

IELTS SUCCESS FORMULA

ACADEMIC



**THE COMPLETE PRACTICAL GUIDE
TO A TOP IELTS SCORE**

Based on research into test takers and extensive IELTS experience

STEPHEN SLATER & SIMONE BRAVERMAN

Centre for English Language in the University of South Australia

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Meet the Authors



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Other texts were freshly written to test parameters drawing on and integrating information from a wide variety of written sources.

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INTRODUCTION

A big **'HELLO'** to you from your team of authors, Stephen and Simone. We are glad you have chosen IELTS SUCCESS FORMULA for your exam preparation. They say everything happens for a reason, and perhaps **the reason you're reading this book is that you need a high IELTS score and you want to be confident about how to achieve it for yourself or how to help your students to achieve an above-average IELTS score.**

Many books have been written about IELTS preparation. What makes this one different? As you will have noticed, this book is called "IELTS Success Formula". That's exactly what you should expect to find here – **step by step, friendly guidance on how to overcome your difficulties and achieve a high score in the IELTS test.** This book wastes no time and immediately shows you the important aspects requiring attention during your exam preparation. The tips, advice and examples here will help you understand the difference between a lower score response and a higher score response, and you will learn efficient ways of dealing with test tasks to give more accurate answers, faster.

HOW TO USE THIS BOOK

This book was designed to suit busy test takers as well as people who can devote several weeks to IELTS preparation. Here are two possible test preparation plans:

PLAN A: CRASH-COURSE PREPARATION (for candidates who are short of time)

STEP 1. Read through the Listening, Reading, Writing and Speaking lessons while making notes. Pay special attention to secrets and tips on impressing your assessor and achieving a higher score.

STEP 2. Do the full practice test included in this book. Instead of sticking strictly to IELTS time limits, spend some additional minutes trying to implement all the useful tips you have learned in this book.

STEP 3. Analyse your performance: write a brief summary on what you were good at, not so good at, and what to improve. Check your answers against the correct ones in the book and try to understand why you were wrong and why the answers in the book are correct. Then go over our tips once more on the skills you need to improve.

STEP 4. With any time left before your exam, locate and work through the relevant Fitness Activities to improve your performance in the skills that you found difficult in the practice test. IELTS Writing Doctor can help you cover the gaps in your use of grammar and vocabulary, and the rated writing samples and the recorded IELTS-style interview give you insights into how **you** can get a higher score in writing and speaking.

PLAN B: COMPREHENSIVE PREPARATION (for candidates who have more time, or for teachers/students working with our book on IELTS preparation courses)

STEP 1. Work systematically through the lesson for each IELTS subtest with its detailed descriptions, extensive Q/A, and secrets of impressing an assessor and raising your score.

As you read through each lesson chapter carefully, note any information, strategies, tips or advice that are new to you. Underline or highlight the ones that apply to you.

STEP 2. After finishing the lesson for every skill (Listening, Reading, Writing, Speaking), work through its fitness activities and then check your answers.

Analyse any incorrect answers, and try to understand why you were wrong, and why the answer in the book is correct. UNDERSTANDING tasks and mistakes is central to improvement.

Note: if you need some help with your use of grammar or ideas for vocabulary, visit our IELTS Writing Doctor and Top Score Vocabulary in the Writing and Speaking chapters. For a deeper understanding of how to improve your score in writing or speaking, check out the rated writing samples and the recorded IELTS-style interview with a detailed analysis of the speaker's performance.

STEP 3. Take the Full practice test.

You should work through the test under strict test conditions and in the correct order (L > R > W > S) observing correct timings for each subtest. Put into practice as many relevant techniques and insights as possible from each of the four skills chapters you have systematically worked through.

When you have completed the full test, you can check your answers. For the Writing and Speaking test you'll need either to self assess by rating your level in comparison with those in our Writing and Speaking Resource sections, or ask a teacher to give you a rating.

STEP 4. Analyse your test performance and re-test later.

A vital, final stage in our SUCCESS FORMULA is to analyse and evaluate your exit test performance carefully in each of the four subtests and to write brief notes on what you were good at, not so good at, and what to improve. **UNDERSTANDING your performance deeply IS MUCH BETTER THAN JUST DOING** one, new test after another.

After a week, **re-take the exit test, and carefully re-analyse your performance.**

You will by then have applied the IELTS SUCCESS FORMULA! Good luck!

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IELTS LISTENING

LISTENING LESSON

First Questions Answered

Q. How long is the Listening test?

A. The Listening test takes 40 minutes, where the first 30 minutes are used to listen to a recording and answer questions on what you hear, and the last 10 minutes are used to transfer your answers from the question booklet to the Answer sheet.

Q. Is the Listening test different for Academic and General Training test takers?

A. No, there is no difference in the format or contents of the Listening test in Academic and General Training tests.

Q. How is the Listening test organized?

A. The recording consists of four sections, which progress in speed and difficulty. Sections 1 and 3 are recordings of conversations between two or more people, and Sections 2 and 4 are recordings of monologues.

Q. How many questions are there?

A. There are 40 questions in total in the Listening test. In each section there are 10 questions.

Q. What topics are likely to appear in the Listening test?

A. Every section will have a different topic.

Section 1 is an everyday conversation between two people, such as a patient and a doctor, a receptionist and a client, and so on.



Section 2 is a lecture, a presentation or a speech by a person on an everyday topic such as services and facilities available in a library.




Section 3 is a conversation that may include more than two people about study-related matters. Often the participants are a student and a lecturer or a group of students, discussing homework or a university project.



Section 4 is a talk or a lecture on an academic subject, such as historical summary or a presentation of a study the speaker has undertaken.

Q. What type of questions am I likely to get?

A. All the questions will be about the information on the recording; however, the way you need to provide your answers (or, as we call it, 'task type') may differ. The typical task types are below (Figure 1.)

Task type	Example
<p>MATCHING — select the appropriate description (verbal or a picture).</p>	<p>Questions 1–3</p> <p>Who will pay for the following items:</p> <p>A Mary B Peter C Both Mary and Peter</p> <p>Write the correct letter (A–C) next to questions 1–3.</p> <p>1 food for the trip _____ 2 accommodation _____ 3 excursions _____</p> <p> <i>Need practice? Go to Fitness Activity 1 (Page 21)</i></p>
<p>MULTIPLE CHOICE QUESTIONS — select the correct answer.</p>	<p>Question 4</p> <p>Circle the correct letter A–C.</p> <p>The reason Mary prefers to stay in this hotel is</p> <p>A because of the magnificent view B because of the facilities C because of the affordable pricing</p> <p> <i>Need practice? Go to Fitness Activity 2 (Page 22)</i></p>

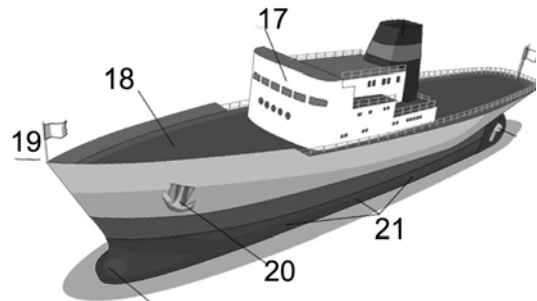
Task type	Example
<p>SENTENCE COMPLETION — complete a sentence according to what you hear.</p>	<p>Question 5</p> <p>Complete the sentence below. Use NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.</p> <p>Peter has put a _____ on his packing list.</p> <p> <i>Need practice? Go to Fitness Activity 3 (Page 23)</i></p>
<p>SHORT ANSWER QUESTIONS— write an answer in one, two or three words, according to the instructions, on what you hear.</p>	<p>Question 6</p> <p>Answer the question below. Use NO MORE THAN THREE WORDS AND/OR A NUMBER for your answer.</p> <p>Which country are both Mary and Peter reluctant to visit? _____</p> <p> <i>Need practice? Go to Fitness Activity 4 (Page 24)</i></p>
<p>FORM OR NOTE COMPLETION— enter the appropriate information in blanks.</p>	<p>Questions 7–10</p> <p>Complete the travel agency form below, using NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.</p> <p>Customer's name 7 _____</p> <p>Booking includes 8 ___ adults, 9 ___ children</p> <p>Dates of holiday: 21 April to 10 _____</p> <p> <i>Need practice? Go to Fitness Activities 5–7 (Pages 25-26)</i></p>

Task type	Example												
<p>TABLE/FLOW CHART COMPLETION—fill in the blank cells or blocks.</p>	<p>Questions 11–13</p> <p>Complete the table below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.</p> <p>Trip Itinerary</p> <table border="1" data-bbox="781 600 1507 779"> <thead> <tr> <th>Date</th> <th>Flight no.</th> <th>Destination</th> </tr> </thead> <tbody> <tr> <td>21 April</td> <td>CX 1345</td> <td>11 _____</td> </tr> <tr> <td>25 April</td> <td>12 _____</td> <td>Toronto, Canada</td> </tr> <tr> <td>13 _____</td> <td>FL 131</td> <td>New York, USA</td> </tr> </tbody> </table> <p> <i>Need practice? Go to Fitness Activity 8 (Page 27)</i></p>	Date	Flight no.	Destination	21 April	CX 1345	11 _____	25 April	12 _____	Toronto, Canada	13 _____	FL 131	New York, USA
Date	Flight no.	Destination											
21 April	CX 1345	11 _____											
25 April	12 _____	Toronto, Canada											
13 _____	FL 131	New York, USA											
<p>SUMMARY COMPLETION—fill missing words in the blanks. You may or may not be given a list of words to choose from. If there is no list, choose directly from what you hear on the recording.</p>	<p>Questions 14–16</p> <p>Complete the summary below. Use NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.</p> <p>Peter and Mary are planning a 14 _____ together. The 15 _____ they have decided to visit include Canada and USA, where they will be 16 _____ by plane.</p> <p> <i>Need practice? Go to Fitness Activity 9 (Page 28)</i></p>												

DIAGRAM, MAP OR PLAN LABELLING—
write short descriptions of up to three words
for parts of a drawing.

Questions 17–21

Label the diagram below. Write your answers in the
boxes 17–21 on the answer sheet.



*Need practice? Go to Fitness Activity 10
(Pages 29-30)*

Figure 1.



Note: in the real Listening test you won't see the task type change after every question—it is common to see a group of about five questions for every task type.

Q. Will I have time to read the questions?

A. Yes, you will have about 15–20 seconds to go over each group of questions before listening.

Q. When do I answer?

A. Once a recording is being played you will need to answer the questions as you listen, because you will hear the recording only once.

Q. Where and how do I write the answers?

A. During the listening test write all the answers in the question booklet. Once the recording has stopped you will have 10 more minutes to transfer your answers to the answer sheet.

Please read the section 'How to Avoid Problems with Your Answers' (Page 14), to make sure none of your answers gets disqualified.

Q. Will I be penalized for writing answers in capital letters?

A. When answering any task with missing words (such as sentence completion, summary completion, note completion, table completion, etc) you can write in uppercase letters (e.g. 'AFTERNOON') or lowercase letters (e.g. 'afternoon'), as you wish. It is probably best to choose a particular way (either uppercase or lowercase) and follow it consistently.

Q. Will I need to re-phrase what I hear in my answers?

A. No, you won't. All the answers are as heard on the recording. You will not need to substitute a word for its synonym or to change its form.

Q. What spelling version should I use, British or American?

A. Both British and American spelling versions are accepted. It is also very important that your spelling is correct, because misspelled answers may be penalized. For example, you can write 'color' (American spelling) or 'colour' (British spelling), but if you write 'calor' the answer will get zero points.

Q. Is grammar important?

A. Yes, grammar is an important part of the Listening test. Any grammatically incorrect answers will not get any points, even if their meaning is correct. If you use a singular form ('apple') where a plural form should be used ('apples'), if you use the wrong tense or verb form ('he go' instead of 'he goes'), such ungrammatical answers will receive zero points.

Q. Is it OK to use shorthand writing in the answers?

A. While it is acceptable to use shorthand writing for your notes in the question booklet, your answers on the answer sheet must be complete. So if you quickly scribbled on your answer sheet something like 'doc. ord.', use the full form 'doctor's orders' when transferring such answers to the answer sheet.

What if I...? Some Problem Situations

Q. What if I can't understand what is being said on the recording?

A. If you have trouble understanding the recording it could happen for several reasons:

Reasons

It is possible that the speaker uses an accent you are not familiar with. For example, people who are used to the American accent may find a British accent hard to understand at first. This shouldn't be a problem as long as you have had some time to train your ears by listening to recordings in different accents that may appear in the IELTS test. The main accents to concentrate on include those from Australia, Britain, Canada, America and New Zealand.

It is also possible that your listening skills are weak, which may make you feel that the words are coming faster than you can recognize and understand them.

Solutions

This doesn't mean you will fail in the exam, because with training and regular work your listening can improve significantly. To develop your listening skill:

- It's a good idea to use recordings that have a transcript (to help you understand every word).
- Listen to a recording daily for 20 minutes, then rewind and listen repeatedly to unclear sentences, to build the speed at which you decode spoken input.
- Try repeating words you hear after listening to help you remember them and the way they are pronounced, and perhaps even to improve your pronunciation.

Q. What if I lose track of the recording?

A. Being focused is very important in the Listening test. The fact that the recording is played only once means that there are no second chances for missed answers. This is why it is crucial that you learn mentally how to block out any disturbance or background noise, while preparing and practicing for the exam.

However, anything can happen, and if you have lost track of the recording there is a way to re-gain control:

- Jump ahead to the two or three questions immediately following the one you missed and you will find the one that the recording is addressing now. This way, you may miss an answer or two but from the question where you have re-established the connection with the recording, no more answers will be lost.
- Try to guess the missed answers instead of leaving their boxes blank on the answer sheet.

Q. What if I am a slow reader and don't have enough time to read the questions before the recording begins playing?

A. There is a solution that may help, especially with Sections 2, 3 and 4.

At the end of each section you get about 30 seconds to review your answers. Instead of checking your answers for the previous section, you can read the questions ahead that refer to the next section. Then, when the recording instructs you to move on and read the questions of the next section, you will have some more time to continue reading the questions.

Example

You have just finished answering Section 1. The recording announces that your time to check answers has begun. You begin reading the questions for Section 2. The recording announces that now you can read the questions for Section 2. You are continuing reading the questions for Section 2 and that way are already further ahead.

Is it wise to do so? Due to the nature of the Listening test, once a recording has stopped, many students find it difficult to recall what has been said, and therefore it's not likely that you will remember enough to correct your answers. Also, there will be another time slot of 10 minutes when you will be asked to copy your answers from the booklet to the answer sheet—and while copying you can also check the grammar and spelling.

Q. What if I have a problem with spelling?

A. Spelling is a well-known problem, even for people whose first language is English. However, in the IELTS test spelling is very important and your answers may not be considered correct if they are wrongly spelled. For example, if the correct answer is 'calendar' and you wrote 'calender', even though the meaning is clear the spelling is wrong, and so your answer will get zero points.

To overcome this problem the obvious solution is to learn how to spell, but we know that this may take years. People who have to sit the IELTS test are usually in a hurry and have limited time for preparation—months or even weeks—and therefore we propose a shortcut. Our experience with students over the years has taught us that some words are more likely to get misspelled than others.

Please refer to the 'Famously misspelled words list' at the end of this chapter Page 17. By learning the correct spelling of most of the words on that list you will greatly reduce your chances of misspelling an answer in the IELTS exam.

Q. What if I am unsure of an answer?

A. Even if you are unsure what the correct answer is, having listened to the recording you can take a guess. Instead of leaving the answer blank, write your best guess in its space on the answer sheet. This won't hurt your Listening score and, if you're lucky, may even help it.

Q. What if I have a hearing/eyesight problem?

A. If you have a hearing/eyesight problem that can be backed up by a medical certificate, you should contact the test centre where you intend to take the test well in advance. The test centers consider each case individually and make special arrangements, including amplification of the recording or preparing a lip-reading version of the Listening module, or a Braille version of the question booklet for sight-impaired candidates.

Q. What if I get sick on the day of my exam?

A. It is generally a good idea to postpone your exam if you are not well. This is especially true if the sickness makes you sneeze. When we sneeze our ears are blocked, which is why constant sneezing may cause a person (and other candidates nearby!) to miss the key parts of the recording that hold the answers.

Your local test centre can give you the most up-to-date and detailed advice on how to postpone your exam.

7 'Must do' Things for Success in the Listening Test

1. Heard the answer? Write it down straightaway.

A listening test is a very dynamic experience and, simply put, you need to keep up. It is impossible to retain in your memory an answer that you heard, because it will be washed away by the continuous flow of information as the recorded voices keep on talking. This is why, once you've heard an answer to a question, you need to write it down, right there and then. You may think that writing will distract you from listening (and the truth is that initially it might), but with practice you will learn to write and listen at the same time, and writing won't come at the expense of listening.

2. Only look at one group of questions at a time.

You know by now that Listening test recordings are divided into Sections 1 to 4. But you may not know yet that Sections 1 to 3 are divided into smaller subsections, a fact which makes your job a bit easier.

In those sections the recording will refer to a certain group of questions, *not all* of the questions in the section, and it will say what questions you should look at *now*. For example, the recording may say "Now look at the questions 7 to 10" and then be silent for about 20 seconds. This means that in the recorded segment that then follows four answers will be given—to questions 7, 8, 9 and 10.

So what should you do? Most importantly, read the questions while the recording is silent, but don't read beyond question 10. Underline key words, quickly grasp the main idea of each question and try to understand what sort of answer you will hear— an amount? working hours? a location?

Another excellent consequence of the fact that Listening sections 1–3 are broken down into subsections is that you won't lose a whole section *even if you've missed a couple of answers*. As soon as you hear the recording say "Now look at questions 11 to 13", and you know that you still don't have the answer to question 10, cut your losses—stop looking for the answer to question 10—and move on to the current group of questions. In this way you still have a chance to answer all the questions in the current group and then, at the end of the section/test you can go back and guess the answer to the 'lost' question.

3. Details *are* important.

Any specific information mentioned on a recording, such as names, phone numbers, dates, opening hours, locations, years, colors is usually mentioned for a reason. It is very likely that such details are contained in the answer. When you hear specific information on a recording, have another look at the current group of questions, to see where it may fit.

4. Multiple choice: not all answer options are born equal.

When dealing with Multiple choice tasks not all answer options have the same likelihood of being correct.

Out of three answer options one can almost always be crossed out as plain wrong or as not mentioned by the speaker, and then you will have fewer options to choose from – which will make your job much easier.

5. Summary completion: let sentence structure be your guide.

When completing a summary it is often hard to guess straightaway which word is missing from the blank space. Sometimes it may seem as though no word is missing at all! A trick that always works for this type of task is to look at the words immediately before and after the gap, because they reveal whether the missing word is a noun, an adjective, or a verb.

For instance, consider the summary below

Example

Peter and Mary are planning a **14** _____ together. The **15** _____ they have decided to visit include Canada and USA, where they will be **16** _____ by plane.

It seems that answer 14 should be a noun (such as 'trip'), 15 – also a noun (such as 'countries'), and 16 should be a verb (such as 'arriving' or 'travelling').

How does this help? Once you know that you're looking for a verb, selecting the right one from what you hear on the recording will be easier. You will pay more attention to verbs than to nouns or adjectives.

6. Do not let the use of synonyms confuse you.

It may happen that you will hear a word on the recording, but the question will be worded using its synonym. Test takers whose minds are 'locked' on the exact word the speaker said, may get confused and not realize the question is mentioning the same thing.

Example

The recording may say, "The list of prohibited items inside an airplane includes..." and the question may say, "Passengers are not allowed to take the following items on board a plane".

7. The speakers (not just women!) are allowed to change their minds.

One of the things you are being tested on in the Listening test is whether or not you can follow the *development of the conversation*, AND, just like in a real-life conversation, the speakers on a recording can change their minds.

Example

Peter: "We can book a flight on the 10th of April, what do you think?"

Mary: "My vacation request was approved to start from the 9th, so I am free to go. But hang on, isn't your brother's birthday party on the 10th?"

Peter: "You're right, how could I forget?! Thanks for reminding me. We'd better book our flight on the 11th of April, or he'll never forgive me."

You should pay attention to such unexpected changes of mind, and make sure they don't trick you into giving the incorrect answer.

How to Avoid Problems with Your Answers

You would be surprised how many correct answers get disqualified for 'technical' reasons. To make sure this doesn't happen to you read through the common problems below and make a mental note to avoid making these mistakes.

Problem 1 – not following the task instructions.

You may have noticed how every task type has a clear set of instructions (refer to the table in Figure 1). They specify how many words or numbers you can use, and what you need to do—complete a sentence, answer a question, circle a letter, and so on. It is very important that you do *exactly* as the instructions say. If the instructions say “Circle two letters”, do exactly that—don't circle just one or three letters.

Especially important is the word limit, because any answer that consists of more words than the limit allows, will get zero points even if its meaning is correct. If the instructions say, “**WRITE NO MORE THAN THREE WORDS**”, you may write one, or two or three words—but never more than three.

Problem 2 – transferring information incorrectly.

a) Words

When transferring the answers from the question booklet, only the missing words should be written on the answer sheet.

For instance, consider a task that asks you to complete a sentence using **NO MORE THAN THREE WORDS AND/OR A NUMBER**.

Example

The sentence is: “Peter and Mary **are** _____ **to** visit their relatives in Ottawa”

Since the correct answer is ‘not going’, writing the words ‘are not going to’ on the answer sheet will mean receiving zero points for your answer.



Note: the definite and indefinite articles 'a', 'the' count as one word each.

b) Symbols and abbreviations

If you are required to complete a sentence that talks about money such as,

“The deposit Peter has to pay for plane tickets is \$ _____”

write *only the amount* on the answer sheet, without the '\$' sign, because it's already written in the question booklet.

In a sentence that talks about time, such as,

“Trading hours of the travel agency are Mon–Fri, _____ **am** to 5 pm.”

write *only the time* on the answer sheet, without the 'am'. The reason is that 'am' is already written in the booklet and you do not need to repeat it.

c) Numbers

Confusing numbers with digits is a common problem. The word 'digit' means any of 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. A number is a combination of digits, or in other words more than one digit may form a number.

Why is this important? Because when instructions ask to 'answer in **NO MORE THAN THREE WORDS AND/OR A NUMBER**', it is a mistake to think that you are only allowed to write one digit in the space provided on the answer sheet. You are allowed to write one number, which can consist of many digits.

Example

Complete the sentence below using **NO MORE THAN THREE WORDS AND/OR A NUMBER**.

“The address of Peter's uncle is _____ Main street, Moncton, New Brunswick, Canada.”

Let's say the correct answer (the missing house number) is '308'. It's a mistake to think that all you're allowed to write just one digit (such as '3'), in fact you are allowed to, and should, write '308'.

d) Letters

When the task instructions ask you to circle a letter, this is exactly what you need to transfer to the answer sheet—the letter, not the full answer. There is a whole set of reasons why you shouldn't copy the full answer:

1. It's not what the instructions say
2. You can make a spelling mistake
3. It takes longer to write two or three words than to write a letter.

Example

Circle the correct letter **A–C**.

The reason Mary prefers to stay in this hotel is

- A** because of the magnificent view
- B** because of the facilities
- C** because of the affordable pricing

Let's say B is the correct answer. While you are listening, circle B in the question booklet. When transferring the answers to the answer sheet, write 'B' in the relevant space—don't copy the words 'because of the facilities'.

Famously misspelled words list

Correct	Wrong	Correct	Wrong
A		C	
absence	<i>absense / absance</i>	calendar	<i>calender</i>
acceptable	<i>acceptible</i>	career	<i>carrer</i>
accidentally	<i>accidentaly</i>	careful	<i>carefull</i>
achieve	<i>acheive</i>	category	<i>catagory</i>
acknowledge	<i>aknowledge</i>	certain	<i>certin</i>
accommodation	<i>acomodation</i>	colleague	<i>collegue</i>
across	<i>accross</i>	collectible	<i>collectable</i>
address	<i>adress/ adres</i>	competition	<i>compitition</i>
affordable	<i>affortable</i>	completely	<i>completly</i>
almost	<i>allmost</i>	controversy	<i>contraversy</i>
a lot	<i>alot</i>		
amateur	<i>amature</i>	D	
among	<i>amung</i>	decide	<i>dicide</i>
annually	<i>annually</i>	definitely	<i>definatly</i>
appearance	<i>appearence</i>	description	<i>describition</i>
argument	<i>arguement</i>	develop	<i>develope</i>
		dilemma	<i>dilemna</i>
B		disappear	<i>dissapear</i>
balance	<i>balence</i>	disappoint	<i>disapoint</i>
basically	<i>basicly</i>	discipline	<i>disipline</i>
because	<i>becuase</i>		
before	<i>befor</i>	E	
beginning	<i>begining</i>	embarrass	<i>embarass</i>
believe	<i>beleive</i>	environment	<i>enviroment</i>
benefit	<i>benifit</i>	exceed	<i>excede</i>
breathe	<i>brethe/ breath</i>	exercise	<i>exersize</i>
business	<i>bisness/ bizness</i>	experiment	<i>expiriment</i>

Correct	Wrong	Correct	Wrong
F		L	
familiar	<i>familier</i>	leisure	<i>liesure</i>
finally	<i>finaly</i>	length	<i>lenght</i>
foreign	<i>foriegn</i>	lesson	<i>lessen/leson *</i>
forward	<i>foreward</i>	lose	<i>Loose *</i>
further	<i>futher</i>		
G		M	
government	<i>goverment</i>	marriage	<i>marrige</i>
grateful	<i>greatful</i>	minute	<i>minite</i>
guarantee	<i>garantee</i>	mimic	<i>mimmic</i>
		misspell	<i>mispel</i>
H		N	
happened	<i>happend</i>	necessary	<i>necessery</i>
happiness	<i>happyness</i>	neighbour	<i>neibor</i>
height	<i>haight</i>	noticeable	<i>noticable</i>
hoping	<i>hopeing</i>		
I		O	
ignorance	<i>ignorence</i>	obedient	<i>obidient</i>
imitate	<i>immitate</i>	occasion	<i>occassion</i>
immediately	<i>immediatly</i>	occurrence	<i>occurence</i>
incur	<i>incurr</i>	often	<i>offen/ofen</i>
independent	<i>independant</i>	opportunity	<i>oppurtunity</i>
indispensable	<i>indispensible</i>		
interesting	<i>intresting</i>	P	
interruption	<i>interuption</i>	particularly	<i>particurly</i>
		pastime	<i>pasttime</i>
K		perceive	<i>percieve</i>
knowledge	<i>nowledge/ knolege</i>	persistent	<i>persistant</i>
knives	<i>knifs</i>	possession	<i>posession</i>
		preferred	<i>prefered</i>

Correct	Wrong	Correct	Wrong
R		U	
really	<i>realy</i>	until	<i>untill</i>
receive	<i>recieve</i>	usable	<i>usible</i>
referred	<i>refered</i>	usually	<i>usualy</i>
repetition	<i>repitition</i>		
ridiculous	<i>rediculous</i>		
S		V	
separate	<i>seperate</i>	vehicle	<i>vehical</i>
shelves	<i>shelfes</i>	visible	<i>visable</i>
similar	<i>similer</i>		
sincerely	<i>sinseerly</i>		
speech	<i>speach</i>		
successful	<i>successfull</i>		
surely	<i>surelly</i>		
T		W	
temporary	<i>temperary</i>	weather	<i>whether</i> *
therefore	<i>therefor</i>	weird	<i>wierd</i>
thieves	<i>thiefs</i>	whether	<i>wether</i> *
till	<i>til</i>	which	<i>wich</i>
tomorrow	<i>tommorrow</i>		
truly	<i>truely</i>		
twelfth	<i>twelvth</i>		

* These words have correct spelling but their meanings are different from the intended word. However, they have similar pronunciation and are thus easily confused.



LISTENING FITNESS ACTIVITIES

The fitness activities in this section offer you quick practice at the different task types you may encounter in the IELTS Listening test. It's also a chance to use some of the tips from the Listening chapter earlier in our book.

General guidance

- As these are just for practice and not contained within an IELTS Listening test format, it is a good opportunity to experiment with your task strategies.
- Don't forget to read each of the tasks and the instructions carefully before trying to put in your answers.
- If you can wait, check your answers after completing **all** Fitness Activities.
- Later you could also read the transcripts for each activity (See Page 369) to see where the answers were located in the short extracts you listened to.



The recordings for the Listening Fitness Activities listed below, and all other recorded material in later sections can be found on the audio recordings supplied with this book.

Activities	Audio Time
Fitness Activity 1	1 min 53 sec
Fitness Activity 2	1 min 02 sec
Fitness Activity 3	0 min 59 sec
Fitness Activity 4	1 min 02 sec
Fitness Activity 5	0 min 54 sec
Fitness Activity 6	0 min 47 sec
Fitness Activity 7	1 min 06 sec
Fitness Activity 8	1 min 29 sec
Fitness Activity 9	1 min 10 sec
Fitness Activity 10	1 min 59 sec

Pages 21-32 are not shown in this trial version



IELTS READING

READING LESSON

First Questions Answered

Q. What is the Academic Reading test like?

A. During the IELTS Reading test you will be asked to read three passages and answer questions on each passage. If you have chosen to do a paper-based test, you will receive a booklet with texts and questions. Alternatively, if you have chosen the computer-based version of the test, you will be reading the texts on a computer screen, and answering questions by selecting the correct answer option with a keyboard/mouse or by typing your answer.

Q. How long is the Reading test?

A. The Reading test takes 60 minutes. During this time you should finish reading the texts and answering the questions. If you are doing a paper-based test, copy your answers on to the answer sheet **during the same 60 minutes**, because you won't be given extra time to transfer the answers. In the computer-based version you won't need to transfer answers.

Q. How is the Reading test structured in the Academic module?

A. Here is what you can expect to see in an Academic Reading test:

Academic module	
Number of texts	Three long texts (maximum overall length up to 2750 words)
Text type	Explanatory or analytical, may include graphs or illustrations
Number of questions	40

Pages 35-56 are not shown in this trial version



ACADEMIC READING FITNESS ACTIVITIES

Improve your understanding of each of the task types in the IELTS Reading test, by trying these Fitness Activities.

Read the text below and answer Fitness Activities 1–4.

AUSTRALIA'S DAM STORY (Part 1)

Section A

Measured across the continent, Australia receives an average of only 465 mm of rainfall a year, compared with Europe's 640 mm and Asia's 600 mm. High evaporation allows just 12 per cent of its rainfall to run off and reach waterways. Even so, there's enough water for everyone—but it's seldom in the right place at the right time.

Section B

European settlers solved this problem with dams. The first two—Yan Yean outside Melbourne and Lake Parramatta, Sydney—were completed in 1857. Dam building continued steadily until after World War II, when it accelerated.



Today, 500 large (more than 15 m high) dams store a total of 93,957 gigalitres (Sydney Harbour holds about 562 GL). There are also countless smaller dams, called weirs, on most Australian rivers—8000 in the Murray-Darling Basin alone—and more than 2 million farm dams.

Section C

Large dams bring quick benefits. They can provide water and electricity, mitigate flooding and create beautiful lakes. But they also have adverse impacts. The first are those on people living in the way of a dam and its lake. They may need to be moved, causing families and communities to fragment. The lake may flood farmland or natural landscape. Many of the drowned river's plants and animals fail to adapt to lake conditions. Alien fish species, introduced into the reservoir accidentally, or for recreational fishing, may further alter the biological make-up of water life, and weeds and algae may thrive in the nutrient-rich water. Downstream, changes in the river's flow and water quality usually cause irreversible effects, often down to the river mouth and beyond. Fish migration and reproduction, siltation and salinity in deltas are altered.

Section D

Once upon a time, these adverse impacts—some of which take years to manifest—weren't really considered before a dam was built. The human need for water, for drinking or to grow food, took precedence. Some people believe they should still. But over recent decades, science has deepened our understanding of natural systems, which we now know can't be broken into discrete pieces, some of which can be exploited and others not. This has given rise to the idea that the environment itself is a legitimate water consumer, with attendant needs and rights. All this calls for careful study of a river's state and function before it's dammed.

Section E

Australia's newest megadam straddles a gentle valley on the Burnett River, 260 km northwest of Brisbane. Apart from a soupy stain low on its upstream face, the concrete is spotless and dazzles the eye under the sharp Queensland sun. This is Paradise Dam, completed in 2005. Impressive though it may be, Paradise, like other large dams, is a mix of good points and bad. For some people, the bad prevail. High among the complaints has been that the rationale behind it was political. Then there are the potential environmental impacts downstream, especially around the river's mouth in Hervey Bay, which worry people such as commercial fishers and tourism operators.

Source: *Australian Geographic*, Issue 89 (Jan–Mar, 2007)

Pages 59-74 are not shown in this trial version



IELTS WRITING

OVERVIEW

Writing Test Basics

Q. How is the Writing test structured?

A. The Writing test has two tasks called Task 1 and Task 2, as briefly described below:

	Writing Task 1	Writing Task 2
Word limit	150 words minimum	250 words minimum
Suggested time limit	20 minutes	40 minutes
Overall Score	On a band scale from 0–9 with half band scores	On a band scale from 0–9 with half band scores



Note: Task 2 score contributes a little more to the overall score than Task 1.

Q. Where should I write my answers to the Writing tasks?

A. You will be given an Answer booklet in which you should write your Task 1 and Task 2 responses:

- The booklet has about 20 lines per page and 4 pages.
- The first page of the Task 1 section has some instructions, leaving only half a full page for writing on that page, plus the following page.
- The Task 2 section has 2 full pages.
- It is clearly indicated where to start your answer to both Task 1 and Task 2.

Remember, too:

- You can do the tasks in **any order**, which means you can decide to do Task 2 first if you prefer, or if you are worried about how best to use the time.
- You can ask for additional paper if you need it.

Q. How is my writing assessed?

A. By a real person!

Each task is marked by a trained IELTS assessor who reads your answer and gives you a score (from 0 to 9) for different aspects of your performance by comparing what you have written with performance descriptions for different score levels in these four areas:

- **task fulfilment** in Task 1 (Did you do what you were asked to do?) or **task response** in Task 2 (Did you respond to all parts of the task and offer a clear viewpoint?)
- **vocabulary** (How varied, appropriate and extensive is your use?)
- **grammar** (How flexibly and accurately are you able to use different sentence types?)
- **coherence and cohesion** (How well is your answer structured in terms of ideas and paragraphing; how well do sentences link together to build logical movement from one idea to another?)



Note: you may lose marks if you don't write enough words for either answer.

Q. How can I impress the assessor?

A. Well done! This is the **key question** in our book.

There are many ways to manage your answers to each task so that you impress your assessor. These will be discussed and practised extensively later in this section of the book.

Q. How should I begin my preparation?

A. First, have a look at the Task 1 section on Page 78 and the Task 2 section on Page 127.

While going through our advice for Task 1 and Task 2 you may notice that we give several identical suggestions for both tasks. This is because there are **important principles that apply to both Task 1 and Task 2**. It seems a good idea to be reminded of them so you can learn how to apply them while practising, and, more importantly, in the actual IELTS exam.

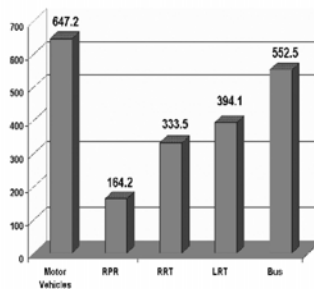
WRITING LESSON – Task 1 Report

First Questions Answered

Q. What kind of task will I be given?

A. For Task 1 you will receive either a **chart**, a **graph**, a **map**, a **process diagram** or a **table**:

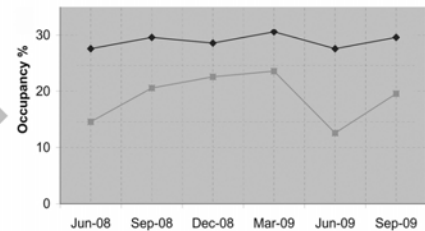
chart



table

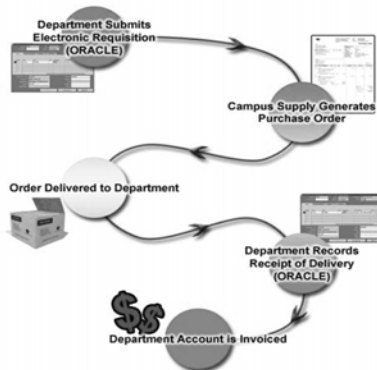
Household income/year	Access to computers			Access to internet		
	1998	1999	2000	1998	1999	2000
Below \$50,000 per year	34	33	37	10	12	21
Above \$50,000 per year	69	71	77	34	43	57

graph



You will receive a...

process diagram



map



Pages 79-98 are not shown in this trial version



WRITING TASK 1 FITNESS ACTIVITIES

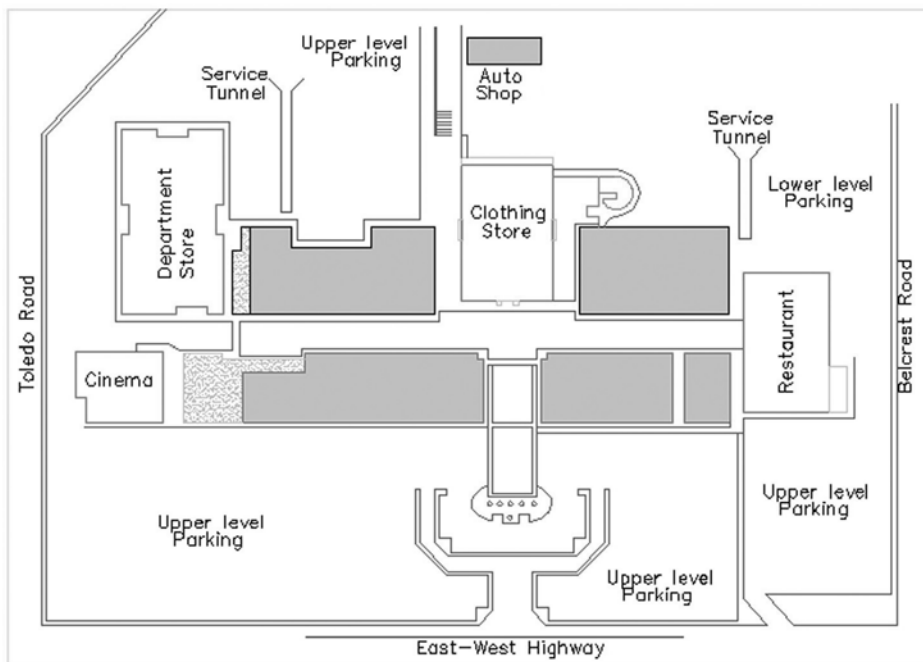
Before you start

The fitness activities in this section offer you quick practice at the different task types you may encounter in the IELTS Writing test. It's also a chance to use some of the tips from the Writing chapter earlier in our book.

With the help of these fitness activities you will build awareness of key elements of different Task 1 reports. Work through each section, noting the different aspects of the report being focused on. When you are practising a Task 1 report under exam conditions, try asking yourself similar questions as part of **managing and improving your written response**.

TASK TYPE » Map

Fountain Gate Shopping Centre, 1980



Pages 100-126 are not shown in this trial version

WRITING LESSON – Task 2 Essay

First Questions Answered

Q. What kind of task will I be given?

A. For Task 2 you will be given a task prompt, usually on a social issue, and asked to write a response in the form of a short, 250-word essay.

Q. What types of task prompt are there?

A. These are the **four** main types of Task 2 prompt:



Type 1 — Indicate and Support Your Level of Agreement

In a Type 1 essay task you are required to agree, partly agree or disagree with a stated point of view.

Sample task:

“Meeting someone for the first time through the internet is never a good idea. Do you agree?”

How to build your answer

Introduction: Introduce the task issue and say whether or not you agree.

Paragraph 1: Discuss the point of view which is opposite from your own (e.g. if you agree, explain reasons why others might not agree or only partly agree).

Paragraph 2: Give the main supporting point in favor of your view, and provide relevant examples.

Note: If you fully agree/disagree - go to **Paragraph 3**; if you only partly agree, proceed to **Conclusion** and summarise your partial agreement there.

Paragraph 3: **[Optional]** Give a secondary supporting point in favor of your view, provide relevant examples.

Conclusion: Summarise what you have said (without too much repetition).

Pages 128-145 are not shown in this trial version



WRITING TASK 2 FITNESS ACTIVITIES

Before you start

The fitness activities in this section offer you quick practice at the different task types you may encounter in the IELTS Writing test. It's also a chance to use some of the tips from the Writing chapter earlier in our book.

With the help of these fitness activities you will build awareness of key elements of different Task 2 essays. Work through each section, noting the different aspects of the essay being focused on. When you are practising a Task 2 essay under exam conditions, try asking yourself similar questions as part of **managing and improving your written response**.

TASK TYPE 1 » Indicate and support your level of agreement

Task Question

**Shopping is dangerous because it makes people selfish, and careless with money.
Do you agree or disagree?**

Write at least 250 words.

Fitness Activities 1–25 for Task Type 1



Activities 1–2 will help you to understand what kind of response is required.

- 1 'Do you agree or disagree?' means that you need to:**
 - a) choose and defend one of these views (Yes I agree OR No I don't agree) based on the nature of your own viewpoint.
 - b) write to show you both agree and disagree equally.
 - c) do what you like as long as you talk about shopping.

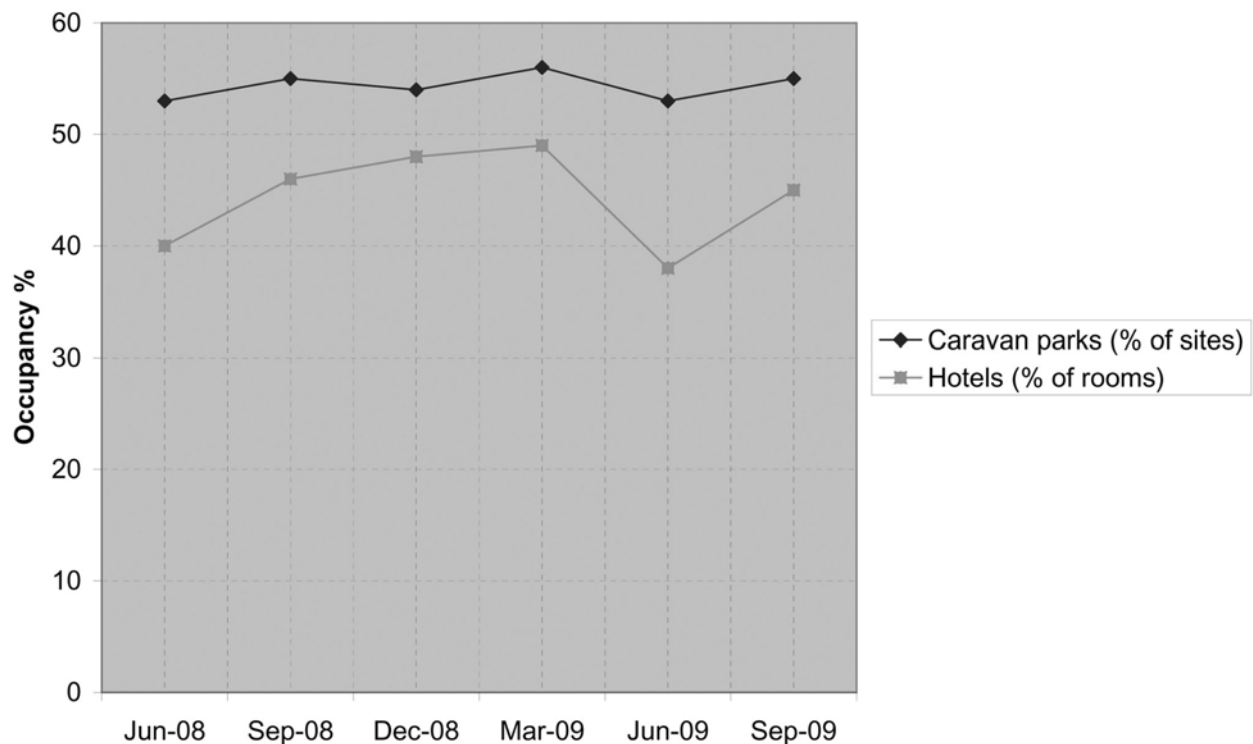
Pages 147-173 are not shown in this trial version

WRITING TASK 1 – RATED SAMPLE

As you may know, IELTS writing task 1s are marked using band descriptors in four categories: **Task Achievement, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy**. You can find the publicly available performance descriptors on the official IELTS website: www.ielts.org.

This sample report has been analysed to help you understand what score it would perhaps be awarded in each category and some reasons why.

Percentage occupancy rates in caravan parks and hotels Jun '08 - Sep '09



Task Question

The graph shows the percentage occupancy of caravan parks and hotel rooms between June '08 and September '09.

Summarise the information by selecting and reporting the key features, and make any relevant comparisons.

Write at least 150 words.

Pages 175-194 are not shown in this trial version



IELTS WRITING DOCTOR



IELTS WRITING DOCTOR

IELTS GRAMMAR — WRITING TASK 1

Task 1 answer — Introduction paragraph

Grammar can sometimes make you feel a bit sick, right? But, it's so important in IELTS. In Academic Task 1, often the problem is in choosing suitable language that allows you to describe statistical data in a formal yet clear and easy-to-understand way.

This first section shows some of the different ways to start your Task 1. Why not take a look! You might even feel better afterwards!



Starting your Task 1 answer

Getting off to a confident start is important. Remember, too, that wherever possible you need to avoid copying all the words from the task prompt! Check out these possible starts:

- The graph **shows.../presents data on.../compares...**
- The table **shows...**
- The bar graph **shows...**
- The map is a diagram **representing.../which represents...**
- The flow chart **shows.../illustrates the process involved in...**
- The process diagram **shows...**
- The bar chart **compares.../presents a comparison between...**

Overview sentences

An 'overview' is a sentence indicating the most dominant overall feature of the statistics or information presented—it can be written as an additional sentence in your introductory paragraph, or possibly as part of your summary at the end.

For examples of complete overviews refer to Fitness Activities section, Page 99.

Possible starts to an overview sentence:

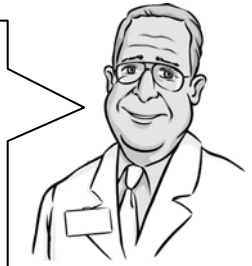
- Generally, the graph/information shows that...
- It is clear from the graph/statistics that...
- In broad terms, the chart indicates that...
- The main trend/pattern displayed indicates that...
- It is clear from the graph/table/map/flow chart/bar chart that...
- The dominant trend represented indicates that...

Pages 197-231 are not shown in this trial version

IELTS VOCABULARY — WRITING TASK 1

Hello again. Using appropriate vocabulary is an important part of writing a good IELTS answer.



Expressions like 'nice', 'big', 'got bigger', 'got worse', all of which communicate effectively in some general situations, need to be replaced when you write a formal report in English, otherwise the assessor may judge you to be very limited as a user of English. We hope that some of the expressions below will be of help to you when practising Academic Task 1 Writing. Enjoy! Or is it Endure!???



Appropriate, formal expressions for a report

In writing a report it is important to use an appropriate level of formality. Report writing requires a formal choice of vocabulary, not everyday, conversational choices. Compare these:

Achieving Appropriate Level of Formality

A  might write...	An  would write...
In the picture is...	The graph/chart/diagram shows...
was the same	levelled off, remained the same, didn't change, remained unaltered/stable
numbers	figures/statistics/data
got bigger	increased
went up	rose
at the time in the table	during the period shown
got money	earned/received an income
got worse	deteriorated, worsened
got smaller	decreased, diminished, reduced
went up fast	increased rapidly, jumped
went up a lot	increased dramatically, markedly, significantly
went up and down	fluctuated
was at its biggest	reached its high point of..., peaked at/in...
I can see that...	It can be observed that.../it is clear that...
It's a.../It'll be a good thing	This is bound to be/may well be a positive development
had	owned, bought, consumed, enjoyed
had the same...	experienced, owned the same...
went to...	visited/attended...
made	manufactured
going to/gonna	highly likely to...
got better	improved, recovered
was different	altered, changed
big	significant, major, large

Pages 233-260 are not shown in this trial version



IELTS SPEAKING

SPEAKING LESSON

First Questions Answered

Q. What does the IELTS interview consist of, and how long does it last?

A. The interview has these main elements:

- You are interviewed by one, trained IELTS assessor.
- The interview is in three parts, lasting a total of 11-14 minutes.
- The assessor asks all the questions.
- The assessor awards your score.

Q. What is in each of the three parts?

A. The parts are divided up as follows:

- In **Part 1** the assessor asks you questions on three everyday topics for a total of four to five minutes. There are usually four questions for each topic.
- In **Part 2** you give a short talk on a topic which is given to you beforehand. The topic is on a topic card, such as the one below:

Talk about someone you know, or know about, who has had an interesting life.

You should say:

- who the person is
- where the person comes from
- what is interesting about that person's life
- and explain why that person's life seems interesting to you.

You have one minute to plan your talk and have to talk for one to two minutes.

- In **Part 3** you are asked questions of a more general nature, but broadly related to the topic of your talk. The assessor may respond to your answers to draw out more detail.

Pages 263-279 are not shown in this trial version



SPEAKING FITNESS ACTIVITIES

The fitness activities in this section will help you to tell some of the differences between a stronger response and a weaker response, and to improve your own responses when you try the IELTS Practice Interview.

PART 1 » Answering questions on three everyday topics

Fitness Activities 1–16 for Part 1 of the IELTS Speaking Test



Activities 1–5 will help you to build stronger responses to questions on Topic 1:

Topic 1	Let's talk about your home
---------	----------------------------

1 **Question: 'Do you live in an apartment or a house?'**

Which of these possible responses seems the most appropriate, and why?

- a) 'A house.'
- b) 'I live in a house in West Beach; I've lived there for about 2 years now.'
- c) 'I live in a house. The house is big.'

2 **Question: 'Is it a good place to live? (Why?/Why not?)'**

Which response is not really answering what the question is asking?

- a) 'Yes, it's the suburb that is near the city centre, with all the best shops.'
- b) 'Not really, as it's located in a very noisy part of town and the landlord never does anything about our complaints.'
- c) 'Yes it's a really good place because the rent is reasonable and it's near to the train station.'

Pages 281-297 are not shown in this trial version



RATED SAMPLE IELTS INTERVIEW (Audio time: 12 min)

Did you answer all the questions for the practice interview in the previous section? Well done! For comparison, you might now like to listen to Pragnesh practising a full, IELTS interview. Here’s what to do:

1. Start the sample interview recording and follow the transcript below. Pause the recording any time you want to compare what Pragnesh says with the suggested ‘better responses’ alongside the transcript.
2. After you have listened to the interview, read the detailed analysis of his performance, noting the discussion of the four IELTS assessment criteria.
3. For practice, try answering each of the assessor’s questions yourself!
4. Later, try some of the many test practice questions/topics (Pages 314-330) and try out one or two of the many idioms (Pages 307-313).
5. It’s an excellent idea to record your own responses and to analyse your own spoken English while trying to move it closer to IELTS styles.

Pragnesh Speaking Interview Transcript, Part 1

Speaker	Original Version	A better response would be...
Assessor:	Hello my name is Sally Robinson. Could you tell me your full name, please?	
Pragnesh:	<i>Er hello Sally, my name is Pragnesh...Pragnesh Takka but you can call me Pragnesh, if you like, yeah</i>	<i>Er hello Sally, my name is Pragnesh...Pragnesh Takka but you can call me Pragnesh, if you like</i>
Assessor:	Can I see your identification?	
Pragnesh:	<i>Yeah, sure... here is my passport, and I guess that should serve the purpose</i>	<i><u>Yes, of course...</u> here is my passport, I imagine that should serve the purpose</i>
Assessor:	Thank you. Now in Part 1 of the interview I’m going to ask you some questions about yourself.. Let’s talk about where you live, Pragnesh. What kind of apartment or house are you living in at the moment?	
Pragnesh:	<i>Er..I live in er...a three-bedroomed house...at the moment, er... which is single storey...yeah</i>	<i>Er..I live in a three-bedroomed house...at the moment, <u>it has just a single storey</u></i>
Assessor:	And what do you like about your house?	
Pragnesh:	<i>Er well our house is located in one of the close roads so that’s er I guess that is the most er beautiful thing I like about that...we don’t have much of ...an... a traffic er going through the street... so that is good... er...we have got er a lovely neighbourhood as well...er...in close look we have only eight houses there...very good neighbours.. yeah it’s nice place to live in</i>	<i>Er well our house is located in a <u>cul de sac which I suppose is the most attractive thing about it</u>...we don’t have much traffic <u>going past the street... which is good</u>...we live in a lovely <u>neighbourhood</u> as well...with only eight houses there... and very good neighbours... yeah <u>it’s a really nice place to live in</u></i>
Assessor:	How far is your house from public transport and shops?	

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TOP SCORE VOCABULARY FOR THE SPEAKING TEST

Using occasional, idiomatic or phrasal expressions in your IELTS interview can enrich vocabulary. However, they need to be used **naturally and only occasionally**.

'Sounding natural' is really important when trying to achieve a higher score. It means being fluent and using language in a way that makes the listener feel they are talking to someone who could belong to the same language community.

Below is a list of expressions, each with a meaning and an example of possible use in the Speaking test. Asterisk (*) shows **the most flexible, and perhaps frequently used expressions**.

Expression	Meaning	How to use in a Speaking test
* a drop in the ocean	a very small amount compared to the amount needed	<i>Assessor:</i> Do you give money to charity? <i>You:</i> No I don't, mainly because I feel that my \$50 donation would only be a drop in the ocean .
a lost soul	without direction or purpose	<i>Assessor:</i> Do you feel you belong in Australia now? <i>You:</i> In some ways, yes, but deep down I'm still a bit of a lost soul .
a real can of worms	uncovering a range of complex problems	<i>Assessor:</i> Have you ever had to solve a tricky problem at work? <i>You:</i> Yes, I once found out that someone at work had a criminal record and it was a real can of worms when I tried to sack him.
a straight talker	someone who talks directly and openly	<i>Assessor:</i> What can you tell me about your best friend? <i>You:</i> My best friend, Paul, is a really straight talker ; he never just tries to say what I would like to hear.
all at sea	very confused	<i>Assessor:</i> Do you adapt well in new situations? <i>You:</i> Yes, eventually, but I tend to be all at sea at first, until things settle down.
* at the end of the day	finally/in the end	<i>Assessor:</i> Overall then, which is more important to you - love or respect? <i>You:</i> At the end of the day , it all depends on your priorities at different times.
drop dead gorgeous	very attractive	<i>Assessor:</i> Do you know a person who is very attractive? <i>You:</i> Yes, a friend of mine. She's a beauty; I mean she is drop dead gorgeous .
full of beans	has a lot of energy	<i>Assessor:</i> Is it true that children have more energy than adults? <i>You:</i> Oh yes, my son, for example, is always full of beans .

Pages 308-313 are not shown in this trial version

IELTS SPEAKING TEST PART 1 – QUESTIONS FOR PRACTICE

In this section you will find a collection of questions of the kind you may be asked in Part 1 of your IELTS Speaking test. It is a good idea to go over as many as you can and answer them, or at least think of something to say. Wherever appropriate, extend your responses for around 10-20 seconds.

The first questions you may be asked

Are you a student or do you work?

- ⇒ What job do you do?
- ⇒ What are the most interesting parts of your job? (Why?/Why not?)
- ⇒ How long are you hoping to stay in this job?
- ⇒ What's your dream job?

Where do you work?

- ⇒ Is your job sometimes boring? (Why?/Why not?)
- ⇒ Do you like your boss (your company)?
- ⇒ Would you recommend this job to others? (Why?/Why not?)
- ⇒ Is this kind of job popular in your country?

What course are you studying?

- ⇒ Which subject in your course do you enjoy most? (Why?)
- ⇒ What would you like to change on your course?
- ⇒ What will you do after you finish your course?

How long have you been on your course?

- ⇒ Which parts of your course have been the most difficult for you? (Why?/Why not?)
- ⇒ Have you made new friends on your course? (Why not?)
- ⇒ Would you recommend this course to others? (Why?/Why not?)

Other Part 1 topics

Let's talk about television now.

- ⇒ How often do you watch television?
- ⇒ What kind of programs do you enjoy watching?
- ⇒ Is television too powerful, do you think? (Why?/Why not?)
- ⇒ In what ways is watching television bad for you?

Let's move on to talk about going on holiday/vacation now. Is that OK?

- ⇒ Where do people usually go for holidays/vacations in your country?
- ⇒ Where did you last go for a holiday/vacation?
- ⇒ Would you like longer holidays/vacations? (Why?/Why not?)
- ⇒ Is going on holiday/vacation sometimes stressful? (In what ways?)

I'd like to talk about getting up in the morning now.

- ⇒ What time do you usually get up in the morning?
- ⇒ Do you use an alarm clock? (When?/Why not?)
- ⇒ Do you like getting up early or not? (Why?/Why not?)
- ⇒ What do you usually eat for breakfast? (Why?)

Pages 315-330 are not shown in this trial version



IELTS TEST

FULL IELTS PRACTICE TEST – ACADEMIC MODULE

LISTENING TEST

Test Instructions



Listen to the recording straight through, **ONCE** only (total audio time: 30 min). Answer the questions while listening to each section. At the end of the test you will have another ten minutes to transfer your answers to the Answer sheet (Page 354).

SECTION 1 Questions 1-10

Questions 1-5

Complete the Seafront Backpacker hostel enquiry form.

Write **NO MORE THAN 2 WORDS AND/OR A NUMBER** for each answer.

Seafront Backpacker Hostel Bay View Heights



Guest Form

Guest's Current Address: Seaview Hotel **EXAMPLE** 15 Esplanade, Dune Beach

Family Name of guest **1** _____ First Name **2** _____

Phone No. **3** _____ No of nights required **4** _____

Cost per night: Dormitory **A**: \$18 **B**: \$15 Weekly Cost (7 nights) **5** \$ _____

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ANSWERS & TRANSCRIPTS

Dear Friend,

Thank you for downloading the free trial of IELTS Success Formula Academic.

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Wishing you a top IELTS score,

Simone Braverman

Founder of www.IELTS-Blog.com

Co-Author of IELTS Success Formula