

Study Guide

IELTS Preparation Course – Academic module Essential

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1. Course objectives

The IELTS Preparation course is designed to help familiarise you with the format of the IELTS academic exam and help you to develop techniques so you get the highest band score possible.

2. Course sections

The course is divided into 5 modules:

The contents page



IELTS Preparation Course – Academic module

This course will help you prepare for the IELTS Academic Module.

Contents

Introduction

In this group of exercises you will get an overview of the IELTS Academic test.

Listening module

In this module you will get an overview of the listening test and practise different task types, skills and strategies you will need to use in the four sections of this test.

Reading module

In this module you will get an overview of the reading test and practise different task types, skills and strategies you will need to use in the three sections of this test.

Writing module

In this module you will get an overview of the writing test and practise different task types, skills, strategies and language you will need to use in the two parts of this test.

Speaking module

In this module you will get an overview of the speaking test and practise useful speaking strategies, skills and language you will need in the three parts of this test.

3. Introduction

The objective of this module is to give you an overview of the IELTS test. You will find out how much time you have to do each paper, the types of tasks included in each paper, and the marking system (the IELTS 9-band scale).

Introduction

In this group of exercises you will get an overview of the IELTS Academic test.

1 2 3 4 5 6 7 8 9

1. IELTS quiz: How much do you know about IELTS?



● Read the statements below and decide whether they are true or false.

1. IELTS stands for International Entry Level Test Stages.

- true
 false

2. The IELTS can be taken at test centres in over 140 countries.

4. Listening

The objective of the Listening module is to give you an overview of the Listening test. You will practise different tasks types and develop skills and strategies to deal with them effectively. The module is divided into 4 units and a test.

Listening - Unit 1

In this unit you will prepare for Section 1 of the listening test. You will practise numbers, the alphabet and understanding details to complete forms, tables and notes.

A	1	B	1	2	3	4	C	1	2	3	4	D	1
<hr/>													
2													

A: Predicting answers



In this exercise you will practise predicting answers.

TIP:

When you do the listening subtest you will need to listen at the same time as you fill in your answers on an answer sheet. Before listening to each section, you are given time to read the questions, and during this time you need to think about possible answers and focus on the information you will need to extract from the recording you hear. Remember, you hear the recording only once.

You should fill in all answers on the answer sheet. Marks are NOT deducted for incorrect answers.

Listening - Unit 2

In this unit you will prepare for Section 2 of the listening test. You will also review labelling a map, labelling a diagram, multiple-choice and table completion task types.

A	1	2	3	4	5	B	1	2	3	C	1	2	3
4	D	1	2	3									

A: Labelling a map



In this group of exercises you will review the labelling a map task type.

 TIP:

Looking closely at the maps or illustrations in a question can help you to predict vocabulary that you are probably going to hear and will need to recognise. To label a map you will need to be familiar with language that describes location, as well as vocabulary of geographical features, buildings and structures.

Listening - Unit 3

In this unit you will prepare for Section 3 of the listening test. You will also review matching task types.

A	1	2	3	4	5	6	B	1	2	C	1	D	1
---	---	---	---	---	---	---	---	---	---	---	---	---	---

2

A: Matching



In this group of exercises you will review the matching task type.

 TIP:

In the IELTS test you may have to listen to a group of speakers and be asked to match information related to what each speaker says, or what each group decides. In this type of question it is important that you are able to distinguish **facts** from **opinions**, and are also able to follow the stages of the conversation. To do this you need to identify important or **decisive moments** (signposts) in the discussion.

In the following exercises you will hear the recording more than once, but in the exam you will hear it ONCE only.

Listening - Unit 4

In this unit you will prepare for Section 4 of the listening test. You will also practise summary completion, signposting, matching statements to visuals, opinion and fact task types, and learn to identify distractors.

A 1 2 B 1 2 3 4 C 1 2 3 4 5

D 1 2 3 4 5

A: Summary completion



In this group of exercises you will review the summary completion task type.

 TIP:

In this type of question the words you need for the answers are on the recording. You need to **write exactly what you hear**. Other phrases you hear may not be exactly the same as the summary or notes that appear on the page. To answer this question successfully, you should do the following **before you listen**:

1. Read the question to see the maximum number of words you can write.
2. Read the summary so that you know what it is about.
3. Predict what the missing words could be.
4. Remember that you will have to spell the missing words correctly.

The listening module is followed by a test to evaluate what you have learned

Test - Listening module

Test what you have studied in the listening module.

Test

1. Do the test.

● Choose the best option.

1. To ___ up, I believe that this summer camp could well be the holiday of your lifetime.

- sum get end stand

2. In summary completion questions, you must ___ first, so that you know what information is required.

- make predictions read the question listen carefully answer the question

3. In the listening test you ___ be asked to listen to a text and then distinguish between different drawings, diagrams or maps.

- may won't must will

4. The wind is not coming from the north-east. It's coming from the opposite direction, the ___.

- north-west east-west south-west north-south

5. This is a two-___ house with a small garden.

- floor flat storey level

5. Reading

The objective of the Reading module is to familiarise you with the structure and exercise types of the Reading test and help you to develop skills and strategies to deal with them. The module is divided into 5 units and a test.

Reading - Unit 1

In this unit you will look at general information about the reading test, and review matching, completion and other task types.


A	1	2	B	1	2	3	C	1	2	3	D	1	2
3													

A: General information about the reading test



In the following exercise you will review general information about the reading module.

TIP:

You might find it useful to print the texts in this part of the course and refer to a paper copy when answering the questions. When you see this icon , select it to print out the text.

Reading - Unit 2

In this unit you will look in more detail at predicting content before reading, do more completion task practice, and practise identifying the main ideas in a text.

A	1	2	3	4	B	1	2	3	4	5	C	1	2
	3	4											

A: Predicting content of a text before reading



In this group of exercises you will practise predicting content of a text or paragraph before reading.

TIP:

Activating your general knowledge, what you already know about a certain topic, will help you to predict the contents of a text and to read and understand the text in a more efficient way.

Reading - Unit 3

In this unit you will do further practice of task types you reviewed in Unit 2, and look at tasks which focus on matching opinions to specific people.

A

1

2

B

1

2

3

4

5

6

A: Practise task types which you looked at in Unit 2



In this group of exercises you will do further practice of matching headings to paragraphs and of summary completion tasks.

 **TIP:**

When matching headings to paragraphs, make sure that you read all the headings carefully before you read the paragraphs.

Reading - Unit 4

In this unit you will study how to approach diagram and table completion tasks, and focus on how to deal with unknown or difficult vocabulary.

A

1

2

3

B

1

2

3

4

C

1

2

3

A: Study how to approach diagram and table completion tasks



In this group of exercises you will practise table and diagram completion tasks.

 TIP:

Look carefully at the table or diagram to see what information is missing so that you can predict where to find that information in the text.

Reading - Unit 5

In this unit you will study how to approach multiple choice tasks, sentence matching tasks, and True/False/Not given tasks.

A 1 2 3 4 B 1 2 C 1 2 3 4 5

A: Study how to approach multiple choice tasks



In this group of exercises you will do further practice of multiple choice tasks.

 **TIP:**

Look carefully at the table or diagram to see what information is missing so that you can predict where to find that information in the text.

The reading module is followed by a test to evaluate what you have learned

Test - Reading module

Test what you have studied in the reading module.

Test

1. Do the test.

● Choose the best option.

1. The best way to approach a paragraph-completion task in the reading module is to ____.

- read each gapped sentence > look before and after each gap > predict possible answers > make sure your answer fits, grammatically and in meaning > read the paragraph > look back at the reading passage
- read the paragraph > look before and after each gap > read each gapped sentence > predict possible answers > make sure your answer fits, grammatically and in meaning > look back at the reading passage
- read the paragraph > read each gapped sentence > look before and after each gap > predict possible answers > look back at the reading passage > make sure your answer fits, grammatically and in meaning
- read each gapped sentence > look before and after each gap > predict possible answers > read the paragraph > look back at the reading passage > make sure your answer fits, grammatically and in meaning

2. The reading test is the ____ of the four tests in the IELTS test.

- second
- fourth
- third
- first

3. What part of speech fits in the gap?

We learned a very ____ philosophy from "Hakuna Matata".

- verb
- adjective
- adverb
- noun

4. The academic reading module is for ____.

- students who want to study at an English-speaking university
- students with work experience

6. Writing

The objective of this module is to give you an overview of the writing test and the different task types. You will develop and practise different skills and strategies to help you deal with them effectively.

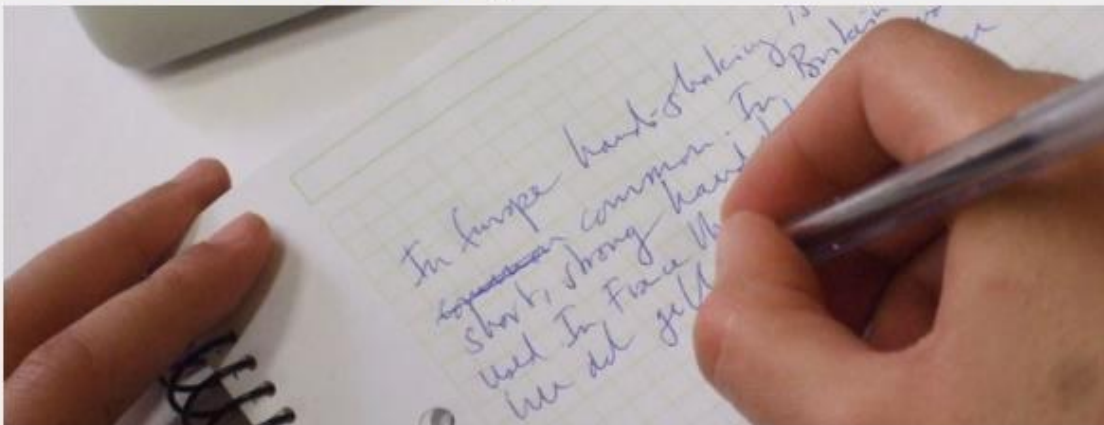
This module contains 6 units and a test.

Writing - Unit 1

In this unit you will complete an overview of the writing test and focus on appropriate language for writing Tasks 1 and 2.

A 1 2 B 1 2 3

A: An overview of the writing test



In this group of exercises you will complete an overview of the writing test.

💡 TIP:

It's important to be familiar with the two parts of the writing test so that you are clear what exactly is required in each part.

Writing - Unit 2

In this unit you will practise spelling and punctuation, words that are sometimes confused, and ways of avoiding errors.

A

1

2

3

4

5

B

1

2

3

4

C

1

2

A: Spelling and punctuation.



In this group of exercises you will review spelling and pronunciation.

TIP:

Focus on words that you know are difficult for you to spell. Make a list of them. Think of simple ways of remembering the correct spelling. For example:

Two *c*'s and two *m*'s in *accommodation*

or

In *leisure* the *e* and the *i* are in alphabetical order.

Writing - Unit 3

In this unit you will practise skills and strategies for Task 1 of the writing test. You will practise interpreting and describing visual information, and review useful language.

A 1 2 3 4 5 B 1 2 3 4 C 1 2

3 4

A: Interpreting visual information



In this group of exercises you will practise interpreting visual information.

TIP:

When you are interpreting and then describing visual information you will need to refer to the format that it is presented in. For example, whether it is a graph, a table, a chart, etc.

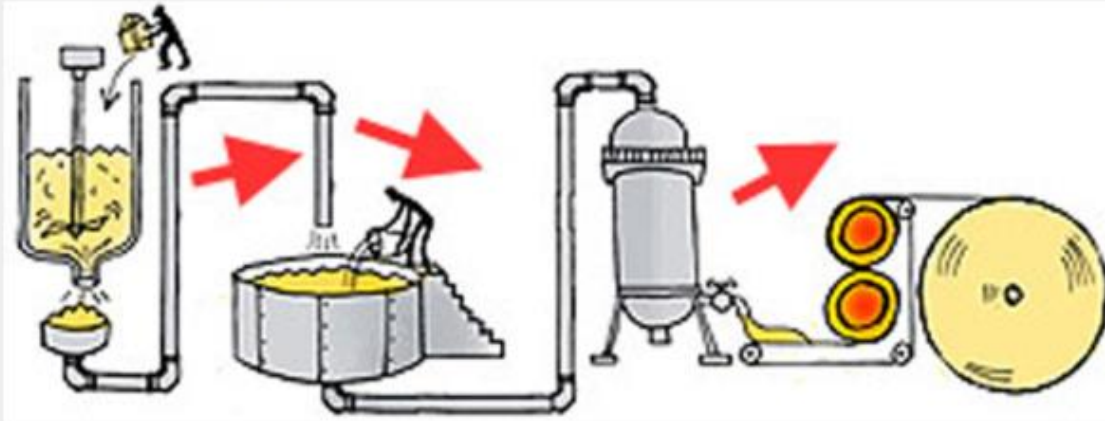
Remember: You must give a clear overview of the information that is provided, rephrasing the description that is given. If the overview is missing, your mark will be limited to a band score of 5.

Writing - Unit 4

In this unit you will practise describing processes and objects.

A 1 2 3 4 5 B 1 2 3 4 5 6 7
8 9

A: Describing a process



In this group of exercises you will practise describing a process.

 TIP:

In Task 1 of the writing test you will be assessed on your ability to organise and present data in a coherent way. To describe a process you will need to use sequencing and linking words, as well as language associated with processes, for example, passive forms and vocabulary related to the processes and the topic. Any specialised vocabulary that is needed will be provided for you.

Writing - Unit 5

In this unit you will practise skills and strategies for Task 2 of the writing test.

A

1

2

3

B

1

2

A: Analysing the task



In this group of exercises you will practise analysing the task.

 TIP:

The first step in completing Task 2 is to analyse the task, quickly decide on an appropriate format and organise your ideas.

Make sure that you address all aspects of the question. If you don't, your mark will be limited to a band score of 5.

Writing - Unit 6

In this unit you will practise text cohesion and staging, and you will study more useful language.

A

1

2

3

B

1

2

3

C

1

2

3

4

A: Text cohesion



In this group of exercises you will practise text cohesion.

 TIP:

TIP: *Text cohesion* describes the way that the different elements in a text are connected. A cohesive text flows well and is easy to read. Texts are made cohesive in the following ways:
lexically: repeating words, using word families: (*coherent, cohesive, cohesion*), and synonyms.
grammatically: using reference words (*it, this, that, ...*), using substitution with words like *do, does, not* and *so* (*if so, then ...*), ellipsis (*They are working hard and (they are) bringing up the children.*), and linkers (*such as, therefore, then, ...*).

The writing module is followed by a test to evaluate what you have learned.

Test - Writing module

Test what you have studied in the writing module.

Test

1. Do the test.

● Choose the best option.

1. It is a commonly held ____ that young people nowadays are not as physically active as they should be.

- fact position truth belief

2. ____ can be seen on the chart, Internet use has increased dramatically.

- Like As So It

3. Many aspects of society have undoubtedly improved. ____, there are also many aspects that haven't.

- On one hand Above all Moreover However

4. ____ to the bar graph, each child eats approximately one kilo of vegetables each week.

- Looking According Regarding Following

5. This is half as much as the meat that they consume and ____ more than the amount of dairy products eaten.

- lightly really fairly slightly

7. Speaking

The objective of this module is to familiarise you with the speaking test and help you develop skills, strategies and language to do well in the three parts of the test.

This module contains 7 units and a test.

Speaking - Unit 1

In this unit you will get an overview of the speaking test, including the structure, assessment and sample interviews.

A 1 2 3 4 5 6 B 1 2 3 4 5 6

A: The structure and assessment



In this group of exercises you will review the structure of the speaking test.

TIP:

It is very important to be familiar with the three parts of the speaking test and know what is expected of you in each part.

Speaking - Unit 2

In this unit you will focus on answering questions and giving appropriate responses.

A

1

2

3

4

5

6

7

B

1

2

3

4

A: Answering questions



In this group of exercises you will focus on answering questions in Part 1 of the speaking test.

 TIP:

In Part 1 of the speaking test you will be asked questions related to a number of general topics, for example: your hometown, your work or studies, free time, family or music. It's a good idea to practise responding to questions on topics like these.

The important thing to do in this part is to be able to speak for two minutes. It doesn't matter if you diverge and talk about different aspects of what you are asked about.

It is a good strategy to paraphrase questions that you are asked. This will give you thinking time and also show the examiner that you can do this. For example:

Examiner: *How do you spend your free time?*

Candidate: *How do I spend my free time? Well, I don't usually have a lot, but ...*

Speaking - Unit 3

In this unit you will practise descriptions and expressing likes and dislikes.

A

1

2

3

4

B

1

2

3

4

5

6

A: Descriptions



In this group of exercises you will practise describing people and places.

 TIP:

It is quite likely that, at some point in the IELTS test, you will be asked to give a physical description – either a description of a place (such as a town or a building) or a description of a person.

Speaking - Unit 4

In this unit you will practise Part 2 of the speaking test.

A 1 2 3 4 B 1 2

A: The second part of the speaking test



In this group of exercises you will focus on the format of Part 2 of the speaking test.

TIP:

Part 2 of the speaking test is called the "Individual long turn". The candidate is given a topic and is expected to speak for one to two minutes. The examiner then asks the candidate one or two questions on the same topic. You have a total of three to four minutes for this part of the speaking test.

Speaking - Unit 5

In this unit you will practise comparing and contrasting, and narratives, for Part 2 of the speaking test.

A 1 2 3 B 1 2 3 4 5 6 7

A: Compare and contrast



In this group of exercises you will practise comparing and contrasting.

 TIP:

It is quite likely that in either Part 2 or Part 3 of the speaking test, you will need to compare or contrast. This is one of the areas in which you can demonstrate the range of grammatical and lexical structures you are able to use.

Speaking - Unit 6

In this unit you will practise Part 3 of the speaking test.

A 1 2 3 4 5 6 7 B 1 2 C 1 2

A: The third part of the speaking test



In this group of exercises you will review the format of Part 3 of the speaking test, the two-way discussion.

💡 TIP:

In Part 3 of the speaking test you will be expected to respond and interact. You will need to express opinions, describe change, speculate, and discuss problems and solutions.

It's a good idea to take risks when you speak. If you only use simple sentences your score will be lower. If you try to use more complex sentences, your score will be higher, even if your sentences are not always correct. It is important to use a variety of language.

Try to avoid using very common words like *nice*, *good*, or *pretty*. Use synonyms to show that you have a broad vocabulary.

nice = friendly, approachable, helpful, polite, ...

good = interesting, fascinating, enjoyable, ...

pretty = spectacular, striking, picturesque, ...

Speaking - Unit 7

In this unit you will practise speculating and discussing problems and solutions.

A

1

2

3

4

5

6

7

8

B

1

2

A: Speculating



In this group of exercises you will practise speculating.

 TIP:

Another type of language function that you may need to be able to use for Part 3 of the speaking test is the **language of speculation**. You may, for example, be asked to speculate as to the causes of a particular problem or situation, or to imagine how the world will be in the future. The following exercises will examine some of the language that can be used to speculate about the present or future and about the past.

The speaking module is followed by a test to evaluate what you have learned.

Test - Speaking module

Test what you have studied in the speaking module.

Test

1. Do the test.

● Choose the best option.

1. ____ I could tell you about my first days at school.

- Possible Perhaps May Overall

2. The third section is a discussion between you and the examiner about the topic in the ____ section.

- previous listening writing reading

3. The old opera house ____ and doesn't exist anymore, unfortunately.

- has been demolished had demolished has demolished demolished

4. The second section of the test is the ____, where you are required to talk about a topic for one to two minutes.

- individual long turn topic discussion topic introduction free discussion

5. I'm not sure what the reason is for this. It ____ be for political reasons.

- can't can might will

8. Assessment

Module test scores as follows:

Module tests	Marks for each test
Reading	25
Listening	25
Writing	25
Speaking	25
Total	100