

Study Guide

IELTS Preparation Course – Essential

IELTS Preparation Course (Core – 10% of the total mark)

Course objectives

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

Course sections

The course is divided into 5 modules:

The contents page



IELTS Preparation Course

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 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.

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 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

IELTS stands for International English Language Testing System.

2. The IELTS can be taken at test centres in over 130 countries.

True
 False

3. The IELTS test consists of five subtests: listening, reading, grammar, writing and speaking.

True
 False

Listening

The objective of the Listening module is to give you an overview of the Listening test. You will practise different task types and develop skills and strategies to deal with them effectively. The module is divided into 5 units and a test.

Listening – Unit 1 looks at form-filling type exercises

Listening - Unit 1

In this unit you will review the form filling task types and practise numbers, the alphabet and understanding details to complete forms.

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

A: Form filling



In this group of exercises 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.

Listening – Unit 2 looks at **multiple choice exercises with pictures** and **note taking exercises**.

A 1 2 3 4 5 B 1 2

A: Multiple choice with pictures.



In this group of exercises you will review the multiple choice with pictures task type.

 **TIP:**

In the listening subtest you may be asked to listen to a text and then distinguish between different drawings, diagrams or maps. Before listening, you are given time to look at the questions. It is important that you use this time to **make predictions** from the information that you are given; this will help you to listen in a focused way.

A 1 2 3 4 5 B 1 2

B: Note completion.



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


 **TIP:**

As mentioned previously, listening and making notes will be easier if you first predict what kind of information you are listening for. The following exercises provide practice in predicting answers.

Listening – Unit 3 explores **picture identification, labelling a diagram, multiple choice** and **summary completion** exercises.

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

A: Picture identification.




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

TIP:

In the previous section you practised making predictions to help you **listen in a focused way**. Of course, these predictions alone are not sufficient to select the right answer without listening very carefully to the recording; but without making them, the listening task will be much more difficult to complete successfully.

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

B: Labelling a diagram.




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

TIP:

Looking closely at the diagrams or illustrations in a question can help you to **predict vocabulary** that you are probably going to hear and will need to recognise.

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

C: Multiple choice.




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

TIP:

In some questions you are required to give **two** answers. Look out for these questions. You have to get both answers correct to receive the mark.

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

D: 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 must read the question first, so that you know what information is required. **Remember not to use more than three words.**

Listening – Unit 4 reviews table completion and classification exercises.

A 1 2 3 4 B 1 2 3 4

A: Table completion



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



TIP:

In the following exercises you will listen to an interview with a Grand Prix driver. You will be asked to complete information in a table. For this type of question it is important that you interpret the information you are given and use this to help predict probable answers. This way, you will have a clear idea of what information you are listening for.

A 1 2 3 4 B 1 2 3 4

B: Classification.



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




TIP:

In the IELTS test you may have to listen to a group of speakers and be asked to classify 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.

Listening – Unit 5 practises **signposting, matching statements to visuals** and **opinions and facts type exercises.**

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|----------|---|---|---|---|----------|---|---|---|---|----------|---|---|
| A | 1 | 2 | 3 | 4 | B | 1 | 2 | 3 | 4 | C | 1 | 2 |
|----------|---|---|---|---|----------|---|---|---|---|----------|---|---|

A: Signposting.




In this group of exercises you will practise recognising signposting.

TIP:

In Section 4 of the listening test you could hear a lecture on an academic subject; for example, a lecture on Buddhism, or on children and television. In lectures, **signpost words** are used to structure and guide listeners through the different stages of the talk.

C: Opinions and facts.



In this group of exercises you will practise discerning opinions from facts.


TIP:

In the IELTS exam you will be expected to be able to distinguish between **opinions and facts**. Often this distinction is apparent as a result of the words the speaker uses. For example, to give an opinion, people usually use phrases such as "I think", "I believe", "I'm sure", etc. However, sometimes people make their opinions sound like facts. Compare the examples below.

I believe vegetables are important in any diet. (an opinion)
People eat too many sweets. (an opinion expressed as a fact)
Forty-seven per cent of the people surveyed eat sweets every day. (a fact)

| | | | | | | | | | | | | |
|----------|---|---|---|---|----------|---|---|---|---|----------|---|---|
| A | 1 | 2 | 3 | 4 | B | 1 | 2 | 3 | 4 | C | 1 | 2 |
|----------|---|---|---|---|----------|---|---|---|---|----------|---|---|

B: Matching statements to visuals.



In this group of exercises you will practise matching statements to visuals task types.

TIP:

A listening task will often be accompanied by graphs or charts that you will be required to interpret. It is essential that you analyse this material **before** listening to the recording – this is the reason you are always given time to look at the questions before listening. You need to do two things:

1. interpret the given material
2. predict possible answers

In the following listening activities, you are presented with graphs or charts that you will have to select from. Look carefully and analytically at any visuals, and think about what information is given and what information is lacking. The following questions will help you to think about the graphs and charts before you do the listening tasks.

Test

This section is a 25-item test which helps you to reflect on what you have learnt in the Listening section.

Test - Listening module

Test what you have studied in the listening module.

Test

1. Do the test.

Choose the best option.

1. In the IELTS test, the listening test is the _____ test that you take.

- first second third fourth

2. The listening test lasts _____ minutes and is in four sections.

- 20 30 45 60

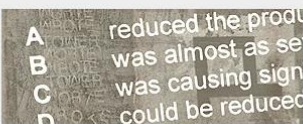
Reading

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 looks at **general information about the reading module, matching tasks, completion tasks and other tasks.**

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

A: General information about the reading module



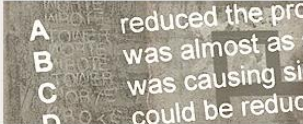
In the following exercise you will review general information about the reading module.

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.

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

B: Matching tasks



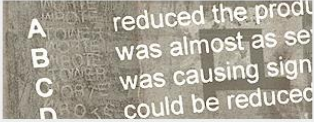
In this group of exercises you will review the matching task type.

TIP:

Being familiar with and practising the different ways of reading a text, for example, skimming, scanning and reading for detail, will help you to complete the reading test successfully.

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

C: Completion tasks

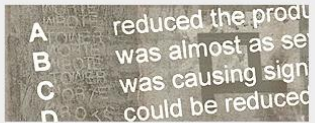


In this group of exercises you will review the sentence and summary completion task type.

TIP:
Looking carefully at the question and sentences or table you have to complete will show you exactly which information to look for in the text.

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

D: Other tasks




In this group of exercises you will review other completion task types, like multiple choice, diagrams and flow charts, and Yes/No/Not given types.

Reading – unit 2 looks at how to **predict the content** of a text before reading it, **completion task practice**, and how to **identify the main ideas** in a text.

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

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.

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

B: Completion task practice




In this group of exercises you will do more completion task practice.

TIP:
Remember that this exercise type could include individual sentences or a paragraph. Also remember that the word limit for each space can be different (one, two or three words), so you will need to read the instructions carefully.

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

C: Identifying main ideas in a text



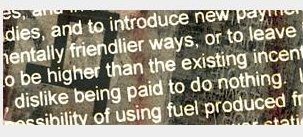
In this group of exercises you will practise identifying the main ideas in a text.

TIP:
Remember, when you choose a heading for a paragraph or text you need to choose the heading which summarises the **complete** text.

Reading – unit 3 practises task types looked at in unit 2 and looks at tasks which match 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



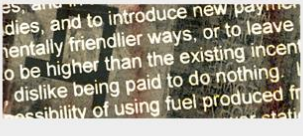
In this group of exercises you will do further practice of matching headings to paragraphs and of summary completion tasks.

TIP:

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

A 1 2 B 1 2 3 4 5 6

B: Look at tasks which focus on matching opinions to specific people



In this group of exercises you will practise matching opinions to specific people.

TIP:

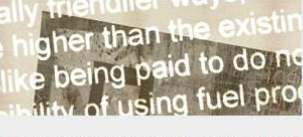
In the IELTS exam it is important to be able to distinguish two types of information:

- Fact: information which is known to be true
- Opinion: information based on personal beliefs or ideas.

Reading – unit 4 explores how to approach diagram and table completion tasks and how to deal with unknown or difficult vocabulary,

A 1 2 3 B 1 2 3

A: Study how to approach diagram and table completion tasks



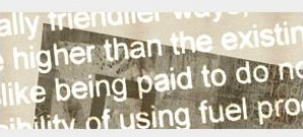
In this group of exercises you will practise table and diagram completion tasks.

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.

A 1 2 3 B 1 2 3

B: Focus on how to deal with unknown or difficult vocabulary



In this group of exercises you will focus on dealing with unknown or difficult vocabulary.

TIP:

It is unlikely that you will understand every word in the texts you are required to read in the reading test. When dealing with unknown or difficult vocabulary it's important to consider the following points: it isn't necessary to understand every word, it's important not to stop reading when you come across an unknown word, and finally, try to use your own knowledge of the world and of English grammar to predict the meaning of unknown words. You will read more about this in exercise 2.

Reading – unit 5 looks at 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

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.

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

B: Look at sentence matching tasks



In this group of exercises you will practise matching two halves of sentences.

TIP:
We have already seen a number of different matching tasks in previous units:

- Matching headings to paragraphs (Unit 2)
- Matching ideas and opinions to specific people (Unit 3)
- Matching specific information to the correct paragraph (Unit 4)

In this group of exercises you will look at a fourth type of matching task where you match two parts to complete a sentence.

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

C: Focus on True/False/Not Given tasks



In this group of exercises you will practise True/False/Not Given tasks.

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

Test

This section is a 25-item test which helps you to reflect on what you have learnt in the Reading section.

Test - Reading module

Test what you have studied in the reading module.

Test

1. Do the test.

Choose the best option.

1. The reading test is the _____ of the four tests in the IELTS test.

first second third fourth

2. The reading test lasts for _____ minutes.

30 45 60 90

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 looks at an **overview of the writing test** and **appropriate language** for Task 1 and Task 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.

A 1 2 B 1 2 3

B: Appropriate language for Task 1 and Task 2




In this group of exercises you will review appropriate language for Task 1 and Task 2 of the writing test.

TIP:
The written style you use in a descriptive report will be different to that which you use in a discursive essay. In this part you can focus on the differences.

Writing – unit 2 works on **spelling and punctuation**, words that are sometimes confused and how to avoid errors.

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

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.

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

B: Words that are sometimes confused.




In this group of exercises you will practise words that are sometimes confused

TIP:
A collocation is a common combination of words, for example, **make + a mistake**. It's not correct to say **do a mistake**. Other words that collocate with **make** are: **a suggestion, a decision, a mess, a noise**, etc.

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

C: Avoiding errors.




In this group of exercises you will practise spotting and avoiding errors.

TIP:
Target your errors. Make a list of the errors you make often. Study the list occasionally. Make sure you don't continue to make the same errors!

Writing – unit 3 looks at how to interpret and **describe visual information** and reviews useful language.

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

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.

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

B: Describing visual information




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

TIP:
It is important to be familiar with the organisation and style of the texts for the two writing tasks. In the following exercises you will focus on questions and answers for Task 1 of the writing test.

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

C: Review useful language




In this group of exercises you will review useful language for Task 1 of the writing test.

TIP:
To describe visual information you will need to use language of comparison and for describing tendencies. You will also be required to link this information in your text effectively and concisely.

Writing – unit 4 focuses on how to describe a process and objects

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

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.

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

B: Describing an object



In this group of exercises you will practise describing an object.


TIP:

In Task 1 of the writing test you could be required to write a description of an object. You will need to use language of shape, size and specifications, and to organise carefully and link the information in your description.

Writing – unit 5 helps you to analyse the task and organise your ideas.

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.

A 1 2 3 B 1 2

B: Organising your ideas



In this group of exercises you will practise organising your ideas.


TIP:

After you analyse the task and identify key points in a question, it is important to make notes, to help you formulate the structure of your answer.

Writing – unit 6 helps you with **text cohesion**, **staging your ideas** and looks at 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, ...*).

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

B: Staging



In this group of exercises you will practise staging a text.


TIP:

There are different models for staging and organising your writing. If you plan the stages effectively, this will give you a clear idea of what you are going to write and will make your writing more convincing for the reader. Three ways of staging your writing are:

- problem + solution
- topic + comment
- question + answer

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

C: More useful language



In this group of exercises you will practise more useful language for Task 2 of the writing test, describing cause and effect, and fact and opinion.

TIP:

To describe cause and effect in your writing you can use linkers like: *because of, due to, a result of, that's why* and *results in*.

Test

This section is a 25-item test which helps you to reflect on what you have learnt in the Writing section.

Test - Writing module

Test what you have studied in the writing module.

Test

1. Do the test.

Choose the best option.

- The writing test lasts for 60 minutes and contains _____ writing tasks.

two three four five
- You are advised to spend about _____ minutes on the first task and to write approximately 150 words.

10 15 20 30

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 looks at the **structure of the speaking test**, the **assessment system** and some sample interviews.

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

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.

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

B: Sample interviews




In this group of exercises you will watch different candidates during Part 1 of the speaking test.

TIP:
Seeing how different candidates approach the speaking test will help you to become more familiar with the format of the test and can also give you ideas on what to speak about.

Speaking – unit 2 works on **answering questions** and **giving suitable 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.

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

B: Appropriate responses




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

TIP:
As mentioned before, it is best to give full answers to questions in Part 1 of the speaking test. It also a good idea, as much as possible, to give positive answers rather than negative ones. The examiner will probably respond better to positive answers, and you will be more enthusiastic when you are explaining.

Speaking – unit 3 works on **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.

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

B: Sample interviews




In this group of exercises you will practise expressing likes and dislikes.

TIP:
You can express likes and dislikes in different ways, and soften dislike with words like **a bit**, **a little**, **quite**, etc.
For example:
It's a little noisy.
It's a bit big.
It's quite stressful.

Speaking – unit 4 works on 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.

B: Planning what you will say



In this group of exercises you will focus on planning what you will say during the individual long turn.


TIP:
As you have seen, in Part 2 of the speaking test the examiner will give you a topic and you will have a minute to prepare a short talk. It is very important that you use this minute effectively, so that when you start your talk, you can speak fluently, without having to stop and think of ideas.

Speaking – unit 5 works on **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 | 1 | 2 | 3 | B | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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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.

B: Narratives




In this group of exercises you will focus on and practise narratives.

TIP:
In the IELTS interview, it is possible that you will be asked to tell a story or anecdote, or talk about an event in your past. In these cases, the genre in which you will be speaking is probably going to be a narrative genre.

Speaking – unit 6 looks at part 3 of the speaking test and works on the **language of opinions** and **describing change**.

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


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.

B: Language of opinions




In this group of exercises you will review language of opinions.

TIP:
There are many different introductory phrases that can be used to give opinions. It is important that you develop fluency in the use of two or three of these to help your speech sound natural and to demonstrate to the examiner that you can use them.

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

C: Describing change



In this group of exercises you will practise describing change.


TIP:
It is possible that in Part 3 of the speaking test you will be asked to discuss changes that you have observed – these could be changes to a particular place, or they could relate to something more abstract, such as changes in attitude.

Speaking – unit 7 works on **speculating** and **discussing problems and solutions**.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | B | 1 | 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 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.

B: Discussing problems and solutions



In this group of exercises you will practise discussing problems and solutions.

TIP:
Another possible area for discussion in Part 3 of the speaking test concerns problems and solutions. The examiner will expect you to be able to describe a problem in some detail, and to hypothesise about possible solutions.

Test

This section is a 25-item test which helps you to reflect on what you have learnt in the Speaking section.

Test

1. Do the test.

Choose the best option.

1. The speaking test is an interview, which you do with _____.
 - an examiner
 - an examiner and one other student
 - two examiners
 - two examiners and one other student

2. The speaking test lasts for approximately _____ minutes.
 - 5
 - 15
 - 30
 - 45

Assessment

Each module test scores as follows:

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

IELTS Practice Test (Non-core – for practice)

The IELTS practice test will give students a very good idea of what band score they will get in the exam.



IELTS PRACTICE TEST 1

In this section you will do a complete IELTS practice test.

Contents

- Listening test
- Reading test
- Writing test
- Speaking test

The Practice test is divided into the four papers the students will take in the real exam. Each paper is structured in exactly the same way as the real exam.

LISTENING TEST**TIME ALLOWED: 30 minutes****NUMBER OF QUESTIONS: 40**

General instructions for listening test.

You will hear a number of different recordings and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions and you will have a chance to check your work.

All the recordings will be played once only.

The test is in four sections. At the end of the real test you will be given ten minutes to transfer your answers to a separate answer sheet.

Section 1: Questions 1-10.

Questions 1-3:

Select the correct letter, A, B or C, for each question.

1. Which of the following countries does the travel agent NOT mention?
 - A. Thailand
 - B. Vietnam
 - C. Malaysia

READING TEST**TIME ALLOWED: 1 hour****NUMBER OF QUESTIONS: 40**

General instructions for reading test.

The test is in three sections:

Reading Passage 1 Questions 1-14

Reading Passage 2 Questions 15-27

Reading Passage 3 Questions 28-40

Start at the beginning and work through the test. Try to answer all the questions. If you can't answer a question, leave it and go back to it later.

READING PASSAGE 1You should spend about 20 minutes on **questions 1-14**, which are based on the reading passage below.**Dyslexia**

People who left school unable to read were often dismissed as being lazy. Some probably were, but many were simply unable to learn because they were dyslexic. Four key findings now suggest that dyslexia is an organic problem and not a motivational one. Firstly, the brain anatomy of dyslexics differs slightly from those of non-dyslexics. Secondly, their brain functions, as measured by electrical activity, are dissimilar. Thirdly, they have behavioural differences apart from an inability to read. Finally, there is more and more evidence to suggest that their condition is linked to particular genes.

Writing test

WRITING TEST**TIME ALLOWED: 1 hour**

The writing test consists of two tasks. You should attempt both tasks.

To get a real indication of your writing strengths and weaknesses, and for your own benefit, don't use dictionaries or spell checkers when you do these tasks. You won't be able to do it in the real IELTS exam! Once you have completed the two tasks, follow these steps to evaluate and improve your written tasks:

1. Compare your written tasks with these sample answers:

[Task 1](#) [Task 2](#)

2. Look for similarities and differences, and note down language that you would like to include in your own written tasks.

3. Rewrite your tasks, incorporating your corrections and extra language from the sample answers.

In the real IELTS writing test you will receive a score between 0 and 9 for this subtest.

Speaking test

SPEAKING TEST**TIME ALLOWED: 1 hour**

The speaking test interview between the candidate and the examiner takes **11 to 14 minutes**.

Remember, there are three parts to the speaking test:

- Part 1: the introduction and interview
- Part 2: the individual long turn, using a task card
- Part 3: the two-way discussion

Your performance is rated according to four different criteria:

- Fluency and coherence
- Lexical resource
- Grammatical range and accuracy
- Pronunciation

All criteria have equal weighting. The final result of the test is given as one score, or band.

Familiarise yourself with the part-by-part description below. Then time yourself as you speak on the topics in each part of the test. It is also very useful to record yourself and then listen back to the recording.

Assessment

In the IELTS Practice Test, you are awarded a band score for the Reading and Listening Tests.

| IELTS | Maximum band score |
|------------------|---------------------------|
| Reading | 9 |
| Listening | 9 |
| Writing | No mark awarded |
| Speaking | No mark awarded |