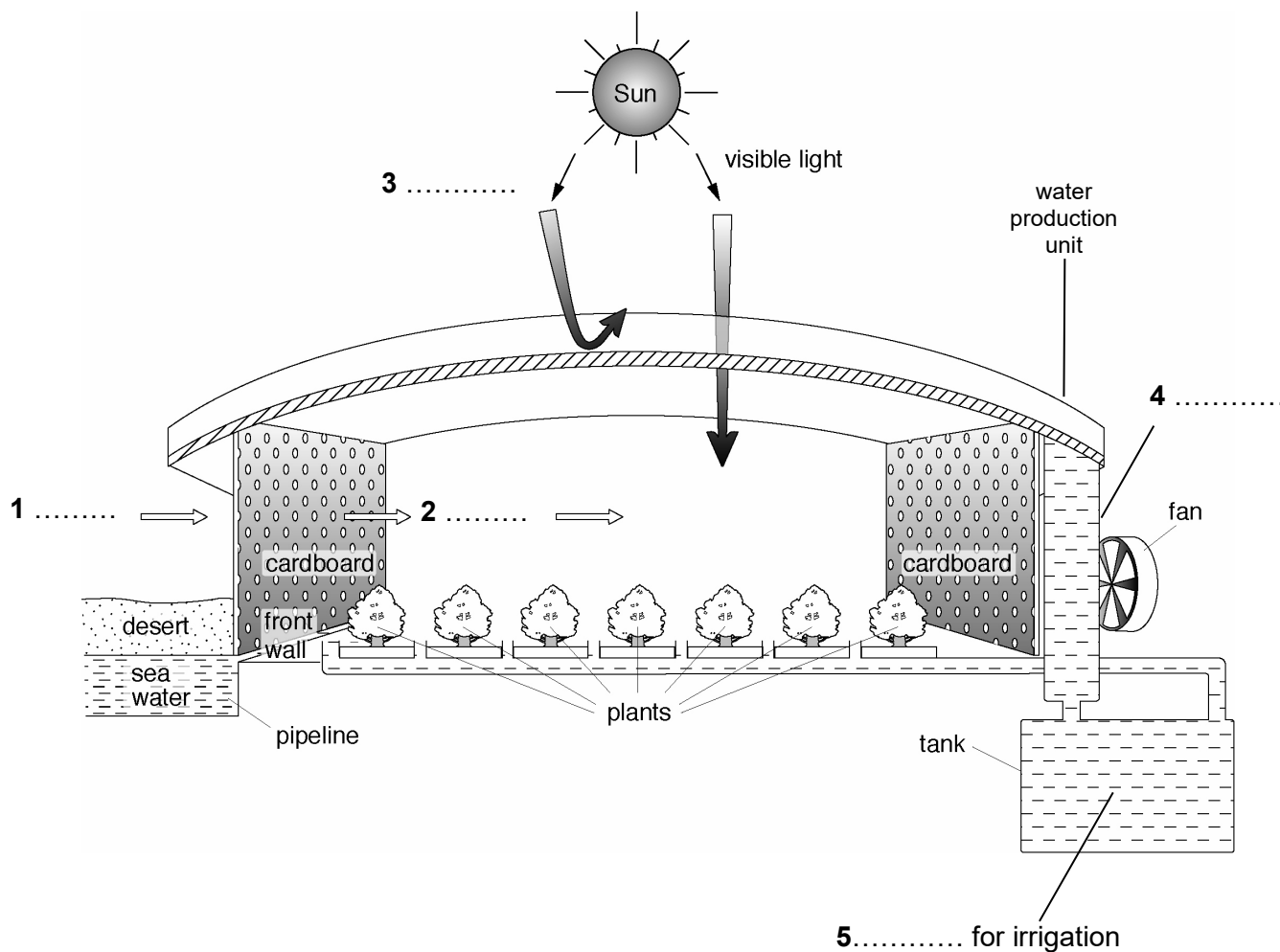
Questions 1 – 5

Label the diagram below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 1-5 on your answer sheet.

The Seawater Greenhouse



Academic Reading Sample Task – Diagram Label Completion (Answers)

- 1 hot dry air ■ dry hot air
- 2 cool moist air ■ moist cool air
- 3 infrared radiation/light
- 4 (a/the) condenser
- 5 pure/distilled water ■ pure distilled water

IELTS Academic Writing Sample Tasks

The IELTS Academic Writing test includes a variety of tasks.

In Task 1, test takers are asked to describe some visual information (graph/table/chart/diagram) in their own words. They need to write 150 words in about 20 minutes.

In Task 2, they respond to a point of view or argument or problem. They need to write 250 words in about 40 minutes.

Read the details of each task type on our [Test format page](#).

Contents

Academic Writing Sample Task – 1A.....	3
Academic Writing Sample Task – 1B.....	4
Academic Writing Sample Task – 1C.....	5
Academic Writing Sample Task – 2A.....	6
Academic Writing Sample Task – 2B.....	7
 Sample Candidate Writing Scripts and Examiner Comments.....	 8
Academic Writing Sample Task – 1A – Sample Script A	9
Academic Writing Sample Task – 1A – Sample Script B	10
Academic Writing Sample Task – 1B – Sample Script A	11
Academic Writing Sample Task – 1B – Sample Script B	12
Academic Writing Sample Task – 1C – Sample Script A	13
Academic Writing Sample Task – 1C – Sample Script B	14
Academic Writing Sample Task – 1C – Sample Script C	16
Academic Writing Sample Task – 2A – Sample Script A	18
Academic Writing Sample Task – 2A – Sample Script B	19
Academic Writing Sample Task – 2A – Sample Script C	21
Academic Writing Sample Task – 2B – Sample Script A	23
Academic Writing Sample Task – 2B – Sample Script B	25

Academic Writing Sample Task – 1A

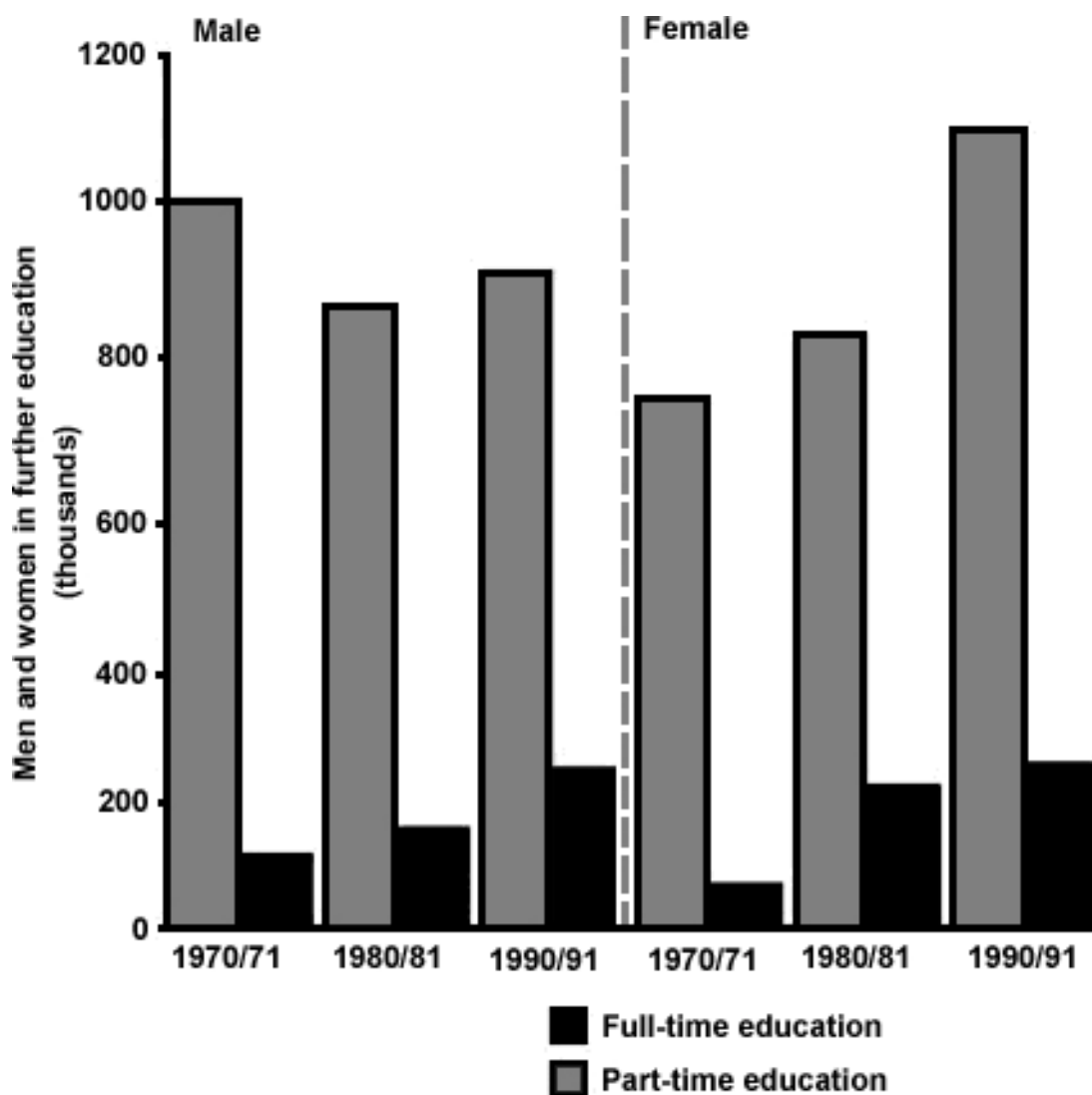
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.

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

Write at least 150 words.



Academic Writing Sample Task – 1B

WRITING TASK 1

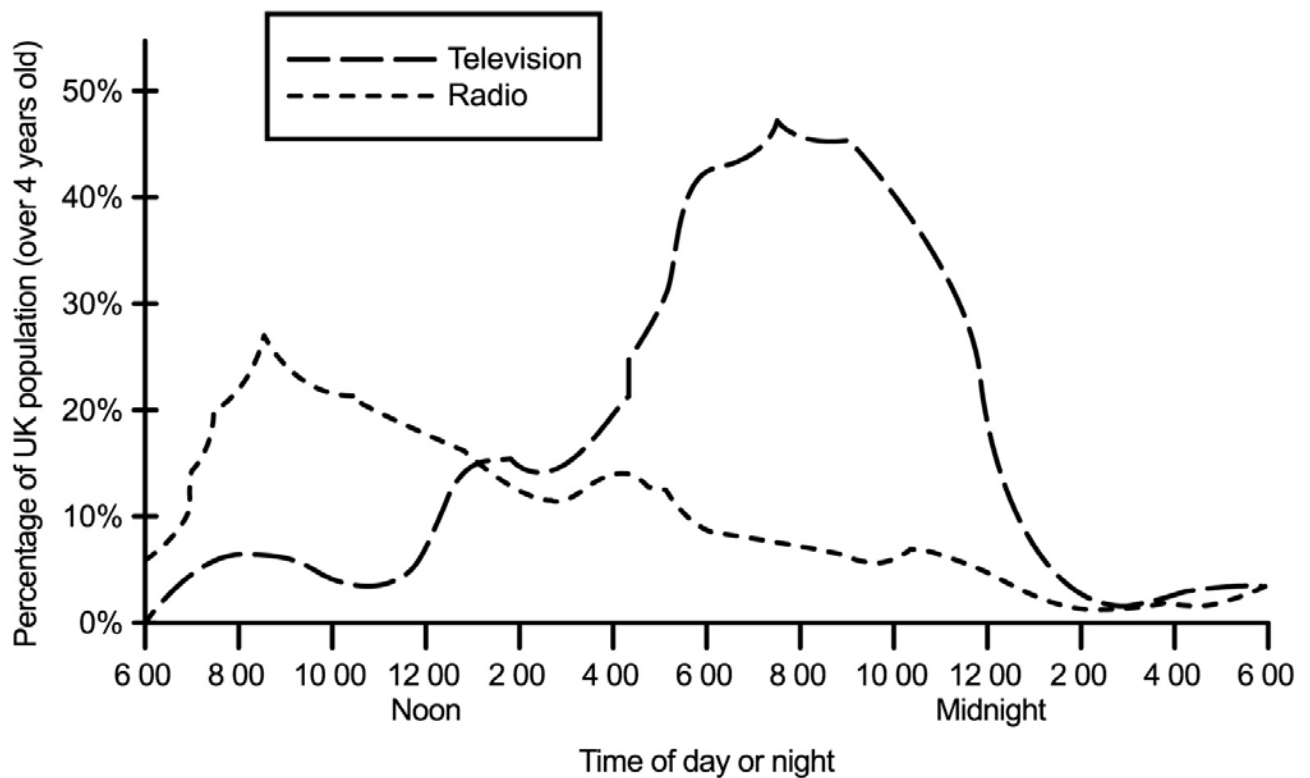
You should spend about 20 minutes on this task.

The graph below shows radio and television audiences throughout the day in 1992.

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

Write at least 150 words.

Radio and television audiences in UK, October – December 1992



Academic Writing Sample Task – 1C

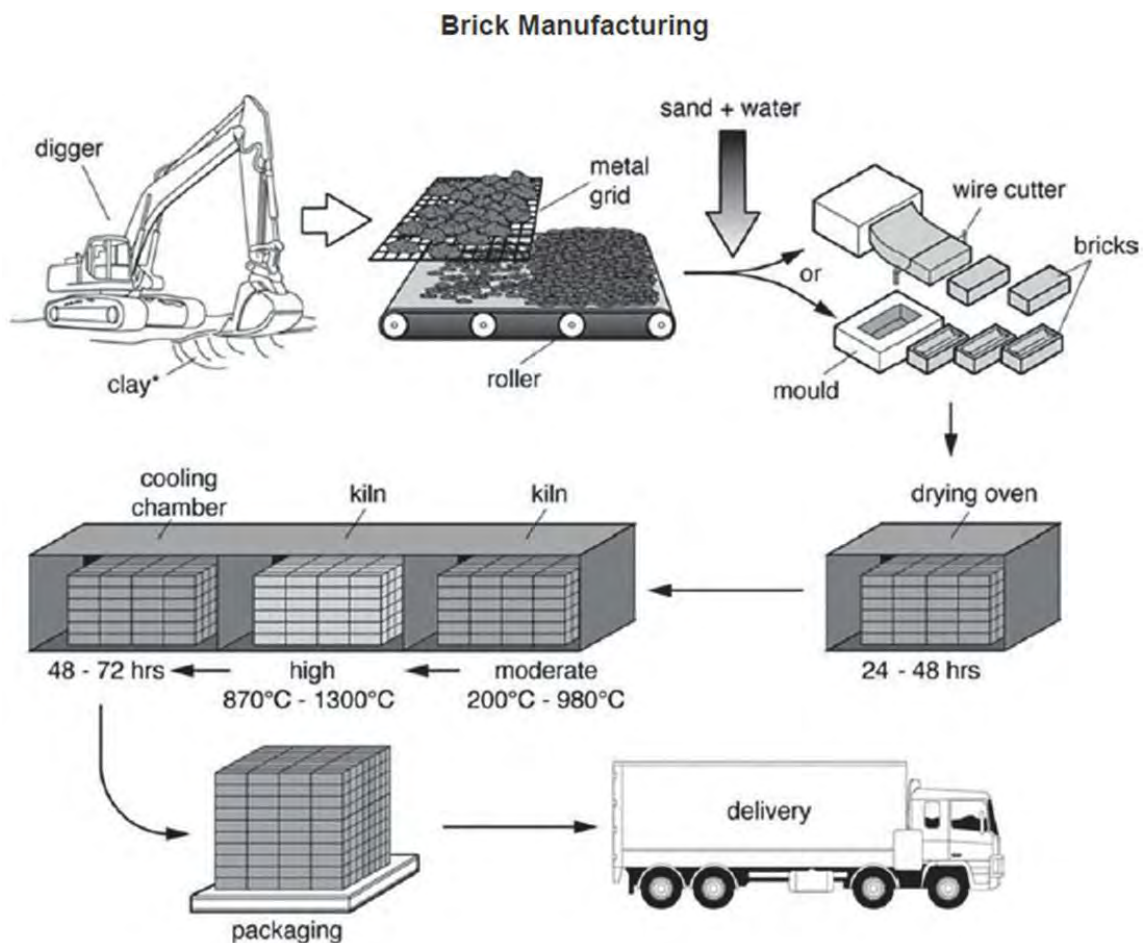
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows the process by which bricks are manufactured for 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 Sample Task – 2A

WRITING TASK 2

You should spend about 40 minutes on this 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 Sample Task – 2B

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

International tourism has brought enormous benefit to many places. At the same time, there is concern about its impact on local inhabitants and the environment.

Do the disadvantages of international tourism outweigh the advantages?

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

Write at least 250 words.

Sample Candidate Writing Scripts and Examiner Comments

Both the Academic and General Training Writing Modules consist of two tasks, Task 1 and Task 2. Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1.

Detailed performance descriptors have been developed which describe written performance at the 9 IELTS bands. These descriptors apply to both the Academic and General Training Modules.

Task 1 responses are assessed on the following criteria:

- *Task Achievement*
- *Coherence and Cohesion*
- *Lexical Resource*
- *Grammatical Range and Accuracy*

Task 2 responses are assessed on the following criteria:

- *Task Response*
- *Coherence and Cohesion*
- *Lexical Resource*
- *Grammatical Range and Accuracy*

Candidates should note that responses will be penalised if they are a) partly or wholly plagiarised, b) not written as full, connected text (e.g. using bullet points in any part of the response, or note form, is not appropriate).

Task 1

Task Achievement

This criterion assesses how fully, appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words.

Task 1 Academic is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task, which relates narrowly to the factual content of a diagram, graph, table, chart, map or other visual input, not to speculative explanations that lie outside the given data.

Coherence and Cohesion

This criterion is concerned with the overall organisation and logical development of the message: how the response organises and links information, ideas and language.

Coherence refers to the linking of ideas through logical sequencing, while cohesion refers to the varied and appropriate use of cohesive devices (e.g. logical connectors, conjunctions and pronouns) to assist in making clear the relationships between and within sentences.

Lexical Resource

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

Grammatical Range and Accuracy

This criterion refers to the range and accurate use of the candidate's grammatical resource within the candidate's writing at sentence level.

Task 2

Task Response

Both the Academic and General Training Writing Task 2 require the candidates to formulate and develop a position in relation to a given prompt in the form of a question or statement, using a minimum of 250 words. Ideas should be supported by evidence, and examples may be drawn from a candidate's own experience.

The other criteria for Task 2 are the same as for Task 1 (*Coherence and Cohesion*, *Lexical Resource*, *Grammatical Range and Accuracy*).

Writing responses are marked by trained and certificated IELTS examiners. Scores may be reported as whole bands or half-bands.

On the next 17 pages you will find candidates' answers to five sample Writing tasks. There are answers for each Writing task. Each answer has been awarded a band score and is accompanied by an examiner comment on the candidate's performance for that task.

The examiners' guidelines for marking the Writing scripts are very detailed. There are many different ways a candidate may achieve a particular band score. The candidates' answers that follow should not be regarded as definitive examples of any particular band score.

Please refer to the publicly available IELTS Writing Key Criteria on our website.

Academic Writing Sample Task – 1A – Sample Script A

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, Most of Men were studying part-time but from 1980, studying part-time was decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, Women studying Full-time were increased and not only Full-time, part-time also were increased. in 1990, studying full-time was three times as many students as in 1970. If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then. in 1990. Women were studying part-time more than Men and studying full-time was same number. It shows you Women has a high education now.

Examiner comment

Band 5

There is a good attempt to describe the overall trends but the content would have been greatly improved if the candidate had included some reference to the figures given on the graph. Without these, the reader is lacking some important information. The answer is quite difficult to follow and there are some punctuation errors that cause confusion. The structures are fairly simple and efforts to produce more complex sentences are not successful.

Academic Writing Sample Task – 1A – Sample Script B

According to this graph, the number of men and women in further education in Britain shows the following pattern.

In the case of males, the number of males has declined slightly from about 1000 thousands in 1970/71 to about 850 thousands in 1990/91. However, this figure rose back to about 850 thousands in 1990/91 from about 820 thousands in 1980/81. The proportion of full-time education has declined during this period. However, the proportion of part-time education has increased dramatically.

On the other hand, in the case of female, the number of both full-time education and part-time education has increased during the period.

From about 700 thousands in 1970/71, these figures rose to about 820 thousands in 1980/81, to about 1100 thousands in 1990/91.

In terms of full-time education, this figure rose by about 260 to about 900 in 1990/91.

On the other hand, with respect to part-time education, this figure rose dramatically between 1980/81 and 1990/91. However this figure rose slightly between 1980/81 and 1990/91.

Examiner comment

Band 6

The candidate has made a good attempt to describe the graphs looking at global trends and more detailed figures. There is, however, some information missing and the information is inaccurate in minor areas. The answer flows quite smoothly although connectives are overused or inappropriate, and some of the points do not link up well. The grammatical accuracy is quite good and the language used to describe the trends is well-handled. However, there are problems with expression and the appropriate choice of words and whilst there is good structural control, the complexity and variation in the sentences are limited.

Academic Writing Sample Task – 1B – Sample Script A

The graph shows the percentage of audiences over 4 years old of UK follows the radio and television throughout the day during the period October–December 1992. It has been observed from the graph that less than 10% audiences follows the radio at 6:00 am and the percentage raised to a peak around 30% at 8:00 AM and decline gradually ~~and~~ to around 10% during the period 2:00 to 4:00 PM and again raised a bit to around 12% between 4:00 to 6:00 PM. ~~and~~ ^{It has} again dropped ^{to} below 10% at ~~and~~ around 10:00 PM. The rate again raised to a bit between 10:00 PM to 12:00 PM and then dropped slowly by 4:00 AM. On the other hand, the rate of ~~television~~ television audiences raises 0–10% during the period 6:00 to 8:00 am and remain ~~steady~~ ^{steady} up to 10:00 AM and then gradually goes down by 12:00 AM. The percentage raised dramatically to ~~and~~ around 15% by 2:00 PM which again raised to a peak above 40% between 6:00–8:00 PM and then gradually dropped between the period 12:00 PM to 4:00 AM.

Examiner comment

Band 6

The answer has an appropriate introduction which the candidate has attempted to express in their own words. There is good coverage of the data and a brief reference to contrasting trends. The answer can be followed although it is rather repetitive and cohesive devices are overused. In order to gain a higher mark for content, the candidate would be expected to summarise the most important features of the graph in an overview, for example, 'audiences for radio peak in the morning, and for TV, in the evening'. There is some flexibility and precision in the range of vocabulary used. Sentences are long but do lack complexity. To score more highly there would be fewer errors in tense, verb form and spelling which interfere slightly with the flow of the answer.

Academic Writing Sample Task – 1B – Sample Script B

The bold graph shows the television audiences throughout the day. It shows that the percentage of audiences is zero percent in early morning but it gradually rises up to ten percent at 8:00 am and maintains the same for the next two hours. There is a ^{slight} gradual fall in percentage in next two hours however after that it rises sharply up to twenty percent within the next two hours. ~~The~~ After this the graph rises very fast and attains its peak at 10 pm which is about forty five percent. The the graph gradually falls down and at 2:00 am it is at five percent. The thinner graph shows the percentage of radio audiences. Unlike the television one the peak percentage of the radio ~~one~~ audiences is at 8:00 am which is about 30 percent. Then it gradually falls and it corresponds with the television one at two pm. After that it gradually falls but with a small increase in percentage at 4:30 to 6:00 pm. The percentage of audience then gradually goes down and at four am it is the lowest which is near 2 percent. These graphs prove the progressive popularity of television.

Examiner comment

Band 7

The answer deals well with both the individual media trends and the overall comparison of these trends. The opening could be more fully developed with the inclusion of information relating to the groups studied and the period of time during which the study took place. There is a good variety of cohesive devices and the message can be followed quite easily although the expression is sometimes a little clumsy. Structures are complex and vocabulary is varied but there are errors in word forms, tense and voice though these do not impede communication.

Academic Writing Sample Task – 1C – Sample Script A

Bricks are small shaped figures which are used for building.

First of all digger dig the ground untill the clay level. Next the type of sticky earth that is used for making bricks are on the metal grid which selected special parts of clay and throw them on the roller. Then in the manufacturing process sand + water are filled in. The sand gives the texture for bricks. After that the solid is ~~put~~ ready to go through wire cutter or moulding. This process makes shapes of the bricks.

When the figures have got their shape, these items can be put in the drying oven, where they ^{are} stayed for 24-48 hours. The temperature is moderate between 200°C and 980°C in the kiln and high between 870°C and 1300°C.

Finally these hot items go to the cooling chamber and get cold from 48-72 hours. The last part of the manufacturing process is packaging and delivery to the consumption.

Examiner comment

Band 5

Although the basic process is accurately described, this script fails to present an overview and some of the key features are not adequately covered. The first sentence may have been an attempt at an overview but it simply causes confusion and detracts from the answer. Despite this, the overall progression is clear and there is effective, though mechanical, use of linkers and sequencers. There are also examples of substitution and referencing, although sentences are not always well linked. The vocabulary is minimally adequate for the task. Spelling is generally accurate but there are inappropriate word choices, omissions and errors in word form. Some attempts at subordination and complex nominalisations are made, but generally the structures are limited and there are frequent errors. Overall this is a good example of a Band 5 performance.

Academic Writing Sample Task – 1C – Sample Script B

Dear Sir, I am writing a report about brick manufacturing. The following are as follows. Brick manufacturing starts with choosing good quality clay. A large digger similar to a crane digs the clay. The process takes about half a day after which it is put on metal grid to separate unwanted silt and impurities. The strained clay is then put in a large machine roller where it is mixed with sand and water to be moulded later to form the base of the brick. While it is still soft, wire cutters are used to perfectly cut the bricks, removing the rough edges. The soft bricks are then put in a drying oven where it stays from 24-48 hours. After the pre-set drying time, the bricks are then put in large kiln where it is baked at moderate heat of about 200-980°C. The bricks are first put in moderate heat to avoid cracking. After about few minutes, the bricks are then fired to a high 870-1,300°C heat. This is the final heating or 'cooking' stage so to speak for the bricks. Just beside the kiln is the cooling chamber which is made up of large steel where the bricks will stay for about 48-72 hours. The bricks are then ready for packaging where the brick workers carefully pack the bricks in large container vans for delivery. The whole process is fairly an easy one because there are no sophisticated machines used. The only thing that bothered me was during the heating process because as the manager told me, I have to stay and observe while the clay is being 'cooked' because some of the clays do tend to crack easily because of the wrong sand and water mixture from the start. If this happens, the process has to be repeated again which can be quite lengthy.

Examiner comment

Band 7

This test taker uses an inappropriate format at times (e.g. the letter-style opening and personal comments) and this limits the band for Task Achievement. The process itself is adequately described, although some irrelevant information is included and there is no clear overview. Information is logically organised and there is a clear progression throughout the response. A range of cohesive devices is used appropriately, although there are occasional errors in referencing and linking, and paragraphing would have helped convey a clearer description of the stages. A wide range of sophisticated lexis is used to convey meaning with precision, but there are also occasional flaws in word choice that lead to some slightly awkward expressions. A wide range of structures is also used fluently with only occasional slight error and the majority of sentences are error-free. In spite of the high level of language proficiency, the flaws in format and organisation limit the rating for this response to Band 7.

Academic Writing Sample Task – 1C – Sample Script C

Brick Manufacturing

The process by which ^{clay} bricks are manufactured for the building industry can be outlined in seven consecutive steps.

First the raw material, clay, which lies just below the surface of soil in certain clay-rich areas has to be dug up by a digger.

Then the lumps of clay are placed on a metal grid, in order to break up the big ~~piece~~ chunks of clay into much smaller ones, which fall through the metal grid onto a roller, whose motion further segregates the bits of clay. Sand and water are added to make a homogenous mixture, which is then either formed in moulds or cut into brick-shaped pieces by means of a wire cutter.

These fresh bricks are then kept in a drying oven for at least 24 and a maximum of 48 hours, several dozens if not hundreds of bricks at a time. The dried bricks are then transferred to a so-called kiln, another type of high temperature oven. First they are kept at a moderate temperature of 200°C - 980°C , then at a high temperature of 870°C - 1300°C . This process is followed by cooling down the finished bricks for 48 to 72 hours in a cooling chamber.

Once the bricks have been cooled down and have become hard, they get packaged and ~~finally~~ delivered to their final destination, ~~for example~~ ~~for example~~ by means of tractor be it a building site or storage.

Examiner comment

Band 8.5

This response fully satisfies the requirements of the task. All key features of each stage of the process are appropriately and accurately presented. There is an overview in the first paragraph indicating that there are 'seven consecutive steps' however for the highest score, a fuller overview would be needed, to summarise those key stages, for example; extracting the clay, then shaping, drying and delivering the bricks. The message is very easy to read with seamless cohesion. Paragraphing, linking and referencing are all skilfully managed. The language used is very fluent and sophisticated. A wide range of vocabulary and structures are used with full flexibility and accuracy within the scope of this task. Only rare minor errors can be found and these do not detract from communication or the high rating. This item is a good example of a very high-level response.

Academic Writing Sample Task – 2A – Sample Script A

I disagree that point about children brought up in families.
because, I show that situation arounds me at our country parents.
They want they had everything give to their children.
but, their behavior is not good effect to them
On the other hands, children brought up by wealthy parents,
they are strong, that means they can do prepare to deal with
the problems of adult life
In my case, I start work from 20 ages I had social experience
and I got a money for myself. however, My age is late to work
by children ages and I heard about child doing work by another
countries that countries had a culture about childrens
That is they doing work for their pocketmoney.
they could their money buy something or entrance to the bank
also, our country childrens do this. but, many childrens accept the
money by their parents. which persons got a pocketmoney over the 20 ages
I think, if childrens had a work and they study at money,
they perfectly prepared their adult life after they must be parents

Examiner comment

Band 4

While it is obviously related to the topic, the introduction is confusing and the test taker's position is difficult to identify. Ideas are limited and although the test taker attempts to support them with examples from experience, they remain unclear. There is no overall progression in the response and the ideas are not coherently linked. Although cohesive devices are used, they assist only minimally in achieving coherence. The range of vocabulary is basic and control is inadequate for the task. Language from the input material is used inappropriately and frequent errors in word choice and collocation cause severe problems for the reader. Similarly, the range of structures is very limited, the density of grammatical and punctuation error is high and these features cause some difficulty for the reader. Attempts to use complex structures, such as subordination, are rare and tend to be very inaccurate.

Academic Writing Sample Task – 2A – Sample Script B

I greatly support the idea about 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. I support it, because of the following reason.

Children who are brought up in families that do not have large amounts of money are vice in a certain psychological values. Such as the value of hardworking, discipline, they are used to be in the condition where money doesn't come easily. They have to earn it, work for it. Oppose to it, a child who comes from a wealthy family is used to have money all the time. Whenever they want something, the money is easily given to them as if everyday are their birthday.

Children who are brought up in families that do not have large amounts of money are well-trained to face adulthood. They are well-prepared to see the fact that the world is a very tough place. They watched their parent everyday worked very hard just to put the food on the table. They have the advantage to see the reality and embrace it, set their mind that they too have work hard for their future, their own dreams, their authentic self. A child that come from a wealthy family doesn't always have this advantage. This is because their eyes are blinded by the power of money that their parent has. They also have a disadvantage of a family love life. Commonly

wealthy parents express love by money. They love their children, so they bought them cars, expensive clothes, toys, but they are never home when their children needs them. The basic necessity of compassion isn't fulfilled in this kind of family. The impact to a child is that they will grow up and think that money is everything, that the source of happiness is money. They don't care about other people, they only care about money. The problem is they don't know how to get it, they've been spoiled all the time, so doesn't have the time to ~~discover~~ discovered the art of money making, only money spending. On the contrary children from families that do not have large amount of money will grow up with the sense of respect for money, they know how to get it and use it well. They know how to face adult life problems because they've been watching since they were a child. But a wealthy child is always too busy with himself to know that.

Examiner comment

Band 6.5

The arguments in this response are generally well developed, ideas are appropriate and there is a clear position. (It is a shame that the first paragraph, and beginning of the second are mainly copied from the rubric.) Better use of paragraphing would have allowed a clearer focus to some of the supporting points and prevented the lapse into generalisation towards the end. Nevertheless, there is a generally clear progression with a good arrangement of opposing arguments. Referencing is usually accurate and effective, but better use of linkers would have improved the cohesion. Vocabulary is varied and used with some flexibility. The choice is not always precise but the test taker can evidently incorporate less common/idiomatic phrases into the argument and there is a good range that is generally accurate. The repetition of language from the rubric, while integrated, reveals a lack of ability to paraphrase. Regular errors detract from the use of a range of structures, although they do not detract from overall clarity. This is a generally good response to the task, but the weaknesses in organisation and grammatical control limit the rating to Band 6.5.

Academic Writing Sample Task – 2A – Sample Script C

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 ~~in~~ 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 ~~by~~ while working, may feel cheated. They often turn to crime ~~this~~ 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.

Examiner comment

Band 8.5

The topic is very well addressed and explored in depth. The position is clear throughout and directly answers the question. The ideas presented are relevant and very well supported, apart from some over-generalisation in the penultimate paragraph. However, there is no mention of how well children from 'wealthy parents' deal with problems. Although this is not a requirement, it could be added to further improve the response. 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, with only minimal lapses (for example, the use of 'e.g.'). 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 is a very strong performance and a good example of Band 8.5.

Academic Writing Sample Task – 2B – Sample Script A

International tourism has brought enormous benefit to many places. At the same time there is concern about its impact on local inhabitants and the environment.

Do the disadvantages of international tourism outweigh the advantages?

In my opinion advantages outweigh the disadvantages. Firstly, many countries like Egypt or Thailand live from tourism. Lots of people work there as a seilmen or tourist guides. These countries without support of tourists wouldn't be able to function properly.

Secondly, in countries visited by tourists are plenty of places where people just can't pass because of rare animals or plants.

Another thing is that people like traveling and seeing new ^{exotic} places. They like to lie on the beach or swim in ocean.

But on the Furthermore, tourism is now more growing industry helping thousands of people. There are making new places to work and to have fun.

But on the other hand, people often forget that they aren't the only beings on the planet.

Many tourists are living garbage just anywhere. Some of them want an exotic souvenir so they pay for illegal things like dead ^{for like} animals or some sculpture.

To sum up I think ~~international~~ international traveling is a good thing but people must realise that there is something else besides them. They need to know that flora and fauna needs to be protected. People have to enjoy their holidays but also protect environment.

Examiner comment

Band 5.5

The first five lines of this response are directly copied rubric; no credit is given for copied rubric. The topic is addressed and a relevant position is expressed, although there are patches (as in the fourth paragraph) where the development is unclear. Other ideas are more evidently relevant, but are sometimes insufficiently developed. In spite of this, ideas are clearly organised and there is an overall progression within the response. There is some effective use of a range of cohesive devices, including referencing, but there is also some mechanical use of linkers in places. Paragraphs are sometimes rather too short and inappropriate. A range of vocabulary is attempted and this is adequate for a good response to the task. However, control is weak and there are frequent spelling errors that can cause some difficulties for the reader, thus keeping the rating down for the lexical criterion. The test taker uses a mix of simple and complex structures with frequent subordinate clauses. Control of complex structures is variable, and although errors are noticeable they only rarely impede communication. Although there are some features of a higher band in this response, flaws in the paragraphing and the errors in vocabulary limit this rating to Band 5.5.

Academic Writing Sample Task – 2B – Sample Script B

'Tourism' – friend or foe?

Tourism is a very big industry in the modern time and is growing quite rapidly. Thousands ~~and~~ people travel everywhere to various destinations every year. Arguments have come up regarding the benefits and negative impacts of tourism in places and on its local inhabitants and environment; however, I believe there are more advantages than disadvantages of international tourism.

People travel for various reasons; they we travel for business purpose, holidays, visit friends and relatives etc. Travelling is mostly seen as ^a recreational activity. Tourism has many advantages. Tourism can play a tremendous part in a country's economy, the more tourists visit a country and spend money there the better it is for the country; in that way more money is circulated within the country and even the stability of their currency rate of exchange persists if not improve. Vendors and shops get to sell more goods and ~~make~~ make an income. Tourism also has its non-monetary advantages; it brings cultures and people closer. People from all around the world get to share their culture with each other and even learn more. This is a good opportunity in education.

Tourism seems to have some disadvantages too; However, I believe the problems caused by tourism ~~are~~ are not something that cannot be solved or prevented.

A lot of people believe that tourism can destroy or deviate culture and causes quite an impact ~~on~~ on visited locations. Such as pollution and littering.

People can ~~not~~ adhere to their own beliefs and way of life if they want to; no one can really forcefully influence someone to change from their morals and ethics. Pollution can be avoided by increasing usage of environmental friendly vehicles used for tours and rents, Warnings and visual education on littering and smoking, Specific times can be allocated for tours to certain areas, such as peak times where

Local inhabitants feel uncomfortable due to too many foreigners.

Where there are problems there can always be solutions. Tourism brings great amount of advantages for any place in many ways and is a 'win-win' exchange process. The very ^{few} problems caused can always be avoided or taken care of. I believe tourism should be highly promoted, specially in ~~more~~ traditional and poor countries with natural beauty such as Bangladesh.

Examiner comment

Band 7.5

The test taker addresses both aspects of the task and presents a clear position throughout the response. Ideas are relevant, well extended and supported, although there are occasional lapses in content (as in the opening of paragraph 2 and the tendency to 'present solutions to the disadvantages' in paragraph 3). However, ideas are logically organised and there is a clear progression. A range of cohesive devices is used effectively, but some under-use of connectives and substitution and some lapses in the use of referencing are noticeable. A wide range of vocabulary is used flexibly. The test taker can convey precise meanings, and although awkward expressions or inappropriacies in word choice occur, these are only occasional and do not limit the rating for this criterion. Likewise, a good range of sentence structures is used with a high level of accuracy resulting in frequent error-free sentences. Minor systematic errors persist, however, and punctuation is unhelpful at times. The strength of the appropriate response to the task, and the lexical resource in particular, mean overall this response is a good example of Band 7.5.

IELTS Speaking Sample Tasks

The IELTS Speaking test includes a variety of tasks.

There are three parts to the test and each part fulfils a specific function in terms of interaction pattern, task input and test taker's output.

Read the details of each task type on our [Test format page](#).

Contents

Speaking Sample Task – Part 1.....	3
Speaking Sample Task – Part 2.....	5
Speaking Sample Task – Part 3.....	6

Speaking Sample Task – Part 1

Part 1 – Introduction and interview: Examiner Frame

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

Let's talk about your home town or village.

1. What kind of place is it?
2. What's the most interesting part of your town/village?
3. What kind of jobs do the people in your town/village do?
4. Would you say it's a good place to live? (Why?)

Let's move on to talk about accommodation.

5. Tell me about the kind of accommodation you live in?
6. How long have you lived there?
7. What do you like about living there?
8. What sort of accommodation would you most like to live in?

Part 1 – Introduction and interview: [Recording](#)

Part 1 – Introduction and interview: Transcript

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

Examiner: Now, in this first part, I'd like to ask you some more questions about yourself, OK?
Let's talk about your home town or village. What kind of place is it?

Candidate: It's quite a small village, about 20km from Zurich. And it's very quiet. And we have only little ... two little shops because most of the people work in Zurich or are orientated to the city.

Examiner: What's the most interesting part of this place ... village?

Candidate: On the top of a hill we have a little castle which is very old and quite well known in Switzerland.

Examiner: What kind of jobs do people in the village do?

Candidate: We have some farmers in the village as well as people who work in Zurich as bankers or journalists or there are also teachers and some doctors, some medicines.

Examiner: Would you say it's a good place to live?

Candidate: Yes. Although it is very quiet, it is ... people are friendly and I would say it is a good place to live there, yes.

Examiner: Let's move on to talk about accommodation. Tell me about the kind of accommodation you live in ...

Speaking Sample Task – Part 2

Part 2 – Individual Long Turn: Candidate Task Card

Describe something you own which is very important to you.

You should say:

**where you got it from
how long you have had it
what you use it for**

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you're going to say.
You can make some notes to help you if you wish.

Rounding off questions

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

Part 2 – Individual Long Turn: [Recording](#)

Part 2 – Individual Long Turn: Transcript

Examiner: Alright? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up.

Candidate: OK

Examiner: Can you start speaking now, please?

Candidate: Yes. One of the most important things I have is my piano because I like playing the piano. I got it from my parents to my twelve birthday, so I have it for about nine years, and the reason why it is so important for me is that I can go into another world when I'm playing piano. I can forget what's around me and what ... I can forget my problems and this is sometimes quite good for a few minutes. Or I can play to relax or just, yes to ... to relax and to think of something completely different.

Examiner: Thank you. Would it be easy to replace this, this piano?

Candidate: Yes, I think it wouldn't be that big problem but I like my piano as it is because I have it from my parents, it's some kind unique for me.

Speaking Sample Task – Part 3

Part 3 – Two-way Discussion: Examiner Frame

Let's consider first of all how people's values have changed.

1. What kind of things give status to people in your country?
2. Have things changed since your parents' time?

Finally, let's talk about the role of advertising.

3. Do you think advertising influences what people buy?

Part 3 – Two-way Discussion: Recording

Part 3 – Two-way Discussion: Transcript

Examiner: We've been talking about things we own. I'd like to discuss with you one or two more general questions relating to this topic. First, let's consider values and the way they can change. In Switzerland, what kind of possessions do you think give status to people?

Candidate: The first thing which comes in my mind is the car. Yes, because lots of people like to have posh cars or expensive cars to show their status, their place in the society.

Examiner: Is that a new development?

Candidate: No, I think it isn't.

Examiner: People have thought like that for quite a long time?

Candidate: Yes. Another thing is probably the clothing. It starts already when you are young. When the children go to school they want to have posh labels on their jumpers or good shoes.

Examiner: What do you think of this way of thinking, that I need to have a car or certain clothes to show my status?

Candidate: Probably it's sometimes a replacement for something you don't have, so if your wife has left you or your girlfriend, you just buy some new, I don't know, new watches or new clothes to make you satisfied again.

Examiner: You don't think of it as a healthy way of thinking?

Candidate: It's probably not honest to yourself. You can understand what I mean?

Examiner: Yes. And do you think this will change? In the future, will cars and designer clothes be status symbols in the same way?

Candidate: I'm sure that clothes will be ... that the thing with the clothes will be the same.
I'm not so sure about the cars because cars cause lots of environmental problems and probably in some years, a few years, this will change because it's not reasonable to drive a car anymore.

Examiner: Can you tell me a little bit more about that? ...