

Written by Nerada Turner  
- IELTS & PTE Specialist

# Secrets to IELTS Success: BAND 8

An IELTS expert's guide to the IELTS test

**"Your direct path to a brighter future"**

©Turner English 2013

984 Toorak Road, Camberwell, 3124  
Victoria AUSTRALIA

**Phone:** +61 03 9079 6339

**Email:** [info@turnerenglish.com.au](mailto:info@turnerenglish.com.au)



## About the Author



### Nerada Turner IELTS & PTE Specialist

#### Turner English

- Master of Teaching in 2004 (TESOL and Japanese Language) The University of Sydney
- Government Registered Teacher with the Victorian Institute of Teaching – Expert level teacher (10 years qualified experience)
- Worked at DEAKIN, MONASH University, Nazareth High School (High School Preparation)
- Appeared on television (Channel 31) on November 15th & 21st 2015 & October 5th 2014, as part of a discussion panel on English language testing & migrant issues
- Bachelor of Arts (Asian Studies and Japanese) USYD
- Director of Studies for Education Queensland International
- Teaching IELTS Writing and Speaking for over 7 years
- Co-author of “Your secret to IELTS Success- Band 8”(available on amazon.com)
- Author of “IELTS Recipe for Success” (available on amazon.com)
- Strong advocate for Internationalism and Immigration
- Supporter of War Children in Sri Lanka
- Overseas teaching experience (Japan)
- IELTS Teacher Trainer experience
- ICT and blended learning supporter

## Welcome to Secrets to IELTS Success band 8!

The information about the IELTS test that is contained in the following pages is drawn from 15 years of teaching experience.

Firstly, simply reading this e-book does not guarantee that you will achieve the band score that you desire; however, it will show you, through examples and explanations, how to approach the test productively and with intelligence.

Contained in these chapters is expert advice on how to tackle the different parts of the test and how to avoid certain difficulties and ‘traps’ that exist in the IELTS test. The book begins by going over the writing modules and analyzing the IELTS essay (Task 2 in General and Academic) and systematically outlining the best ways to approach different question types, how to write introductions, body paragraphs and conclusions, and how to maximize your band score.

After a discussion of the IELTS essay, we have provided a detailed account of how to complete Task 1 (General): the letter. Here you will find a step by step guide to writing IELTS letters and tips and techniques on how to maximize your time and desired outcome. Following this, there are tips provided for the speaking, listening and reading modules, which will assist you in preparing for your test.

Finally, I wish you all the success in the future with your IELTS goals and hope that this e-book has a positive influence.

Best wishes,

Education Hub

---

# About the Test

---



## 1. About the Test

IELTS is the International English Language Testing System which tests English proficiency across the globe. Conducting 1.7 million tests globally, IELTS is the world's most popular English testing system.

IELTS tests are held in **over 800 centres** with **tests up to four times a month**. IELTS respects international diversity and is fair to anyone who sits the test, regardless of nationality.

You can choose from two types of IELTS test: **Academic or General Training**, depending on whether you want to study, work or migrate. Both modules are made up of four parts – Listening, Reading, Writing and Speaking. IELTS results are graded on the unique IELTS 9-band scale.

To help you prepare, IELTS provides **test samples** and **Official IELTS Practice Materials**. The test covers the full range of ability from non-user to expert user. You are not limited in how many times you can sit the test.

You can trust the quality and security of IELTS because it is jointly owned by three reputable, international organisations: **British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL)**.

# Table of Contents



The Writing Module - Task 2.....	5
Essay Band Descriptors.....	9
The Writing Module - Task 1.....	13
Letter Writing (sample chapter).....	18
Speaking .....	24
The Listening Module.....	30
Listening Tips.....	33
The Reading Module.....	36
Coda.....	47

---

# The Writing Module: Task 2 Essay Writing



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

---

Writing a good essay for the IELTS test is not the same as writing a good essay for a university course. The IELTS essay is graded with specific criteria (the IELTS Band Descriptors), so it makes sense to be well acquainted with the band descriptors before you take the test and to use the band descriptors to judge and evaluate your own writing. However, before we discuss the band descriptors, it is important to look more closely at the structure of an essay.

## **Structure and Paragraphing**

All essays have the following parts: an introduction, body paragraphs and a conclusion. By looking at these parts separately and then together, we will get a better idea of the importance of structure and paragraphing.

## **The Introduction**

The introduction of an IELTS essay should provide relevant background about the topic under discussion and then provide a purpose statement or thesis. Often many IELTS candidates (and teachers of IELTS) complicate the introduction, by insisting that there should be three, four or even five sentences. This assumption is wrong for the following reasons. First, the introduction needs to be concise; it should highlight the importance of the topic and provide a specific purpose or thesis. Next, it should not confuse the topic under discussion. By being brief it should be able to avoid ambiguity and be focused and on topic. Furthermore, the introduction is there to lead the reader into the most important part of the essay (the body paragraphs) and, as a result, should quickly and concisely get to the point so that the main focus of the essay can be given time and space to develop.

## Approaching the Introduction

One of the best ways to stay on topic and write a concise introduction is to employ the following steps.

Read and understand the question and then go through the 5 steps as they are highlighted below.

**IELTS Essay Question:** Older people should be looked after by their children, not the government. To what extent do you agree or disagree?

### Step 1: Find Key Words

Older people  
Looked after  
Their children  
Not the government

### Step 2: Rephrase the words in the title

Older people – the elderly  
Looked after – responsible for  
Their children – the family  
Not the government – not a government department

### Step 3: Write a sentence with the key words

Some people feel that responsibility for the care of elderly people rests with the family and not with a government department.

### Step 4: What is the purpose of the essay?

Although there are arguments to be made in support of this, there is perhaps a stronger view that feels that older people should not have to rely on the goodwill of their family, as will now be discussed.

### Step 5: Put it all together

Some people feel that responsibility for the care of elderly people rests with the family and not with a government department. Although there are arguments to be made in support of this, there is perhaps a stronger view that feels that older people should not have to rely on the goodwill of their family, as will now be discussed.

## Writing Body Paragraphs

As the most important part of your essay and the part that will eventually help you achieve the band score you desire in IELTS, it is important to understand how to structure a solid academic paragraph.

One way to do this is to follow the **topic sentence - supporting idea - example - explanation** model.

The topic sentence is the most general sentence in the paragraph and basically lets the reader know what aspect of the thesis you will be discussing. The topic sentence should be short and concise and should be broad enough to cover all parts of the paragraph that are discussed.

The supporting idea is a more specific area related to the topic sentence. It allows the writer the opportunity to discuss a relevant aspect of the topic as it pertains to the topic sentence.

The example and explanation part of the paragraph is where the writer supports their choice of topic and idea by introducing valid examples and then explaining how these examples relate to the topic.

In this way the paragraph moves from general to specific and from introduction of idea to discussion of idea. This structure is logical and easy to read.

### Example of Body Paragraph

*In spite of these reasons, there is an important argument in favour of also promoting staff because of their performance. This becomes evident by how some multi-nationals use yearly performance and development reviews when deciding on promotion. Under this system, a supervisor can set targets for an employee and if those targets are reached, then the employee can be promoted, even if they are relatively junior. The benefit of this approach to promotion is that it encourages staff to work harder and rewards merit and not just long service.*

## Writing the Conclusion

The conclusion of the essay, like the introduction, needs to be short and concise. The function of the conclusion is to re-state your purpose or thesis (this should be paraphrased) and to give your opinion on the topic you have discussed (this can be done through offering a prediction or suggestion).



## Essay Types

Although some people argue that there are 3 or 4 distinct IELTS essay types, this is simply not true. From my experience, the essay questions in IELTS do resemble particular question types; however, it is not unusual for the essay question to be quite different to what candidates expect. Thus, to best address the Task 2 essay question, it is important to fully understand what the question is asking you to do rather than simply assigning an essay type to the question.

## Suggestions for Answering the Question

- Address the topic directly and do not change the focus of the question.
- It is better to use examples from the world around us rather than limiting your response to personal experience (unless you have been asked to do so)
- Write about EVERY aspect of the question. If you do not respond to every part of the question then you will receive a low score for Task Response.

## Approaching IELTS Essay Questions

1. Read the question and identify the key words/phrases.
2. Identify what the question is asking you to do:
  - Compare and Contrast
  - Cause and Effect
  - Problems and Solutions
  - Advantages and Disadvantages
  - Argument
  - Provide Opinion
  - Make Predictions
3. Write your introduction using the strategies outlined above (paraphrase question and provide a purpose statement or thesis)
4. Outline your body paragraphs (based on your thesis). Try to include your examples, some key vocabulary and some reasons why you have chosen these examples.
5. Make some notes for your conclusion, including your summary and some notes on how you will complete your essay (what techniques will you use: suggestion, prediction, etc).
6. Write your essay, but be very aware of the question you are answering.
7. Finally, leave yourself time to revise your language use and to check your ideas.

## IELTS Task 2 Writing band descriptors (public version)

Band	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	<ul style="list-style-type: none"> <li>- fully addresses all parts of the task</li> <li>- presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>- uses cohesion in such a way that it attracts no attention</li> <li>- skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>- sufficiently addresses all parts of the task</li> <li>- presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>- sequences information and ideas logically</li> <li>- manages all aspects of cohesion well</li> <li>- uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>- skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>- produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of structures</li> <li>- the majority of sentences are error-free</li> <li>- makes only very occasional errors or inappropriacies</li> </ul>

Band	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
7	<ul style="list-style-type: none"> <li>- addresses all parts of the task</li> <li>- presents a clear position throughout the response</li> <li>- presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>- logically organises information and ideas; there is clear progression throughout</li> <li>- uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>- presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>- uses less common lexical items with some awareness of style and collocation</li> <li>- may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>- uses a variety of complex structures</li> <li>- produces frequent error-free sentences</li> <li>- has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>- addresses all parts of the task although some parts may be more fully covered than others</li> <li>- presents a relevant position although the conclusions may become unclear or repetitive</li> <li>- presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>- arranges information and ideas coherently and there is a clear overall progression</li> <li>- uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>- may not always use referencing clearly or appropriately</li> <li>- uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>- uses an adequate range of vocabulary for the task</li> <li>- attempts to use less common vocabulary but with some inaccuracy</li> <li>- makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- uses a mix of simple and complex sentence forms</li> <li>- makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>

Band	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
5	<ul style="list-style-type: none"> <li>- addresses the task only partially; the format may be inappropriate in places</li> <li>- expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>- presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>- presents information with some organisation but there may be a lack of overall progression</li> <li>- makes inadequate, inaccurate or over- use of cohesive devices</li> <li>- may be repetitive because of lack of referencing and substitution</li> <li>- may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>- uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>- may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a limited range of structures</li> <li>- attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>- may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>- responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>- presents a position but this is unclear</li> <li>- presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>- presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>- uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>- may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>- uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>- has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>- some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>

Band	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
3	<ul style="list-style-type: none"> <li>- does not adequately address any part of the task</li> <li>- does not express a clear position</li> <li>- presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>- does not organise ideas logically</li> <li>- may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>- errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>- attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>- barely responds to the task</li> <li>- does not express a position</li> <li>- may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>- has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>- uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>- cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>- answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>- fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>- can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>- cannot use sentence forms at all</li> </ul>
0				

## Band Descriptors

It is very important to have a good understanding of the band you want to achieve before you take the IELTS test. For instance, if you want/need to achieve a Band 7 in writing, it is essential that you understand that for **Task Response** you 'address all parts of the task' and that for **Coherence and Cohesion** you need to 'logically organise information and ideas; there is clear progression throughout, moreover for **Lexical Resource** you are required to 'uses a sufficient range of vocabulary to allow some flexibility and precision'. Finally, for **Grammatical Range and Accuracy** you are required to 'use a variety of complex structures'.

The first statement in the band descriptors, known as the **Overarching Statement**, is the most important aspect of each band. If you fail to fulfill the **Overarching Statement** of the band then the examiner will automatically start looking at the lower band score. Thus, you need to make sure that you fulfill the **Overarching Statement** and rest of the band descriptor if you wish to receive the band score you desire.

# The Writing Module: Task 1

## General Training - The Letter

# IELTS Preparation Courses

---

### 9 Tips for Successful IELTS Letter Writing

#### 1. Answer All Parts of the Question

This has to be the most common mistake. As you know, each IELTS letter question contains 3 bullet points and you need to make sure that you address all 3 points in your answer. If you leave one of them out, you will be penalised for task achievement. Another point is that you need to make sure that you include the appropriate amount of detail for each point. This means that you need to write more about one topic and less about another.

#### 2. The function(s) of the letter needs to be identified

You really should think about what the purpose of the letter before you start planning and writing. By identifying the functions you will save yourself time and will answer the question correctly:

- complaint
- request
- explanation
- apology
- application
- suggestion

By identifying these functions you will be able to use an appropriate functional phrase (see p. 15-16).

#### 3. Use a variety of grammar

It is important to use different grammatical structures and not just rely on simple sentences. As with the academic essays from Task 2, you will be graded on your **grammatical range and accuracy**. Thus, even if you are writing to a friend, you need to use a variety of sentences.

#### 4. Memorize letter openings

When writing more formal letters, we usually open with a purpose sentence explaining why we are writing. A common phrase here is “**I am writing to....**”. We use these openings because the person we are writing to does not know us and they need to understand what the purpose of the letter is. However, when we write to a friend, we normally demonstrate the relationship by personalising our opening. A common phrase might be, “I was so pleased to hear from you again. It’s been ages since we’ve seen one another...”. Tone is very important for IELTS letters, and the IELTS examiner is looking for a consistent tone.

#### 5. Memorize closings

There are different ways to end letters. In more formal letters where you have asked for some information, you might write:

“I look forward to hearing from you soon.”

By contrast, in a letter to a friend who is coming to visit you, you might try:

“I can’t wait to see you. And don’t forget to give my love to all your family.”

#### 6. Always plan what you are going to write

You should spend time thinking about and organising your letter. This means that you should think carefully about:

- how many paragraphs you are going to use
- what the main points to include are
- what details you need to add
- what vocabulary you need

#### 7. Write **at least** 150 words

This is fairly obvious, though I have read many scripts that have been under length and have been penalised as a result. Also, the examiner will not count any words you have directly copied from the question.

#### 8. Always check your spelling and punctuation

Candidates frequently make more basic spelling and punctuation mistakes in letters. This could be due to the fact that letters are often less formal than essays. Don’t fall into this trap: **Always check your spelling and punctuation.**

#### 9. Memorize and practise using functional phrases

Letters have a very specific language. One way to improve your letter writing is to learn phrases for different functions (see p. 15-16).

## Functional Phrases for Writing IELTS Letters

As mentioned in tip number 9, functional phrases can help you in a variety of ways. First, by identifying the functions in the bullet points in the question you are attempting to answer, you are then able to choose a functional phrase that suits that part of the question. For example, if you are required to ‘complain about the service you received’ you could use one of the following phrases:

**I am writing to express my dissatisfaction with...**

**I am writing to express my annoyance with...**

**I am writing to complain about...**

**I am writing to express my concern about the fact that...**

**I wish to complain in the strongest terms about...**

As you can see, by using one of the above phrases to address the relevant bullet point you have made your purpose clear and you only need to add the complaint as the rest of the sentence is already written for you.

The above functional phrases for complaint letters also exist for other functions, such as to request, explain, apologise, apply for a job and to make a suggestion (just to name a few).

Here is a list of some functional phrases that are useful for formal letters:

### Formal Letters – Functional Phrases

Complaining/expressing dissatisfaction	Giving bad news
I am writing to express my dissatisfaction with...	I regret to inform you that... I regret to advise you that...
I am writing to express my annoyance with...	I am afraid I have some bad news.



<b>Giving reasons</b>  This is because...  This is because of...  This is due to... This is as a result of...	<b>Purpose</b>  I am writing in connection with... The purpose of this letter is to... The reason I am writing is...
<b>Asking for Help</b>  I'd be grateful if you could...  I would be grateful if you could...  I would appreciate it if you could...  Could you please...  I would like to know...	<b>Asking for Information</b>  I am writing to enquire about...  I am writing to find out about...  What I am looking for is...  I would like to know about/if... Please let me know...
<b>Making suggestions</b>  Would it be a good idea to...  Perhaps it would be a good idea to... I suggest that you...	<b>Applying</b>  I am writing in regards to the advertisement... I am writing in response to the job..

Here is a list of some functional phrases that are useful for informal letters:

### Opening/closing

**Opening:** Dear (name) → **Closing:** All the best,/Love,/Best wishes,

### Starting your letter

Thank you for your letter. It was great hearing from you.  
Sorry I haven't written for so long.  
I'm writing to tell you about...

### Ending your letter

Give my love to your parents/family.  
I can't wait to see you.  
Write back and tell me all your news.  
That's all my news for now.



**Making suggestions**

Why don't you/we...?

I think...

How about...? / Let's...

**Asking for information**

I'd like some more information about...

I'd love it if...

I'd appreciate it if...

**Giving advice**

I'm sure you could...

You should...

Why don't you...?



# Letters

APPLICATION  
LETTER I



This is the letter you write to apply for a certain position that is vacant. In real life you would attach your resume to it. Of course, you don't have to do it in IELTS, writing the letter is enough.

## You will learn to:

- identify an application letter question
- use functional letter phrases for application letters
- develop collocations for an application letter
- employ a variety of grammatical structures
- outline an application letter
- write an application letter

### Thematic Vocabulary

A great way to enhance your letter and boost your lexical resource score is to use thematic vocabulary. Thematic vocabulary is any words or phrases that are related to the topic you are writing about.

Salary - earn a salary, monthly salary

Market - market leader, target market, domestic market, market share

Qualifications - relevant qualifications, educational qualifications, detail my qualifications



## Functional Phrases for Letters of Application

There are 4 paragraphs in this type of letter. They should look something like this:

1. Start with "Dear Sir/Madam", (or write a person's name if it was given in task instructions)

Write what positions you are applying for, and where it was advertised.

"I would like to apply for the position of secretary advertised in 'Herald Tribune' on April 15th 2009."

2. Write about your skills, diplomas and experience.

"I am a Software Engineer with more than ten years experience in..."

"I graduated in (subject) from (name) University, 2011."

"At present I am employed as a (name of job) by a company that makes/designs/sells/promotes (product or service) in (location)."

"I am familiar with..."

"My skills include working with...performing...managing..."

"During the course of my present job I have been responsible for planning and the organisation of..."

"I am used to working at a fast pace to meet deadlines."

3. Explain why you are interested in this job, express your motivation to contribute. Ask to schedule an interview as soon as possible.

"I would like to apply my skills in your company."

"I believe the position you are offering will give me the opportunity to..."

"If you find my skills and experience suitable, please contact me to schedule an interview."

"I am looking forward to discussing my credentials with you personally."

4. Thank the person

"Thank you for your time and consideration."

"Yours sincerely, Mr. Smith (if you know the person)"

"Yours faithfully, Mr. Smith (if you don't know the person)"

## Thematic Vocabulary

Task: Come up with your own thematic list using business as the theme. Remember to use collocations where possible.

## Vocabulary in Context

providing  
communication  
faithfully  
unsupervised  
credentials  
position  
experience  
apprenticeship  
administering  
incidents  
available  
suitable  
schedule  
interview  
discussing  
consideration  
passengers  
personality

Dear Sir/Madam,

I would like to apply for the 1. \_\_\_\_\_ of flight attendant, advertised in "The Wings" issue on 27th October, 2009.

As you can see from my CV, I am a flight attendant with 5 years of 2. \_\_\_\_\_. I had a one year 3. \_\_\_\_\_

\_\_\_\_\_ with United Airways, and during the following 3 years I worked for Sky-High Airlines. Last year I was working for Air Comfort Airlines, 4. \_\_\_\_\_ customer service to first class 5. \_\_\_\_\_.

I have a pleasant 6. \_\_\_\_\_ and good 7. \_\_\_\_\_ skills. I am familiar with service and emergency instructions, and I am used to working 8. \_\_\_\_\_. My experience includes 9. \_\_\_\_\_ first aid to ill passengers and dealing with unusual 10. \_\_\_\_\_. Moreover, I am 11. \_\_\_\_\_ to work weekends, holidays and overtime.

If you find my skills and experience 12. \_\_\_\_\_, please contact me to 13. \_\_\_\_\_ an 14. \_\_\_\_\_. I am looking forward to 15. \_\_\_\_\_ my 16. \_\_\_\_\_ with you personally.

Thank you for your time and 17. \_\_\_\_\_.

Yours 18. \_\_\_\_\_,

Miss Susan Holts

You have seen an advertisement in the Daily News on 6<sup>th</sup> of November 2007 for a housekeeper.

Include the following information:

- provide your reason for writing
- provide details of any relevant experience
- give reasons why you should be considered for the job

Reason for writing	Details of experience	Reasons to be considered

## Vocabulary


## IELTS Band Descriptors

**Task Achievement:** clear purpose, consistent tone, appropriate tone, bullet points are all addressed, highlights & illustrates bullet points

**Coherence & Cohesion:** Logical organization, clear paragraphing, sequence

**Lexical Resource:** vocabulary used with fluency and precision, less common words, collocation, spelling

**Grammar:** wide range, error-free sentences, complex sentences, punctuation

**INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

## WRITING ANSWER SHEET

Candidate Name: ..... Candidate Number: .....

Centre Name: ..... Date: .....

Module: ACADEMIC ☐ GENERAL TRAINING ☐ (Tick as appropriate)

## TASK 1

EXAMINER'S USE ONLY

EXAMINER 2 NUMBER: .....

CANDIDATE NUMBER: ..... EXAMINER 1 NUMBER: .....



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EXAMINER 2  
TASK 1

TA		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

**EXAMINER 1**  
**TASK 1**

TA		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

# The Speaking Module



---

## Speaking Test Tips

### 1. Always provide full answers.

Always provide more than one word answers and include some detail. Demonstrate to show the examiner that you are confident in speaking English by speaking in full sentences and providing relevant and detailed responses. Try not to speak too long or the examiner may think you've misunderstood the question or have memorized your answer.

### 2. Volume is important.

Very often, students speak rather softly due to nervousness. One way of overcoming this is to use simple, correct language rather than complicated vocabulary and speak loudly enough that the examiner does not have to strain to hear you. This indicates self-confidence and command of the language.

### 3. Speak clearly.

Although everyone has an accent when they speak English, the important point is that you pronounce your words clearly so the examiner can understand you. Make sure that you rehearse in advance to overcome any pronunciation problems. If you do make a mistake, don't worry about it, just correct yourself and keep going.

#### **4. Use a variety of vocabulary.**

Try to avoid words like good, bad, nice, or okay. Use **descriptive words that carry more meaning**. Develop your vocabulary before the test. One way to do this is to learn synonyms for commonly used words.

#### **5. Avoid using slang.**

The examiner will give you between 11-14 minutes to display the best English you know in all the years that you have been learning English! Be formal rather than informal.

#### **6. Follow the pace of the examiner.**

Speaking too quickly is a VERY common error amongst candidates. Doing so will have a negative effect on your pronunciation and fluency and coherence. Also, don't speak too slowly. If you speak too slowly, you will sound like you lack confidence and will score very badly on fluency and coherence. The examiner will always speak first, so it is a good idea to follow his/her pacing.

#### **7. For the speaking test memorizing answers is a bad idea.**

The examiner will be able to recognize very quickly if you are not speaking naturally and spontaneously and will change the subject or give you a lower score. Practice answering IELTS style questions and get to know the common themes that are always used in the IELTS test.

#### **8. Ask for clarification.**

You cannot ask questions in Parts 1 and 2, but you can do so, if necessary in Part 3.

#### **9. Practice timing your responses.**

By being prepared to speak for two minutes in Part 2. This quite daunting for many candidates, so the more you practice it the better you will be. To do this you should practice a variety of questions and try to obtain feedback from a native speaker of English.

#### **10. Always stay on topic.**

It is a bad idea to change the subject as the examiner will think you have misunderstood and will give you a lower mark.

#### **11. Finally, practice, practice, practice.**

Take turns asking friends questions about current events and develop your ability to speak about various topics, using varied sentence structure and vocabulary.

## IELTS Speaking band descriptors (public version)

Band	Fluency and Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
9	<ul style="list-style-type: none"> <li>• speaks coherently with fully appropriate cohesive</li> <li>speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar features</li> <li>• develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• uses vocabulary with full flexibility and precision in all topics</li> <li>• uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• uses a full range of structures naturally and appropriately</li> <li>• produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>• is easy to understand throughout, with L1 accent having minimal effect on intelligibility</li> <li>• uses a wide range of phonological features to convey meaning effectively</li> </ul>
8	<ul style="list-style-type: none"> <li>- speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>- develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>• uses less common and idiomatic vocabulary skillfully with occasional inaccuracies</li> <li>• uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>• uses a wide range of structures flexibly</li> <li>• produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>	<ul style="list-style-type: none"> <li>• is easy to understand throughout, with L1 accent having minimal effect on intelligibility</li> <li>• uses a wide range of phonological features to convey meaning effectively</li> </ul>

Band	Fluency and Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
7	<ul style="list-style-type: none"> <li>- speaks at length without noticeable effort or loss of coherence</li> <li>- uses a range of connectives and discourse markers with some flexibility</li> <li>- may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> </ul>	<ul style="list-style-type: none"> <li>• uses vocabulary resource flexibly to discuss a variety of topics</li> <li>• uses some less common and idiomatic vocabulary and shows some awareness of style and collocation with some inappropriate choices</li> <li>• uses paraphrase effectively</li> </ul>	<ul style="list-style-type: none"> <li>• uses a range of complex structures with some flexibility</li> <li>• frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>• can be understood throughout, though mispronunciation may occasionally cause momentary strain for the listener</li> </ul>
6	<ul style="list-style-type: none"> <li>- is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>- uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>• generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>• uses a mix of simple and complex structures, but with limited flexibility</li> <li>• may make frequent mistakes with complex structures, though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>• can be understood throughout, though mispronunciation may occasionally cause momentary strain for the listener</li> </ul>
5	<ul style="list-style-type: none"> <li>• usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going markers</li> <li>• may over-use certain connectives and discourse</li> <li>• produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>• attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>• produces basic sentence forms with reasonable accuracy</li> <li>• uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>• can be understood throughout, though mispronunciation may occasionally cause momentary strain for the listener</li> </ul>

Band	Fluency and Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
4	<ul style="list-style-type: none"> <li>• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>• rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>• produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>• errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>• produces some acceptable features of English pronunciation but overall control is limited and there can be severe strain for the listener</li> </ul>
3	<ul style="list-style-type: none"> <li>- speaks with long pauses</li> <li>• has limited ability to link simple sentences</li> <li>• gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>• uses simple vocabulary to convey personal information</li> <li>• has insufficient vocabulary for less familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li> <li>• makes numerous errors except in memorised expressions</li> </ul>	<ul style="list-style-type: none"> <li>• produces some acceptable features of English pronunciation but overall control is limited and there can be severe strain for the listener</li> </ul>
2	<ul style="list-style-type: none"> <li>- pauses lengthily before most words</li> <li>- little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>• only produces isolated words or memorised utterances</li> </ul>	<ul style="list-style-type: none"> <li>- cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>- speech is often unintelligible</li> </ul>
1	<ul style="list-style-type: none"> <li>- no rateable language</li> <li>- no communication possible</li> </ul>	<ul style="list-style-type: none"> <li>- no rateable language</li> <li>- no communication possible</li> </ul>	<ul style="list-style-type: none"> <li>- no rateable language</li> <li>- no communication possible</li> </ul>	<ul style="list-style-type: none"> <li>- no rateable language</li> <li>- no communication possible</li> </ul>
0				

The secret to success with the speaking component of the test is to understand the band descriptors and be VERY clear about what the examiner is looking for. Unfortunately, many candidates are unclear about what the examiner is looking for and, as a result, do not score very well on the speaking section. One of the common mistakes made by candidates is trying to impress the examiner by using English slang or speaking very quickly. These approaches not only do not work, but they have leave the examiner with a negative impression of you. By understanding the expectations of the examiner and have a thorough understanding of the speaking band descriptors, you will be able to maximize your score.

### Secrets to Understanding the Band Descriptors



- A. **Fluency and cohesion:** Most of the time fluency is misunderstood as candidates believe that speaking quickly and continuously is the answer, however the truth is, fluency has nothing to do with speaking quickly. It actually means you need to give appropriate pauses in your speech wherever you feel a comma or a full-stop, should be.
- B. **Lexical Resource:** Many candidates believe that they need to use low-frequency and academic vocabulary in every sentence. Mistakenly they feel that the examiner will be impressed if the candidate uses 'difficult' and not commonly used words. This is untrue. Examiners are looking for flexibility and accuracy in relation to vocabulary usage and not lots of 'difficult' words. One of the best ways to score well for lexical resource is to learn thematic vocabulary and collocations: words which relate to a specific topic. Common topics that are covered in the IELTS test are: technology, health, crime, education, media and environment (just to name a few). By learning 'thematic vocabulary and collocations' you already have a variety of relevant language to use for specific topics.
- C. **Grammatical Range and Accuracy:** The secret to being successful in terms of Grammatical Range and Accuracy is using structures that you know and are confident with and to be sure to use these structures correctly. Moreover, to score well (Band 7 and higher) you need to use some complex grammatical structures (relative clauses, conditionals, subordinating conjunctions, and so on). Again, not every sentence needs to have complexity; however, you do need to remember to include it.
- D. **Pronunciation:** A large number of candidates spend many hours trying imitate an English, or American or Australian accent, when in reality it is quite possible to score Band 9 while not perfecting an accent that sounds like a native speaker. The main focus of pronunciation is to speak clearly and be understood throughout the speaking test. With this in mind, it is more important to focus on the rhythm of the language and to understand that English is a stressed language.

# The Listening Module

Comprehension & Understanding

## LISTENING WITH A PURPOSE

---



There are a variety of ways that you can prepare for the listening test. Firstly, it is important to spend some time getting used to different accents as the IELTS listening test employs speakers from Australia, America, the UK as well as other regional accents. One way you can do this is to spend some time watching English language TV and films, listening to English language radio programs and music and, of course, doing IELTS practice tests. Have as many conversations with native English speakers as you can, and practise in English as often as possible with your non-native English-speaking friends.

Remember that the listening part of the IELTS test is the same for Academic and General Training Module candidates. There are 4 sections, and each is treated separately and played once only.

The moment you hear the words "**Section 1**", "**Section 2**" etc. you should:

- be ready to listen for the instructions that are given
- listen for details about the information contained in the coming passage, (e.g. who? what? where? when? why?)

You should check where the questions are located on the pages in the section to be heard. In the time you are given you before the listening passage begins, you should do your best to predict what you will hear.



## LEARN TO MAKE PREDICTIONS

There are many types of IELTS listening question tasks:

- matching tasks
- multiple choice tasks
- short-answer question tasks
- true/false tasks
- sentence completion tasks
- chart / table completion tasks
- gapfill tasks
- diagram labelling tasks

In the Listening Test it is important to be familiar with ALL the question types before taking the test. Moreover, as you are expected to use various skills at the same time, many candidates often find this the most demanding of the four tests. You need to be able to:

- read the instructions and questions
- listen for general information
- listen for specific information
- write the answers as you listen for the answers to the questions that follow.

In the time before each listening passage, you need to look at each section in the test booklet, and you should try to predict information about the listening passage situation. Try to predict the number of people involved and what they might be doing or planning. Also try to predict what they might say and the words they might use.

Although you are given only a short time to look at the questions before the listening passage begins, to score well in the Listening Test you need to develop the ability to think ahead. The more effectively you can predict, the quicker your mind will form the correct word associations to make with the topic, and the better you will be able to work out the meaning of what you hear.

An effective exercise for helping to develop the ability to predict is to listen to recordings in English and pause after every minute or two to ask yourself what will happen and what you will hear next. It is important to think about the words that you expect to hear. Write them down, and then check to see how many you guessed correctly.

### **The secret to increasing your listening skills is to better predict what you might hear**

The first section of the Listening Test is the easiest of the four sections, and each section becomes progressively more difficult. If you are confident with your English level, you should have little trouble hearing all the answers in Section 1. Most candidates who are confident and rehearsed should be able to score 100% in this section. However, it is also easy to make unnecessary mistakes due to over confidence or lack of preparation. Listen for a general understanding of the situation, and at the same time listen for the specific keywords or phrases.

Predicting the words you might hear in Section 1 is easier if you work out the word variables. The variables are those words and situations in a possible answer that can vary or change, according to what you hear. In many types of questions, multiple choice for example, those variable word/phrase choices are given to you. In other questions, the choice of words you may hear is completely up to you to predict.

**IELTS™**



Now we will look at two of the most common types of question and discuss the most effective ways of tackling them.

## Gap-fills Step by Step

- Before you listen:

Read the instructions carefully.

Always look at and listen for the example.

- As you listen:

Choose the keywords/phrases to listen for, and be aware of the question changing.

Be aware that one or two of the answers may not be given in question order.

The answers may come quickly one after the other.

Be aware that the word or phrase you need may already be on the page.

Use shorthand to  
which you write



improve the speed at  
down your answers.

In the time given to you at the end of the gap-fill:

Make sure your words and numbers are easy to read.

Guess the answers to unanswered questions - do not leave blanks.

Check that your answers are given in grammatically correct English.  
i.e. for answers that should be in plural form.

## Multiple Choice - Step by Step

There is not have much time to read the multiple choice questions in the Listening Test booklet before the passage begins. As a result, decide which parts of the question task to read first.

Before you listen:

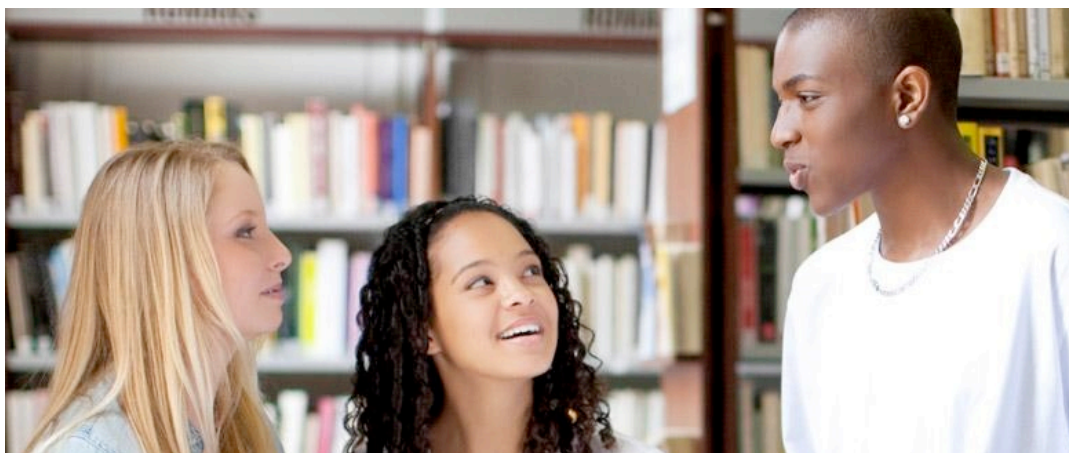
It is important to understand what the **topic of the talk or conversation** is about so that you can predict what ideas and words you might hear. Therefore, always read the instructions first.

After you have read the instructions, do not forget to look at the example.

Next, you should read the first question and all the possible answer choices to that question. In doing this, you will be prepared for the first question when the passage begins. Please note that you do not know how much time you have before the passage begins.

Underline any keywords/phrases in the question and possible answer choices that you feel might help you to listen for the answer. Also, make sure that the keywords/phrases refer to the specific topic of the question.

Then, you should at least read the other questions for keywords before you read any of the possible answer choices to those questions. This will further assist you with



predicting and prepare you to move on to the next question as the questions change.

Be ready to give the answer to the first question as soon as the passage begins. Often the answer to the first question is given in the speaker's very first sentence.

- As you listen:

Carefully examine the answer choices for each question as you listen to the passage.

Do not overlook "all (or none) of the above" answer choices.

If in doubt, consider the longest answer after rejecting any illogical answers.

In the time given to you at the end of the multiple choice questions:

Check the choices you have made.

Guess the answers to unanswered question do not leave blank



# The Reading Module



---

## Great Tips for Maximizing Your Reading Score

### 1. Always focus on the question

The texts in IELTS are often quite hard, so candidates spend as much time as possible reading the texts. This is a HUGE mistake. Why is this? Well, mistakes are made by not focussing enough on the question.

### 2. Skimming and scanning and reading in detail

The length of the texts can be daunting for many and you will not have time to read them all carefully. As a result, you need to train your reading skills so that you can read as efficiently as possible.

The skills are skimming which is reading quickly for general meaning and scanning which is looking for specific information.

You may sometimes see advice saying that you don't need to read in detail. Incorrect. Bad advice. You shouldn't read the whole text in detail but you will need to parts of the text in detail – if you want to get the right answer. Finally, **skimming and scanning** are useful skills to help **show you where the answer might be** and **reading in detail** tells you **what the answer is**.

### 3. Know the different types of questions

There are a variety of different types of reading question that are used. Before the exam, you should make yourself familiar with each type of question as they are slightly different. It is important to become familiar with the question types. After learning the question types it is a good idea to experiment and see what techniques you are going to use for each type of question. This means that you need to approach different types of questions in different ways.

#### **4. Time Management Strategies**

As the texts are long and detailed you need to have a strategy for how you manage your time in the exam to make sure you finish on time.

Things to Consider:

- 1 time spent looking at the text before answering questions
- 2 time spent on each question
- 3 time spent on each group of questions
- 4 time spent on each text
- 5 do you leave time at the end to go back and look at unanswered questions?

There is a lot to consider here. You will find books and websites that insist you do it their way. They may claim to have a magic formula and that you must do this or you must do that. Ignore them.

Their advice may be good for some people but not for you.

The key point here is that different learners have different styles and different needs. Much the best advice here is to experiment and try different approaches and see what works best for you.

#### **5. Train and Test yourself**

Before spending time doing practice tests, you should practice in other ways to help maximize your success. One way you can do this is to do open book tests so that you can see the answers as you do the test. This is helpful because it enables you to see 'how' the questions need to be answered. By doing this, you will get to see what the IELTS examiners are looking for.

Although the above strategy is effective, this should be followed up by doing practice tests as it will help you get used to working under time constraints.

#### **6. The Importance of Underlining**

Underlining key words in the text can help you organise the text and this will save you time in the exam. If you find an answer, it is sensible to underline the part of the passage that relates to the question and to write the number of the question next to it in case you find a better answer later. How you do this will depend on you and your style. Some people underline different types of words in different ways.

#### **7. Key Word Traps**

A common mistake is to match a word in the question with a word in the text and to think you have found your answer. It is quite literally never that simple and if the words do match, then that is probably not your answer. What you are normally looking for are either synonyms (words with a similar meaning) or paraphrases (short bits of text that say the same as the question).



One reason candidates make this mistake is that they tend to look for key words in the question. Although this is helpful advice to show you where the answer might be and which paragraph it might be, you need to go back and read the whole question carefully to see what the answer is.

### **9. The questions usually follow the order of the text**

This advice could save you a lot of time. Typically, the questions will come in the order of the text: so the answer to question 3 will come after the answer to question 2. This can be very helpful in the exam if you are a quick worker who goes through the questions once for the easy ones and then a second time for the harder ones. If you have answer 4 underlined and answer 6 underlined then you know where answer 5 must come.

However, in certain types of question (eg paragraph matching) the order of the questions are jumbled.

### **10. Read the Question First**

Reading the questions first and not read the whole passage, can save you a lot of time. Normally, you do not have to understand the meaning of the whole passage to answer the questions, so why waste time reading it?

### **10. Fill out the answer sheet**

Practise filling out the answer sheet before you get to the exam. Far too many avoidable mistakes are made this way. Whenever you practise IELTS reading, use an answer sheet.

1. when you go through the answers in your practice book, make sure that you have written the answer exactly as it is in the book – anything else will lose you the point
2. you need to fill out your answers in the 60 minutes.

### **11. Read Widely**

You really need to read as much as possible. This will include IELTS practice tests, but it also means do as much general reading as possible. Reading short articles on topics that interest you or on topics that are common in IELTS – newspapers and magazines are a great resource.

If you read enough “natural English” before the exam, you will become more and more confident in looking at texts where you don’t understand every word. Confidence is a very important concept in IELTS.



## Reading Question Types Explained

### 1. True/False/Not Given

**Action** - You decide whether the statement agrees with or contradicts the passage, or whether there is no information.

**True** - If the information in the question is matching with the information in passage, the answer is True.

**False** - If the information in the question contradicts with the information in the passage, the answer is False.

**Not Given** - The information that is asked in the question, if a part of that information, or the whole sentence is not present in the passage the answer can be Not Given.  
In other words, if there is something in the question, that is not clearly mentioned in the passage, the answer can be Not Given.

### Strategies

#### Number 1

Always read the question first.  
Circle the main keywords present in the question.

#### P – Stands for Passage and Q – Stands for Question

#### Example 1

Q . Sam is a regular student of school.

P . Sam goes to school regularly.

#### True/False/Not Given

**From the question above we can see that some of the key words but not all of them are included. This is a typical trick in IELTS reading. ‘Sam, regular, and school’ are included in each statement; however, the question includes the word ‘student’. Sam could have any number of reasons for going to school: a teacher, a cleaner, a parent. We must be careful with these types of questions as they are designed to test your close reading skills.**

### Example 2

Q . Sam goes to school regularly.

P . Sam is a regular student of school.

**True/False/Not Given**

**If we switch the question and the passage, it becomes evident that the answer would be different. This exercise will help to show you the importance of understanding the question fully and look for ALL the keys words.**

### Example 3

P . Students are allowed to do volunteer work only.

Q . Students can get paid allowances while they are working.

**True/False/Not Given**

**Again, this question highlights the importance of identifying the key words and understanding the question before choosing an answer.**

### Strategy 2

**Never assume anything.**

**In other words, do not answer questions based on your own knowledge and experience.**

### Example 1

P . In 1947 Mahatma Gandhi finished his Dandee March for the independence of India.

Q . India became independent in 1947.

**True/False/Not Given**

**Although you may know the answer to this question, you cannot assume anything or rely on your background knowledge. The answer MUST be found in the passage.**

### Example 2

**P . In 1964 a survey was conducted by Madonna to find out the detrimental affects of smoking on health.**

**Q . Smoking is harmful for health.**

**True/False/Not Given**

**Again, we know that smoking is harmful, but the study's conclusions are not mentioned (only the intention).**

### Example 3

Q. Students are not allowed to use pay phones.

P. Students are not allowed to use Card or Coin operated phones.

**True/False/Not Given**

### Example 4

Q . Students will not get paid for work.

P . Students may get paid for work.

**True/False/Not Given**

### Example 5

P. Students are not allowed to use any kind of electronic storage device on Library computers.

Q. Students may not use Floppy Disks on Library computers.

**True/False/Not Given**

## Paragraph Headings

### The Best Approach

1. You choose the correct heading for each paragraph from a list of headings.
2. There can be more headings than you need, so you may not need to use them all.
3. You will never need to use a heading more than once.

## Step 1

### Read the Instructions Carefully

**Q. Why do we need to read the instructions carefully?**

**Ans. Instructions will tell us what to write in the answer on the answer sheet. In other words, how to answer the question.**

For instance, there are some alphabets in front of the paragraphs, also there can be some numbers on top of paragraphs, now by reading instructions we can find out whether we have to write those numbers as answers or alphabets. Instructions will additionally inform us if one answer can be used more than once or not.

## Step 2

Read the example

**Q. Why do we need to read the example?**

**Answer. Sometimes answers of one or two questions are given as examples. For instance, if answer of paragraph “A” is given already, we don’t need to look for its answer, also the heading that is used in example can not be the answer of any other question. This way we can eliminate some wrong answers.**

## Step 3

**Read the topic sentence and the conclusion of the paragraph.**

**What is the Heading?**

A heading covers the main idea of the paragraph.

### Example 1

Saltwater crocs hunt by waiting close to the water’s edge and pounce upon their victims in the blink of an eye. The usual prey of younger crocs is smaller animals such as fishes and crustaceans. Adults can also attack and eat larger animals by overpowering them and then drowning them. After the prey is dead, the croc will break up the prey into smaller pieces by violent flicking of the head to snap or break bones or twisting and rolling the body. Larger crocs will also take carrion (dead animals) if hungry.

- A. Breeding
- B. Feeding**
- C. Habitat
- D. Crocodile attack

## How should I write my answers?

You only need to write the correct letter a,b,c (or roman numerals, whatever is present in the options). Don't waste time copying out the heading.

### Global Multiple Choice

Strategies

Action

You choose the correct letter: A, B, C or D.

**You decide what the main idea/theme/topic of the passage is, or why the passage was written, or choose a suitable title for the passage.**

**These questions usually come at the end.**

**Often the passage will not have a title if it has a global multiple choice question.**

How Should I write my Answer?

**Write A, B, C or D.**

Action Plan

**Underline or highlight the key words in the question and the four options.**

**Quickly read the sentences that contain the main ideas in each paragraph of the passage.**

**Rule out any options in the questions that you think are definitely wrong.**

**Decide which option is correct.**

### Example 1

The race to break the four-minute mile reached a crescendo in the 1950s and became a major sporting challenge of the day. At the turn of the twentieth century, the world record had stood at about four minutes ten seconds. But despite efforts around the globe, by 1952 the record remained intact. The press regularly stated at that time that man had reached his athletic limits; that room for improvement was minimal. Then in May 1954, in a run that was to go down in history, Roger Bannister stopped the clock at 3 minutes 59.4 seconds. Few records have so captured the public's attention and provided such an enduring benchmark. Public fascination partly reflected the seeming symmetry of the event – four laps in four minutes. A very similar achievement is that of the less well-known Russian swimmer Vladimir Salnikov, who in 1980 became the first man to break 15 minutes for 1500 meters. That was 30 consecutive laps in less than 30 seconds, which had once been regarded as impossible. Part of the appeal of athletes such as Bannister and Landy is linked to the amateur environment in which they competed. For both men, running was an aside to the real matters of life and they received no monetary reward. And as evidence of the temporal nature of all records, Bannister's record has since been reduced by a further 17 seconds, but the four-minute mile remains a landmark in sporting history.

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

Why was the above article written?

- A** to show the overall improvement in sporting achievements.
- B** to illustrate an important event in the world of sport
- C** to encourage young people to participate in sport
- D** to compare running and swimming world records

Here you need to get an overall impression of the text and you can do this by reading the first two sentences and by reading the last sentence.



## **Coda - Secrets to IELTS Success: Band 8**

Basically, there is a smart way to approach the IELTS test. By knowing what the examiners are looking for and having a thorough understanding of the Band Descriptors, every candidate can, with practice, do well in the writing and speaking modules.

In terms of the listening and reading modules it is of utmost importance to get acquainted with the strategies associated with each part and learn these.

Thus, the secrets to IELTS success lie in knowing the test and learning more about the test. If you follow the ideas outlined in this e-book, you will be much closer to achieving your desired result.

We would like to wish you all the best with your future IELTS success.

Education Hub