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General Exam Info

ABOUT IELTS

IELTS, the International English Language Testing System, is designed to assess the language ability of candidates who want to work or study where English is the language of communication.

IELTS is the world's leading test of English for higher education, immigration and employment and is jointly owned by IDP: IELTS Australia, the British Council and University of Cambridge ESOL Examinations (Cambridge ESOL). IELTS conforms to the highest international standards of language assessment and is recognised by universities and employers in many countries. It is also recognised by professional organisations, immigration authorities and other government agencies.

There are two exam modules to choose from: **IELTS Academic** and **IELTS General Training**.

IELTS Academic: IELTS Academic is for candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.

IELTS General Training: IELTS General Training is for candidates wishing to migrate to an English-speaking country, and for those wishing to train or study at below degree level.

Each organisation sets its own entry requirements. In some cases, either Academic or General Training may be accepted. If you are in doubt as to which to take, you should contact the organisation you are applying to in order to check their requirements.

You are tested in all four language skills: listening, reading, writing and speaking. Both Academic and General Training candidates take the same listening and speaking tests. There are different reading and writing tests for Academic and General Training.

The listening, reading and writing tests are completed on the same day, usually in the aforementioned order. There are no breaks between these three tests. The speaking test may be taken up to seven days before or after the other three tests.

You will receive a Test Report Form which includes a score for each of the four skills, as well as an Overall Band Score. Results are available 13 calendar days after the test. At some test centres, candidates may collect their results on the 13th day; at others, results are mailed on the 13th day. Test centres are not permitted to give results over the phone, by fax or email. If you are in doubt about your test results, you can apply for a re-mark at the centre where you took the test. You must apply no later than six weeks after the test date. You can choose which test components are to be re-marked. There is a fee for this service which will be refunded if your score in any component is increased. There are no restrictions on retaking the IELTS Test. You can re-register for a test as soon as you feel you are ready to do so.

Contact details for all IELTS test centres worldwide can be found at www.ielts.org.

MARKING

There is no pass or fail in the IELTS Test. Candidates are graded on their performance, using scores from 1 to 9 for each part of the test: listening, reading, writing and speaking. The results from the four parts then produce an Overall Band Score. IELTS scores have a recommended validity period of two years.

Each of the sub-test scores is equally weighted. The Overall Band Score is calculated by taking the average of the total of the four individual sub-test scores. If the average score across the four skills ends in .25, it is rounded up to the next half band, and if it ends in .75, it is rounded up to the next whole band.

Thus, a candidate achieving 6.5 for Listening, 6.5 for Reading, 5.0 for Writing and 7.0 for Speaking would be awarded an Overall Band Score of 6.5 ($25 \div 4 = 6.25 = \text{Band } 6.5$).

Likewise, a candidate achieving 4.0 for Listening, 3.5 for Reading, 4.0 for Writing and 4.0 for Speaking would be awarded an Overall Band Score of 4.0 ($15.5 \div 4 = 3.875 = \text{Band } 4.0$).

On the other hand, a candidate achieving 7.5 for Listening, 7.5 for Reading, 6.5 for Writing and 7.0 for Speaking would be awarded an Overall Band Score of 7 ($28.5 \div 4 = 7.125 = \text{Band } 7.0$).

The IELTS 9-band scale

Each band corresponds to a level of English competence. All parts of the test and the Overall Band Score can be reported in whole and half bands, *e.g.* 6.5, 7.0, 7.5, 8.0.

The IELTS band score scale		
Band 9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
Band 8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
Band 7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
Band 6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
Band 5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
Band 4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
Band 3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
Band 2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
Band 1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
Band 0	Did not attempt the test	No assessable information provided.

To convert Listening and Academic Reading raw scores to band scores, see pages 56 and 73 respectively.

Band descriptors for the Writing and Speaking tests can be found on pages 91, 103 and 110 respectively.

Grammar Preparation

Although the IELTS Test does not include a separate grammar section, grammar skills are very important as they are assessed in both the writing and speaking tests (see IELTS Band Descriptors on pages 91, 103 and 110 respectively). If you study the band descriptors for the writing and speaking tests, you will notice that **grammatical range and accuracy** comprises 25% of a candidate's total mark. Therefore, candidates are assessed on their ability to use grammar correctly and they are expected to use a wide range of grammar structures. Even simple sentences need to be written or spoken accurately, but in order for a candidate to raise their score above Band 6, they need to be able to show that they can produce complex sentences and have an understanding of appropriate grammar use (relevant tenses and structures).

Moreover, good grammar skills are important for the **lexical resource** section, more specifically, for correct word formation. Candidates will be marked down in this section if they do not use the correct word form (e.g. using an adverb instead of an adjective), so the lexical resource section is also grammar related. Good grammar skills can also help candidates in the listening and reading tests, as they will achieve better results regarding what they have heard or read if they are familiar with a varied range of grammatical and syntactic structures.

The Grammar Preparation section in this book offers concise yet comprehensive coverage of the grammar necessary for candidates to be successful in the IELTS Test. It consists of 20 Grammar Lessons, which include both theory and practice. In each lesson, carefully selected and categorised grammar theory is briefly presented to help students refresh their grammatical knowledge. This is followed by a wide range of practice exercises, most of which simulate actual IELTS exam tasks.

The grammar preparation section is designed for students with a limited amount of time to prepare for the IELTS Test and can be used either in class or for self-study. It can also be used as an invaluable reference tool throughout a student's IELTS preparation course.

PRESENT TENSES

PRESENT SIMPLE

I work	Do I work?	I don't work
He works	Does he work?	He doesn't work

- **Habits:**
*I **watch** documentaries on TV every Sunday.*
- **Permanent states:**
*My aunt **lives** in Rome, near the city centre.*
- **Descriptions:**
*This diagram **shows** that the sun **heats** the water, which then **evaporates**.*
- **Events on a timetable or schedule:**
*The local music festival **takes place** in June.*

KEY WORDS & PHRASES

always, usually, often, sometimes, rarely, seldom, never, every day/year/morning, once/twice a week

PRESENT CONTINUOUS

I am working	Am I working?	I'm not working
He is working	Is he working?	He isn't working

- **Actions in progress now or at this period of time:**
*I'm **watching** a documentary on TV now.*
*My aunt's **living** with us for the time being.*
- **Developing or evolving states:**
*The cost of living **is getting** higher and higher.*
- **Future arrangements (usually when future time is mentioned):**
*My best friend **is moving** to Madrid next winter.*

KEY WORDS & PHRASES

now, at the/this moment, today, tonight, still, for the time being, these days, this week/month/year, at present, currently

PRESENT PERFECT SIMPLE

I have worked	Have I worked?	I haven't worked
He has worked	Has he worked?	He hasn't worked

- **States which began in the past and continue until the present (esp. with *live, work, and stative verbs*):**
*I **have lived** in Bristol since I was born.*
*My country **has had** economic problems for decades.*
- **Actions which happened at an undefined time in the past:**
*UK athletes **have won** many medals in competitions.*
*Hollywood **has produced** hundreds of great movies.*
- **Experiences we have (or haven't) had in our lives:**
*I've never **travelled** to a foreign country before.*
*This is the best book I've ever **read**.*
*This is the first time I **have taken** the IELTS exam.*

KEY WORDS & PHRASES

for, since, ever, never, recently, lately, just, already, yet, this week/month/year, so far, still (only used in the negative)

PRESENT PERFECT CONTINUOUS

I have been working	Have I been working?	I haven't been working
He has been working	Has he been working?	He hasn't been working

- **Actions which began in the past and continue until the present, with emphasis on duration, not on completion:**
*I **have been living** in Bristol for twenty years.*
*I've **been learning** German since 2012.*
- **Past actions with visible results in the present:**
*Tom's **been training** all afternoon so he's very tired now.*

KEY WORDS & PHRASES

- all day/night, these days
*I've been working **all day/night**.*
- for (+ length of time)
*I've been working here **for ten years**.*
- since (+ time reference)
*I've been working here **since 2005**.*
- since (+ clause in the Past Simple)
*I've been working here **since I graduated**.*
- How long ...?
***How long** have you been working here?*

STATIVE VERBS

The following verbs are used in **simple** tenses:

1. **Senses:** see, hear, feel, smell, taste, sound
2. **Perception and knowledge:** know, think, believe, understand, doubt, agree
3. **Possession:** have, own, possess, belong (to)
4. **Preference:** love, hate, like, dislike, want, prefer, wish
5. **Other:** be, look, seem, need, mean, cost

! Most people these days **own** a car.
*I **don't understand** what this word **means**.*
NOT *I'm not understanding ... is meaning.*

However, many of these verbs can also be used in continuous tenses, **in which case they describe an action and not a state**. Note the difference in meaning in the following examples:

*Everybody **sees** that there is no other option. (state)*

BUT *I'm **seeing** an optician next week. (action)*

*I **think** that modern life is too stressful.*

BUT *I **am thinking** of studying abroad.*

*Most households **have** at least one computer.*

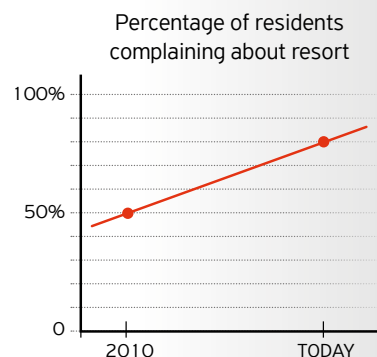
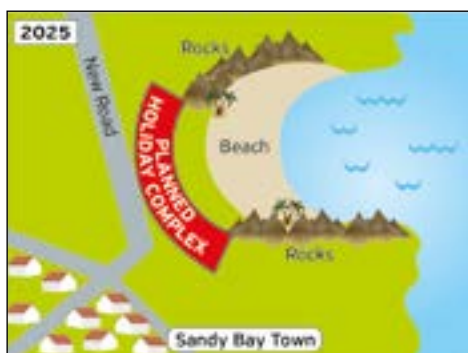
BUT *We **are having** breakfast in the garden today.*

*Our company's prospects **look** promising.*

BUT *What **are** you **looking** at?*

NOTE *I **feel** fine. = I'm **feeling** fine. (no difference in meaning)*

1. Examine the information presented in the maps and the line graph (Writing Task 1). Then, read the report and fill in the gaps using the verbs given in the Present Simple or Continuous.



In the first picture, we ¹ *see* (see) the beachside town of Sandy Bay as it is now. At present, there is a beach which residents ² *have* (have) access to via a road. By contrast, the second picture, for the year 2025, ³ *shows* (show) that a hotel chain ⁴ *is building* (build) a large holiday complex and it ⁵ *seems* (seem) that they ⁶ *are planning* (plan) to block public access to the beach. If we examine the graph which ⁷ *accompanies* (accompany) the pictures, it shows that in 2010, 50% of the residents were against the holiday complex being built. What is more, it ⁸ *appears* (appear) that this number ⁹ *is rising* (rise). Today, 80% of the residents ¹⁰ *are complaining* (complain) about the holiday complex, believing that not having access to their own beach is a violation of their rights.

2. Using the word given, complete the second sentence so that it has a similar meaning to the first.

- I've never volunteered for a charity event before. (first) This is *the first time I've (ever) volunteered* for a charity event.
- I bought my laptop in 2010. (had) I *have had my laptop since* 2010.
- I started learning English five years ago. (for) I *have been learning English for* five years.
- I have never been in such a big dilemma before. (biggest) This is *the biggest dilemma I have (ever) been* in.
- I moved to this town the year before last. (living) I *have been living in this town for* two years.

3. Complete the Speaking extracts using the verbs given in the appropriate present tenses.

(C1 = Candidate 1, C2 = Candidate 2)

Examiner: Do you think tourism is a positive phenomenon?

A
feel
visit
work
come
be
mean
fly
own

C1: There ¹ *have been* some really amazing developments in the field of tourism recently. Nowadays, people can travel anywhere in the world. At this moment, thousands of people ² *are flying* to various destinations all over the planet. I ³ *feel* that this is a positive phenomenon, especially for the host countries. For example, I ⁴ *come* from Kos, and tourists ⁵ *have been visiting* this island for many decades. This ⁶ *means* more jobs and money for everyone who lives on Kos. I should also mention that my uncle ⁷ *owns* a large hotel on the island, and for the time being, I ⁸ *am working* there as a waiter.

B
enjoy
learn
think
doubt
not try
travel

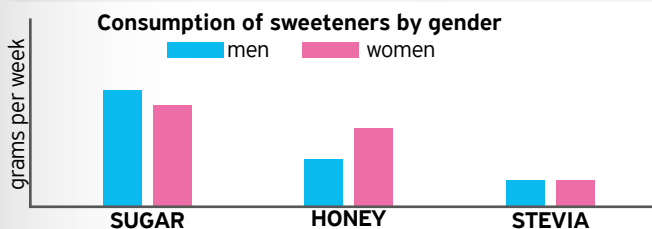
C2: As far as tourists are concerned, I ⁹ *doubt* whether they get the chance to experience much authentic local culture during their short visits. However, they still ¹⁰ *enjoy* themselves a lot because they can do many things that they ¹¹ *haven't tried* before, which means that they will come back again and also recommend our island to their friends. I'm sure of this because I ¹² *have travelled* to several countries in Europe and when I have a good time, I always tell everyone about it and revisit these places, too. Actually, I ¹³ *am thinking* of becoming a tour guide, and that's why I ¹⁴ *am learning* two new foreign languages at present!

COMPARISONS (2)

COMPARISON OF NOUNS

When comparing **nouns**, we use the following structures:

COUNTABLE & UNCOUNTABLE	COUNTABLE	UNCOUNTABLE
more men than women more sugar than honey the most men of/in the most sugar of/in	fewer women than men the fewest women of/in (half/twice) as many women as men not as/so many women as men a larger number of men than women	less honey than sugar the least honey of/in (half/twice) as much honey as sugar not as/so much honey as sugar a larger amount of sugar than honey



More men **than** women consume sugar.
Fewer men **than** women consume honey.
As many men **as** women consume stevia.
More sugar is consumed **than** honey.
Less honey is consumed **than** sugar.
Not as much honey is consumed **as** sugar.
 ! Women consume **the same** amount of stevia **as** men.
 Men consume **similar** amounts of sweeteners **to** women.

DETERMINERS

BOTH

Used with an **affirmative** verb for **two** people or things.
 Takes a **plural verb**.

Both charts are difficult to read.

! **Both of the** charts are difficult to read.

Both of them are difficult to read.

- **both ... and**

Both Nepal **and** Guatemala are developing countries.

EITHER / NEITHER

Used with an **affirmative** verb for **two** people or things.
 Take a **singular verb**.

Either solution is good. (= **Both** solutions are good.)

Neither solution is good.

- ! **Negative verb + either = Affirmative verb + neither**

I don't support either of these views. =

I support neither of these views.

- **either ... or / neither ... nor**

The verb used in these structures agrees with the **second** subject.

Neither my brothers **nor** my sister is married.

ALL

Used with an **affirmative** verb for **three or more** people or things.

- **All + countable noun + plural verb**

All vegetables are rich in vitamins.

All (of) my friends enjoy going to the cinema.

- **All + uncountable noun + singular verb**

All (of) your advice was useful.

- ! **All (that) the poor need** is a helping hand.

[= The only thing (that) the poor need ...]

NONE

Used **only** with an **affirmative** verb for **three or more** people or things.

- **None of + countable noun + singular/plural verb**

None of these companies is/are making a profit.

- **None of + uncountable noun + singular verb**

None of the information was correct.

ONE / ONES

Used as **pronouns** to avoid unnecessary repetition of a noun.
*Many issues are complex but this **one** is the most complex of all.*
*My argument is different from the **ones** we've already discussed.*

OTHER / OTHERS

Used with/for **people** or **things**.

- **other + noun**: as an **adjective**

The other candidate has better qualifications.

We don't have **any other** choice.

- **others**: used as a **pronoun**

I waited for **the others** but they never turned up.

We should care about **others**.

- **the other one(s)**: when we choose or decide

I don't like this website! I'll use **the other one**.

- **the other day/week**

I saw Joe the other day and he looked great! (= a few days ago)

- **every other day/week/month/year/...**

We have a test at school **every other Monday**. (= on alternate Mondays)

ANOTHER

Used for **people** or **things**.

- **another + singular noun**

There are so many exam entrants that we need **another** supervisor.

We need **another** supervisor as the one we had yesterday is ill.

- **another + number + plural noun**

I need **another five euros** to pay my bill. (= five more euros)

- **another (one)**

This cocktail is great! Can I have **another (one)**?

I don't like this cocktail. Can I have **another (one)**?

- **one another = each other**

Students should help **one another / each other**.

THE USE OF 'MOST'

Most sugar is produced in Brazil. (*most + noun - general use*)

He ate **the most** sugar **of all**. (*the most + noun + of/in*)

Most children have a PC nowadays. (*most + noun - general use*)

Most of the children in my class have a computer.

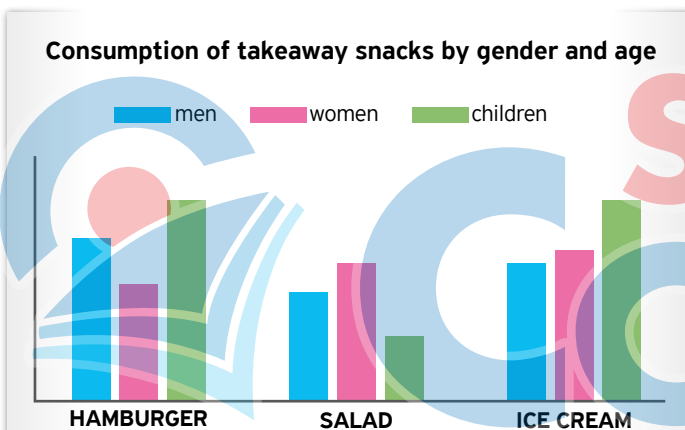
(*most of + the/my/this + noun - specific use*)

This school has **the most** children **of all**. (*the most + noun + of/in*)

1. Circle the correct option.

- More high school students **than** / from college students log into social networks.
- The staff in this office do the **fewest** / **least** work of all.
- Large multinational companies hire twice as **more** / **many** employees as medium-sized businesses.
- Less** / **The least** flour is produced in this country today than was produced ten years ago.
- Adults don't use the Internet as **many** / **much** as teenagers.
- 15% **fewer** / **less** children came down with the measles in 1990, probably due to an effective vaccination policy.
- A large **number** / **amount** of damaging information had been concealed by the previous government.
- Group A consumed **less** / **fewer** cereal than Group B, and Group C consumed the **least** / **fewest** cereal of all.
- A larger **number** / **amount** of adults watch this show than children.
- Not as many women were absent from work this year **as** / **than** men.

2. Examine the information presented in the bar graph (Writing Task 1). Then, read the report and fill in the gaps with one word.



This bar graph compares the consumption of three takeaway snacks in terms of gender and age.

In the first category, we see that men consume more hamburgers than women, but not ¹ *as* many hamburgers ² *as* children. In the second category, men are shown to eat ³ *fewer* salads than women, but far more ⁴ *than* children. In the final category, men consume slightly ⁵ *less* ice cream than women and children consume the ⁶ *most* ice cream of all.

Overall, it is evident that children consume ⁷ *less* healthy food (salads) than men and women, and ⁸ *more* unhealthy food (hamburgers and ice cream).

3. Choose the correct option.

- It was hard for me to admit that plan was a good one.
 - both
 - none
 - c. neither**
- We should treat with respect if we want society to improve.
 - others
 - the other ones
 - c. the other**
- that most teens need is a greater sense of security.
 - The only
 - All of
 - c. All**
- After eating a sweet, most children will ask for
 - another one
 - an other
 - c. other one**
- The government must restore old buildings or sell them to individuals who can do so.
 - neither
 - b. either**
 - both
- the advantages and the disadvantages must be considered before forming an opinion.
 - Neither
 - b. Both**
 - Either
- Family is important to me so I visit my grandparents week.
 - other
 - the other
 - c. every other**
- three robberies have occurred in my neighbourhood.
 - Other
 - Both
 - c. Another**
- the advice my friend gave me was sound.
 - a. None of**
 - Both
 - Most
- people believe that pollution is a problem that must be dealt with immediately.
 - Most of
 - The most
 - c. Most**

Introduction to the IELTS Listening Test

The **IELTS Listening Test** lasts approximately 30 minutes and consists of 40 items. It is divided into four sections and you will hear each section only once. To reflect the international nature of the exam, a wide variety of native-speaker accents are used, *e.g. British, North American, Australian, etc.*

Section One (10 items)

The first section is a conversation between two speakers, which is set in an everyday social context. For example, it might consist of a discussion about a purchasing decision or travel arrangements.

Section Two (10 items)

The second section is a monologue and will most likely also be set in a social context. For example, it could consist of a talk about the release of a new product or arrangements that must be made for a series of workshops.

Section Three (10 items)

The third section is a conversation between up to four people and will most likely be set in an educational or training context. For example, it may consist of a discussion about a class project or requirements for a university course.

Section Four (10 items)

The final section is a monologue of general academic interest. For example, it may consist of a lecture or talk about an environmental issue or a historical event.

QUESTION TYPES

A wide range of listening skills are tested, including: understanding main ideas and detailed factual information; understanding the opinions, attitudes and aims of speakers; understanding the purpose of utterances; following the development of ideas and arguments, etc.

The following types of questions usually appear in the IELTS Listening Test:

- 1 multiple choice
- 2 table/flow chart/form/sentence/note completion
- 3 labelling a diagram/map/plan/picture which has numbered parts
- 4 short-answer questions
- 5 matching

Each section of the test usually contains between one and three question types, so in one complete listening test you may encounter between seven and ten question types. Sometimes, the same question type occurs in more than one section of the test. Remember, you may get a combination of the listening question types in any section of the test.

ASSESSMENT

All the answers carry one mark. Any answer which is above the word limit specified for that task will not receive a mark, so **it is important to read the instructions carefully**. Contracted words such as “they’re” will not be required in the answers and hyphenated words such as “check-in” count as single words.

Punctuation is not marked, but spelling and grammar must be correct. Both British and American spelling are acceptable, *e.g. rumour/rumor, centre/center*, and only standard abbreviations should be used, *e.g. min, Jan., kg, lbs, etc.*

Numbers can be written as words or numerals. Although the British Council states that it is acceptable to use either words or numerals when writing numbers during the IELTS Listening Test, candidates are advised to use numerals when the currency sign is given, *e.g. £5*.

Answers can be written in lower case or capital letters. Although the British Council states that candidates will not be penalised if they do not capitalise the first letter of proper nouns, candidates are advised to do so, *e.g. Rome, March, Jack, etc.*

COMMON QUESTION TYPES

1. Multiple choice

You have to select the best possible answer or answers from the options in a list. This type of question may be presented in the following ways:

1.1 a question with three options

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

Why did Cathy go to the shopping mall?

- A** to meet Anne
- B** to buy office stationery
- C** to exchange a shirt

This type of question confuses many candidates as the information in the incorrect options is often heard (but does not answer the question appropriately), or seems to provide a logical answer (but is unrelated to what was heard). You should also note that the information in the correct option may not be presented exactly as it is heard, but it may be paraphrased or summarised.

1.2 the first half of a sentence with three possible sentence endings

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

Cathy went to the shopping mall

- A** to meet Anne.
- B** to buy office stationery.
- C** to exchange a shirt.

1.3 a longer list of options, where more than one answer may be correct

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

Which **THREE** European capital cities did the speaker visit?

- A** Athens
- B** Lisbon
- C** London
- D** Madrid
- E** Paris
- F** Rome
- G** Vienna

You should read the question carefully to check how many answers you need to choose. The options will not necessarily be presented in the order that you hear them. They may also be presented in random or alphabetical order. For this type of question, you can write your answers in any order on the answer sheet.

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

Which **TWO** personality traits does the speaker lack?

- A** honesty
- B** patience
- C** ambition
- D** devotion
- E** punctuality

The options may paraphrase or summarise the information you hear. For example, the speaker may say, "I get annoyed when people keep me waiting" and, "I am often late for my meetings and appointments." Therefore, you can safely deduce that the speaker lacks patience (B) and punctuality (E). Remember, you can write your answers in any order on the answer sheet.

2. Gap completion

You have to fill in gaps in an outline of a specific part or all of the recording. You will have to listen for the appropriate information in the recording and use it to complete the gaps on the question paper. This type of question may be presented in the following ways:

2.1 Table completion

This task presents the information that is heard by dividing it into clear categories.

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

Flight	Destination	Time	Departure Gate
WS458	Amsterdam	11:20	B15
MA247	Sydney	1	2
3	4	11:50	A45

You can predict what is required by looking at the heading of each column and the information provided in it. For example, in Column 1, you will be expected to provide two letters and three numbers (or a combination of letters and numbers); in Column 2, you will be expected to provide the name of a city; in Column 3, a time (most likely between 11:20 and 11:50); and in Column 4, a letter and two numbers (or a combination of letters and numbers).

The missing information will be heard in the order that it is numbered, i.e. you will first have to fill in #1 - the time, then #2 - the departure gate number, then #3 - the flight number, and finally, #4 - the destination.

Correct spelling is important in the IELTS exam, but you will not be expected to write the names of cities that are difficult to spell, e.g. *Edinburgh, Stockholm, Sheffield, etc.* These will be spelt for you. Nevertheless, you should know how to write those that are easy to spell, e.g. *Rome, Paris, London, etc.* The same applies when filling in the names of continents, countries and geographical features.

If the speaker says, "Flight MA247, bound for Sydney, Australia, will take off at twenty minutes to twelve," writing **twenty to twelve** in the corresponding box on the answer sheet would be considered correct. However, it is recommended that you use the existing format, i.e. **11:40**. The same applies when filling in numbers, amounts and dates.

2.2 Flow chart completion

This task presents the stages in a process or event, with the direction of the process or course of the event shown by lines or arrows.

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

KYM International Airport: Departure Procedure

1. Present your and at the check-in desk.

Show your travel documents at the security checkpoint.

2. Complete a at the customs counter.

3. Go through passport control on the floor.

Proceed to the appropriate boarding gate.

You may be expected to provide two answers to get one mark. In such cases, separate your answers with a comma on the answer sheet.

Use your grammar to help you. Here, the verb is missing an object and the indefinite article "a" before the gap tells you that the answer must start with a consonant. It could be a one-word singular noun, a two-word compound noun, or a phrase composed of an adjective + noun.

Use your common sense to help you, too. Here the answer describes the floor, so you can expect to hear something like *ground, first, second, third, top, etc.*

Introduction to the IELTS Reading Test

The **IELTS Reading Test** lasts 60 minutes and consists of 40 questions. The test is made up of three reading passages, which have been written for a non-specialist audience and are on academic topics of general interest. The total word count is between 2,150 and 2,750 words.

The passages are appropriate for candidates entering undergraduate or postgraduate courses or seeking professional registration. The passages range from descriptive and factual to discursive and analytical, and can be found in magazines, journals, books and newspapers. At least one of the passages will present a logical argument. Each passage has between 13 and 14 questions, some of which can be given before the passage. They increase in difficulty as the test progresses. A simple glossary may be provided if a passage contains technical or specialised terms.

QUESTION TYPES

The questions test a wide range of reading skills and abilities, including: reading for gist, main idea and detail; understanding inferences and implied meaning; recognising an author's opinions, attitudes and purpose; following the development of an argument.

The following types of questions usually appear in the IELTS Reading Test:

- 1 multiple choice
- 2 true, false, not given or yes, no, not given
- 3 short-answer questions
- 4 sentence completion
- 5 summary/note completion
- 6 flow chart/table completion
- 7 diagram/picture or map/plan completion
- 8 matching headings to paragraphs/sections
- 9 matching information to paragraphs/sections
- 10 matching features
- 11 matching sentence endings

Each passage usually contains between two and four question types, and in one complete reading test you may encounter between eight and ten question types. Sometimes the same question type occurs in more than one passage. Remember, you may get a combination of the reading question types in any passage.

ASSESSMENT

All the answers carry one mark. Any answer which is above the word limit specified for that task will not receive a mark, so **it is important to read the instructions carefully**. Contracted words such as "they're" will not be required in the answers and hyphenated words such as "check-in" count as single words.

Punctuation is not marked, but spelling and grammar must be correct. Both British and American spelling are acceptable, *e.g. rumour/rumor, centre/center*, and only standard abbreviations should be used, *e.g. min, Jan., kg, lbs, etc.*

Numbers can be written as words or numerals. Although the British Council states that it is acceptable to use either words or numerals when writing numbers during the IELTS Reading Test, candidates are advised to use numerals when the currency sign is given, *e.g. £5*.

Answers can be written in lower case or capital letters. Although the British Council states that candidates will not be penalised if they do not capitalise the first letter of proper nouns, candidates are advised to do so, *e.g. Rome, March, Jack, etc.*

COMMON QUESTION TYPES

1. Multiple choice

You have to select the best possible answer or answers from the options in a list. This type of question may be presented in the following ways:

1.1 a question with four options or the first half of a sentence with four possible sentence endings

Coinage

Ever since coinage was introduced as currency, its minting has involved meticulous and exact processes. Today, more than ever, the minting of coinage involves several distinct processes.

First of all, the metal is melted and cast into bars, which are then rolled into strips of uniform thickness. These are then run through machines that punch out disc-shaped planchets, which are then checked for accuracy of weight. If too heavy, they are filed down at the edges, if too light, they are melted and cast again. The rims of acceptable planchets are rolled to protect them from wear, cleaned, and, during the last stage in the process, struck by dies¹ with the impression of the finished coin. Many types of coins also have their edges grooved to expose illegal filing and to facilitate handling.

¹die = an engraved device for stamping a design on coins or medals

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

How are coins made?

- A by melting strips of metal
- B by cutting discs out of metal bars
- C by punching discs out of metal strips
- D by striking the edges of metal discs

OR

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

Coins are made by

- A melting strips of metal.
- B cutting discs out of metal bars.
- C punching discs out of metal strips.
- D striking the edges of metal discs.

These types of questions can ask you to find factual information or ask you what opinion the writer of the passage has. In other words, they can ask you to find specific information, make valid assumptions or test your global understanding of the passage.

The questions are in the same order as the information in the passage. That is to say, the answer to the first question will be before the answer to the second question, and so on.

The information in the correct option will probably not be presented exactly as it is in the passage; it will most probably be paraphrased or summarised.

USEFUL TIPS

Read the question carefully and re-read it if you don't understand it the first time.

You will have to decide whether the question is asking for specific information (if so, you will have to scan the passage and pinpoint where the answer is) or testing global understanding (if so, you will have to skim the passage to get the general idea).

If the question asks for specific information, identify where the answer is and underline it before you answer the question. Don't rely on your general knowledge to answer a question or assume an option to be correct. Your answer must come from the information or opinion expressed in the passage.

Be careful when you see words, phrases and language in options that are identical to extracts from the passage. These are often deliberately used to trick you, so be suspicious when you come across them.

4. Short-answer questions

The Oxford English Dictionary

The Oxford English Dictionary (OED) was the brainchild of the Philological Society of London, which, in the 19th century, decided to embark on a study of the English lexicon. In 1879, James Murray was appointed as chief

- editor of the dictionary. His original estimations were that the OED would turn out to be a four-volume project,
- which would last ten years, but the twelve-volume publication was only finished in 1928, forty-nine years after its inception.

You have to answer questions about factual details in the passage.

A word limit is given, e.g. **NO MORE THAN TWO WORDS AND/OR A NUMBER**. You must write your answers in words and/or numbers on the answer sheet.

The questions are in the same order as the information in the passage.

This type of question tests your ability to find and understand specific information.

Answer the questions below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

1 How long did James Murray initially think it would take to complete the OED?

ten years

2 When was the OED finally completed?

(in) 1928

USEFUL TIPS

Read the instructions carefully. Once you've done this, read the questions and underline keywords.

Locate the parts of the passage where the answers are. Look for synonymous words and phrases in the passage and the questions. They will help you find the answer. When writing your answers, stick to the word limit because you will lose marks if you exceed it. For example, for #2, you will not receive a mark if you write "forty-nine years after its inception".

5. Sentence completion

Thermal Imaging Cameras

A thermal imaging camera is a specific type of thermographic camera

- used in firefighting. By rendering infrared radiation as visible light, it allows a firefighter to see areas of heat through smoke, darkness,
- or heat-permeable objects. Thermal imaging cameras are typically handheld, but may be helmet-mounted. They are constructed using heat- and water-resistant materials and housings so as to withstand
- the hazards inside flaming structures. While rather expensive pieces of equipment, their popularity and adoption have been increasing in recent years.

You are presented with a number of sentences and have to fill in a gap in each of them **using words taken from the passage**. You may be expected to provide two answers to get one mark.

A word limit is given, e.g. **NO MORE THAN TWO WORDS AND/OR A NUMBER**.

The answers are in the same order as the information in the passage.

This type of question tests your ability to find specific information.

Complete the sentences below.

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

- Thermal imaging cameras depict infrared radiation as *visible light*.
- The cameras can be *handheld* or *helmet-mounted*.
- Although the cameras are quite *expensive*, they are becoming popular.

USEFUL TIP

For #2, you can write your answers in either order on your answer sheet, separated by a comma.

Introduction to the IELTS Writing Test

Writing Task 1

The **IELTS Writing Test** lasts 60 minutes. It is divided into two tasks (Writing Tasks 1 and 2), each of which requires a different text type. In Writing Task 1, candidates are presented with graphic or pictorial information. They are expected to write a descriptive report on this information, without expressing their opinion. The key is interpreting the information successfully and presenting it in an organised way, using appropriate language.

RECOMMENDED TIME: 20 minutes (out of the 60 minutes given for both Writing Tasks 1 and 2)

LENGTH: at least 150 words

LANGUAGE: formal

ASSESSMENT

Writing Task 1 is evaluated according to the following criteria:

- a) **Task achievement:** the candidate's ability to respond to the prompt appropriately by presenting the information clearly
- b) **Coherence and cohesion:** writing organisation and its logical sequence
- c) **Lexical resource:** the use of a wide range of relevant vocabulary in a natural way
- d) **Grammatical range and accuracy:** the use of grammatically correct and complex structures

! Note that the four criteria are equally weighted. For a more analytical description of the band descriptors, see page 91.

USEFUL TERMS

ELT PUBLISHING

Before you begin, make sure you are familiar with the following terms.

axis (pl. axes): one of the two fixed lines used for showing information on a graph

variable: something that can change and affect the result of a situation

data: facts or information

trend: a general direction in which something is developing or changing

bar: a thin vertical or horizontal rectangle

row: a horizontal arrangement on a table

column: a vertical arrangement on a table

quantity: the amount or number of something

fraction: a smaller part of a whole

proportion: the relationship between two or more quantities or parts of a whole

annual: relating to a period of one year

quarter (qtr): one of the four periods of time into which a year is divided for financial calculations (sales, taxes, etc.)

term: one of the periods into which a year is divided at school, college or university

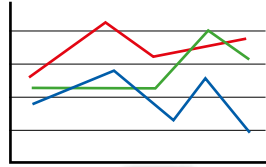
average: a number expressing the usual or typical value in a set of data

TYPES OF GRAPHS AND DIAGRAMS

● Exercise

Label the illustrations (1-7) with the correct letter (A-G) from the box.

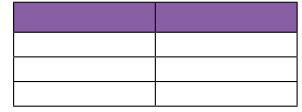
- A. Table
- B. Line graph / Line chart
- C. Bar graph / Bar chart
- D. Pie chart
- E. Process diagram
- F. Flow chart
- G. Map



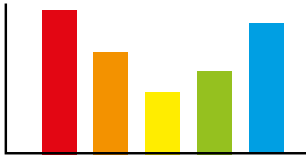
1. B



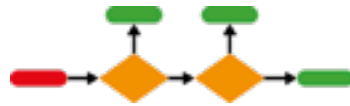
2. D



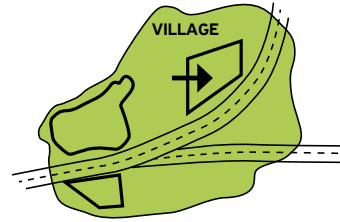
3. A



4. C



5. F



6. G



7. E



Note that in the IELTS exam, a combination of these may appear.

1. Table

A table shows information arranged in rows and columns. The first row lists the variables, such as time and quantity. There can be as many rows or columns as necessary, so different kinds of information can be shown. The following is an example of a simple table reporting the annual profits of a computer company over four quarters:

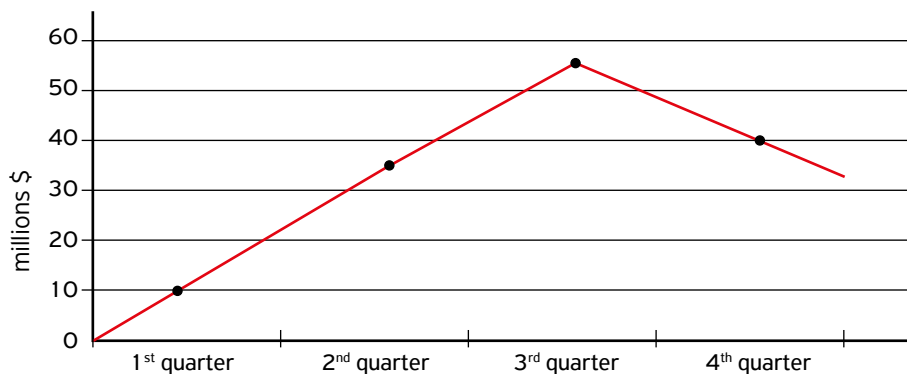
Profits of "PCA Computers" company during the year 2014

2014	PROFITS (in millions \$)
1 st quarter	10
2 nd quarter	35
3 rd quarter	55
4 th quarter	40

2. Line graph (or Line chart)

A line graph uses lines or curves to show how something changes in value. Line graphs have two axes: the x-axis (usually horizontal) and the y-axis (usually vertical). Each axis indicates a different variable. It is very common for the x-axis to express the passage of time (months, years, decades, etc.) and the y-axis to express a quantity. There may be more than one line to express information about different things. Look at the following line graph:

Profits of "PCA Computers" company during the year 2014



WAYS OF MAKING COMPARISONS

As you already know, there are different ways of comparing adjectives, adverbs and nouns (see pages 36 and 38). Apart from these, there are also other ways of making comparisons. Look at the following table and the example sentences below.

Percentage of schoolchildren falling ill last year	
BOYS	4%
GIRLS	2%

- This table **compares** the percentage of boys and girls who fell ill last year.
- 4% of boys fell ill **in comparison with/to** 2% of girls last year.
- **In comparison with/to** girls, boys fell ill twice as much last year.
- 4% of boys fell ill, **compared with/to** 2% of girls last year.
- **Compared with/to** girls, boys fell ill twice as much last year.
- Considering overall figures, the percentage of boys who fell ill last year **was comparable to** that of girls.

• Exercise

Look at the word/phrase given and fill in the gaps with a synonymous one from the box above.

- 3-star hotels are 20% more likely to increase their guest capacity
_____ *in comparison with/to* _____ luxury hotels. (compared with/to)
- Although slightly lower, the number of tourists in 1990 _____ *was comparable to* _____
that of 1995. (was similar to)
- 8,000 guests stayed in this hotel in 1990, _____ *compared with/to* _____
only 4,500 in 1980. (in comparison with/to)
- This graph _____ *compares* _____ the increase in tourism at two
different hotels between 1980 and 2000. (examines)
- In 1995, 80% of the tourists staying in hotels were couples or families
_____ *in comparison with/to* _____ 75% in 2000. (compared with/to)

Writing Task 2

Writing Task 2 is completely different from Writing Task 1 as it requires that candidates write an essay on a general social issue. The prompt presents an opinion, argument or problem and candidates must respond to it appropriately.

RECOMMENDED TIME: 40 minutes (of the 60 minutes given for both Writing Tasks 1 and 2)

LENGTH: at least 250 words

LANGUAGE: formal

MOST COMMON ESSAY TYPES:

Since there is a wide variety of essay types that may be encountered in the IELTS exam, it is not possible to categorise all of them precisely. However, some of the most common essay types that appear in the IELTS exam are the following:

1. Present and justify an opinion
2. Discuss two different sides of an issue (and express your opinion)
3. Discuss the causes of a problem and suggest solutions/measures/improvements
4. Discuss the advantages and disadvantages of an issue
5. Answer different question types

ASSESSMENT

Writing Task 2 carries twice as many marks as Task 1 and is evaluated according to the following criteria:

- a) Task achievement:** the candidate's ability to address all aspects of the prompt fully by presenting and supporting ideas thoroughly
- b) Coherence and cohesion:** writing organisation and its logical sequence
- c) Lexical resource:** the use of a wide range of relevant vocabulary in a natural way
- d) Grammatical range and accuracy:** the use of grammatically correct and complex structures

! Note that the four criteria are equally weighted. For a more analytical description of the band descriptors, see page 103.

WHAT AN ESSAY SHOULD INCLUDE

No matter what the essay type, there are some characteristics that every essay should have. In short, Writing Task 2 tests your ability to write a relevant, well-organised essay, using language accurately and giving examples to support your ideas.

Before you begin, you should make sure that you have understood the prompt in order to provide a relevant answer. To achieve this, you should use the first few minutes to make a plan before you start writing. So, before putting pen to paper, follow these 4 brainstorming steps:

1. **Read the prompt carefully** and make sure you have understood it.
2. **Underline key words** in the prompt that show what you should focus on.
3. **Think of the main points that you want to present.** Make sure you address all parts of the prompt.
4. **Find some reasons and examples** to support your arguments, as these ideas may not come to you while you are writing.

ESSAY TYPES

As mentioned before, there is a wide variety of essay types that may be encountered in the IELTS exam and it is not possible to categorise all of them precisely. However, the most common essay types that appear in the IELTS Writing Test are the following*:

ESSAY TYPE 1 Present and justify an opinion

Explanation

The prompt presents a statement about a social issue (*In order to find a good job, people should have a university degree.*) and then asks for your opinion (*To what extent do you agree or disagree? / What is your opinion?*). When writing this type of essay, you should argue for or against an issue and try to persuade the reader that your viewpoint is acceptable. As always, you must support your ideas with explanations and, where relevant, examples.

TIPS FOR ESSAY TYPE 1

- Read the prompt carefully and decide whether you agree or disagree with the statement given.
- Choose the side of the issue which you agree with or find easier to support.



*Note that the categorisation of the essay types and the suggested plans that follow (in this section) are indicative as there are different ways to address a writing task.

Suggested Plan

INTRODUCTION

Start with a general comment on the topic (*Given that unemployment is on the rise, more and more people are aspiring to obtain a university degree as it is widely considered the only way to find a well-paid job.*). Then, state your opinion clearly (thesis statement) so that the reader has no doubt about where you stand on the issue (*Personally, I am of the opinion that holding a university degree does not necessarily guarantee a place in the job market.*).

MAIN BODY

This part of the essay should consist of two to three paragraphs. The 1st and 2nd paragraphs should support the opinion you expressed in your introduction. Each paragraph should focus on a different aspect of your argument (the 1st could focus on the fact that *there are not enough job vacancies to cover the needs of the increasing numbers of degree holders* and the 2nd on the fact that *there is a wide variety of professions that do not require a university degree*). You should support each point you make with reasons and, if possible, examples.

The 3rd paragraph is optional. If you decide to write it, you could either develop a third aspect of your argument or briefly mention the opposing point of view (*On the other hand, there are those who claim that there is fierce competition among job seekers in each and every field, so having a university degree is indispensable when job hunting.*), **which you should immediately refute** (*However, we have all witnessed people who have not attended university but have made a successful career for themselves, or even made fortunes, thanks to their talent and hard work.*). Note that if you don't feel confident enough to present and refute an opposing view, you should definitely avoid doing this as it will result in a lower grade.

CONCLUSION

The conclusion should restate your opinion in one to two sentences. Make sure you paraphrase your arguments so as to avoid repetition (*In conclusion, although having a university degree is an important qualification in today's job market, this does not always mean that it will ensure a satisfactory salary.*).

Introduction to the IELTS Speaking Test

The **IELTS Speaking Test** lasts between 11 and 14 minutes. It is a face-to-face interview between a candidate and a certified IELTS examiner, who conducts the interview and at the same time evaluates the candidate's performance. The speaking test consists of three parts, each of which follows a specific pattern of tasks in order to test the candidate's speaking ability in different ways.

Part 1: Introduction and interview

(4-5 minutes)

The examiner introduces himself/herself and checks the candidate's identity. Then the candidate is asked general questions on some familiar topics, such as home, family, work, etc.

This part tests the candidate's ability to express their opinion and provide information on everyday topics and experiences.

Part 2: Individual long turn

(3-4 minutes)

The candidate is given a task card, which asks them to talk about a particular topic. The card indicates what points should be included in their talk. The candidate has one minute to prepare their talk, and they are given a pencil and paper to make notes. The examiner then asks them to begin talking and stops them when the time is up. The candidate should use the prompts on the task card and structure their talk in such a way that they can carry on talking for one to two minutes. They may need to think about their own experiences to complete the talk appropriately. Once they have finished their talk, the examiner may ask them one or two rounding-off questions on the same topic.

This part tests the candidate's ability to speak at length on a given topic, using appropriate language and organising their ideas coherently.

Part 3: Two-way discussion

(4-5 minutes)

The candidate and the examiner discuss a number of issues related to the topic in Part 2 in a more general and abstract way and, where appropriate, in greater depth.

This part tests the candidate's ability to justify their opinion and to analyse, discuss and speculate about issues.

ASSESSMENT

The examiner assesses the candidate's speaking performance throughout the test according to four assessment criteria:

- a) Fluency and coherence:** This assesses how well the candidate can speak at a reasonable speed without too much hesitation. It also includes putting sentences and ideas in a logical order and using cohesive devices (linking words, pronouns, conjunctions, etc.) appropriately so that what is said is not difficult to follow.
- b) Lexical resource:** This assesses the range of vocabulary used and how accurately and appropriately vocabulary is used to express meaning. It also evaluates the candidate's ability to express themselves using alternative vocabulary when they don't know a particular word.
- c) Grammatical range and accuracy:** This assesses the range of grammar used and how accurately and appropriately it is used.
- d) Pronunciation:** This assesses the candidate's ability to pronounce words in a way which can be clearly understood by the listener.

Using the detailed band descriptors on page 110, the IELTS examiner will give the candidate a score from 1 to 9 for the speaking test. Whole (e.g., 6.0, 7.0) or half (e.g., 6.5, 7.5) bands can be awarded.

IELTS LISTENING TEST 1

SECTION 1

Questions 1-10

● Questions 1-3

Complete the form below.

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

Royal Car Rentals Royal Car Rentals Royal Car Rentals	
RENTAL REQUEST FORM	
Name of Employee:	Sally Davis
Name of Client:	Mr Jackson
Pick-up Date:	Example: 13 th
Pick-up Branch:	Main Street Branch
Drop-off Date:	1 <u>(the) twentieth / (the) 20th / twenty/20</u>
Drop-off Branch:	2 <u>airport (office)</u>
Payment Method:	3 <u>debit card</u>
Name of Cardholder:	Amanda Smith

● **Questions 4-9**

Complete the notes below.

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

Car	Engine Size	Features	Miles per litre	Price per week
Bronco GT	2.5 litre	air conditioning, leather interior, 4 <i>brake assist</i> MP3 & CD players, on-board GPS	5 <i>5 / five</i>	£400
Micro	1.1 litre	air conditioning, 6 <i>(a) radio</i>	12	£200
Avenger	7 <i>1.8 / one point eight</i> litre	air conditioning, brake assist, MP3 & CD players, portable GPS	7	8 <i>£ 350</i>
Commander	1.4 litre	air conditioning, brake assist, 9 <i>(a) CD player</i>	10	£300

● **Question 10**

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

- 10 Which two factors does the man base his decision on?
- A spaciousness and cost
 - B fuel efficiency and safety
 - C power and comfort



READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.

Quilts and the Underground Railroad



During the first half of the 19th century, slaves from the southern part of the United States fled their captors towards the freedom offered by the states of the North and Canada. Using secret codes, such as images stitched into quilts, to find their way to freedom and safety, they took the Underground Railroad, which consisted of long and circuitous paths that were full of danger. Popular traditional quilt block designs such as *Log Cabin*, *Bow Ties*, and *Flying Geese* are all attributed with having secret meanings that could be formed into messages. Although this is a captivating idea relating to the Underground Railroad, there is serious debate over whether such a code really existed or whether it is merely colourful folklore.

It is certainly true that the Underground Railroad existed from the early years of the 19th century up until the end of the American Civil War, when the 13th Amendment to the United States Constitution abolished the institution of slavery on December 6th, 1865. Estimates vary greatly, but it is believed that over 100,000 slaves found their way to freedom in the North, most during the peak of the Underground Railroad's operation in the 1850s and early 1860s. This would not have caused a significant economic impact on the landholders of the Southern states, but the psychological repercussions were immense among slaves and slave owners alike.

Very few records actually remain from the period, since it would have been extremely dangerous for the slaves and those helping them if details of escapes had been uncovered by the authorities. According to the 1793 Fugitive Slave Law, officials in slaveholding states were obliged to return fleeing slaves to their owners, and later revisions to the law were even stricter. Therefore, the modus operandi of the Underground Railroad was inevitably kept secret, with oral tradition and later written records from survivors indicating that people helping the slaves only knew a small portion of the route. In this way, even if one section were discovered, the rest of the system would remain intact. Whatever the case, it is apparent that there was a very complex network of safe houses and other meeting points along the way offering food and shelter to the fugitives.

According to Jacqueline Tobin and Raymond Dobard in their groundbreaking book, *Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad*, first published in 1999, quilts were one of the methods used to communicate information that directed the runaway slaves to freedom. For example, the *Monkey Wrench* pattern meant they should gather tools and prepare for the journey, and the *Bear's Paw* indicated places where food was available. A quilt hanging over a fence or from a window to air would seem innocuous to anyone passing by, but to a slave aware of the secret code it could provide a wealth of meaning. The material in the book relies heavily upon

the oral testimony of Ozella McDaniel Williams, a descendant of slaves, who claims that the quilt code was part of her family's oral tradition.

Critics of the theory point out that, prior to Tobin and Dobard's book, there are no written accounts of quilts used as code in the Underground Railroad. Even more questionable is the fact asserted by the reputable historian, Giles R. Wright, that

18-21/C there is no mention of this in oral testimony gathered from

18-21/D surviving former slaves up to the 1930s. Furthermore, there are no existing quilts which are claimed to have been used for this purpose. Because there is no tangible evidence, critics claim that the idea of quilts being a code is merely fanciful confabulation.



In defence of the theory, Tobin and Dobard point out the fragility of quilts, and theorise that, since they are utilitarian objects, they would generally have been used until worn out and then thrown away. The authors also place strong emphasis on the fact that, back then, most slaves were illiterate, since it was illegal to teach a slave to read or write. Following their African traditions, slaves relied strongly on oral accounts as a form of memory aid. Additionally,

25 it was extremely dangerous for a person to be accused of helping slaves escape, so no one would have been likely to write down the secret of the code at the time. These assertions are backed up by other evidence related to the workings of the Underground Railroad, almost all of which was gathered through second-hand sources.

26 The premise of *Hidden in Plain View* is that a seamstress on or near a plantation would make a sampler quilt with a variety of blocks and the slaves could memorise the shapes and meanings of the images. There may also have been meaning to the order in which the shapes were incorporated into the quilt. Then, the slaves would be on the lookout

16 for other quilts with the same blocks in them. For example, the *Wagon Wheel* block supposedly told prospective escapees that arrangements were ready for them to leave the plantation and start the journey north. Considering the risks these people ran of being caught, the quilt coding seems like a plausible system for communication.

Subsequent to the publication of *Hidden in Plain View*, the theory of a quilt code has flourished in popular media and the idea has taken root, but most authors do not offer any concrete evidence. For example, one claim is that

17 quilts incorporating the *Slave Chains* block were hung from Catholic churches when the bells tolled at noon to show

18-21/G that the church could offer a safe haven. However, quilt historians have uncovered no examples of this specific pattern being used before the 1920s. In addition, the claim seems absurd since most slaves travelled at night and hid during the day, and a quilt hanging from a church window in the middle of the day would have been much

18-21/I more likely to attract unwanted attention as opposed to one hanging over a fence next to a house. Critics feel that if such examples are merely interesting anecdotes, then it is very likely that others were also made up as colourful elaboration to stories relating to that time period.

Despite the plethora of doubt surrounding its actuality, the idea of a quilt code helping slaves escape to freedom via the Underground Railroad is an attractive image and it is easy to understand how it has taken hold of the public imagination. Whether it was a genuine system that was indeed put into practice or merely the stuff of folklore and legend will probably forever remain in question.

● Questions 14-17

Match each meaning in **List A** with the quilt pattern attributed to it in **List B**.

Write the correct letter, **A-G**, in the spaces provided.

NB There are more quilt patterns than meanings, so you will not use all the letters.

List A

Meanings

- 14** Get ready for travel. **E**
- 15** There is food here. **A**
- 16** Arrangements have been made. **G**
- 17** This is a safe place to stay. **F**

List B

Quilt Patterns

- A** Bear's Paw
- B** Bow Ties
- C** Flying Geese
- D** Log Cabin
- E** Monkey Wrench
- F** Slave Chains
- G** Wagon Wheel

● Questions 18-21

Choose **FOUR** letters, **A-I**.

Which **FOUR** of the following statements are reasons why critics feel the quilt code theory is untrue?

- A** Nobody was familiar with more than one section of the Underground Railroad.
- B** Ozella McDaniel Williams had been known to lie so she was considered an unreliable source.
- C** Records of former slaves referring to the quilt code after reaching freedom do not exist.
- D** There is no surviving example of a quilt with blocks that were used as a code for sending messages.
- E** The majority of slaves could not read or write and relied upon oral communication.
- F** A journey along the Underground Railroad was extremely dangerous.
- G** There is no evidence that a quilt pattern said to be code existed at the time of the Underground Railroad.
- H** A quilt code would have been easy for anyone to understand and discover.
- I** The wealth of implausible stories might indicate that all of them are actually folklore.

● Questions 22-26

Complete the following sentences.

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

- 22** Slavery was legal in America until the end of the **(American) Civil War**, when it was abolished by a constitutional amendment.
- 23** Safe houses and meeting points offered both **food and shelter** to fleeing slaves.
- 24** *Hidden in Plain View* introduces the idea that **quilts / quilt patterns / a quilt code / quilt blocks** might have played a vital role in the Underground Railroad communication system.
- 25** In all probability, people who helped slaves did not **write down** the secret of the code.
- 26** According to Tobin and Dobard's book, slaves would learn the meaning of quilt blocks by memorising ones from a sampler quilt made by a **seamstress** on or near their plantation.

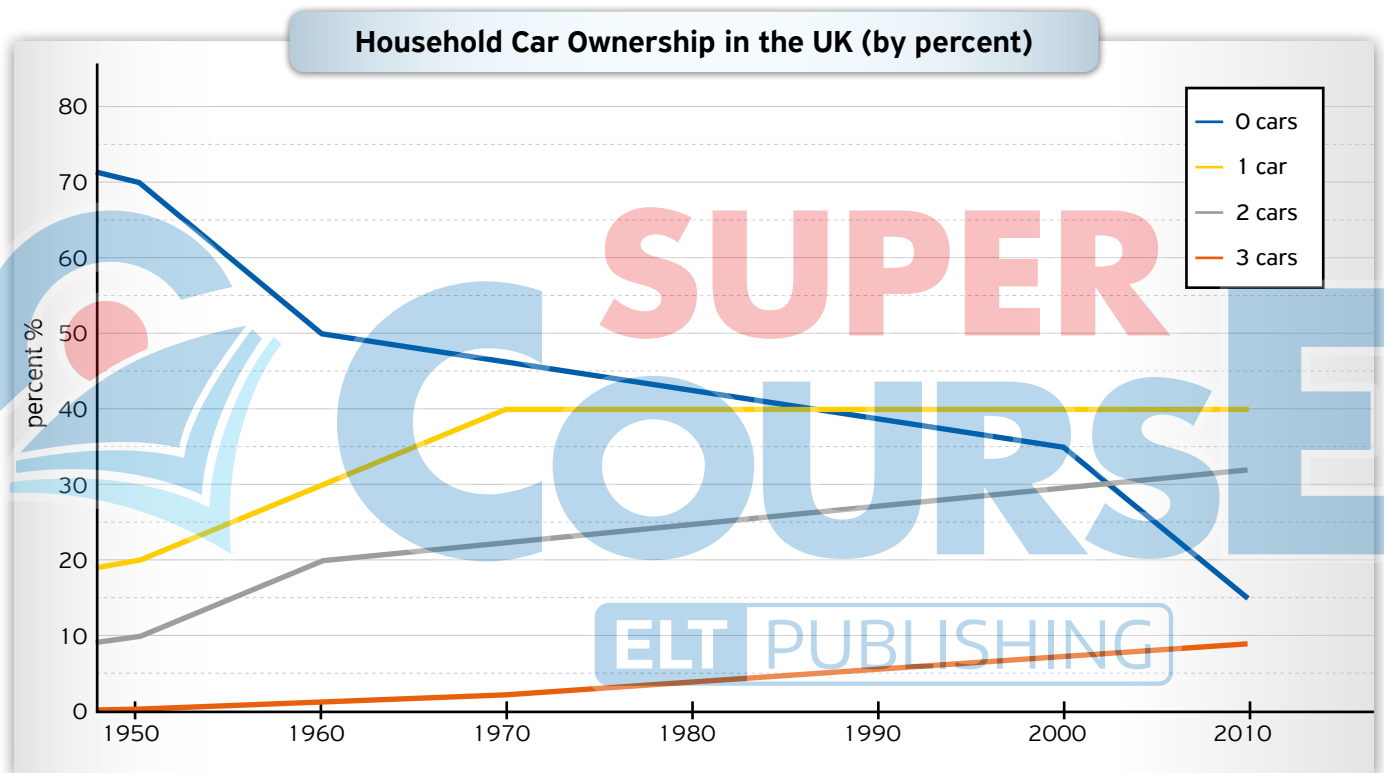
IELTS WRITING TEST 1

WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below gives us information about car ownership in the United Kingdom from 1950 to 2010. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

You should write at least 150 words.



The line graph shows the percentage of British households that owned from 0 to 3 cars over the 60-year period from 1950 to 2010.

The most dramatic change can be observed in households that owned no cars. In 1950, about 70% of UK households fell into this category. This figure dropped sharply over the next decade and continued to decrease more gradually until 2000, when it underwent another sharp decline, falling to 15% in 2010.

In contrast, the figures showing household ownership of one or more cars increased over this 60-year period. The most significant rise can be seen in the percentage of households owning one car, which increased from 20% to 40% between 1950 and 1970, and then remained stable until 2010. The number of households owning two cars also increased, rising steadily from 10% to 20% during the 1950s, and then more slowly until it reached just over 30% in 2010. Finally, the percentage of households possessing three cars also rose, but only slightly, from around 2% in 1960 to just under 10% in 2010.

Overall, we can see that more and more households were acquiring cars in the UK after 1950, and by 2010, over 70% owned one or two cars, while a much smaller proportion owned three cars or none at all.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some say that "money is the root of all evil", while others claim that money can buy everything, including happiness. Discuss both views and give your opinion.

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

You should write at least 250 words.

We live in a very materialistic society, where making money is often the first priority. However, many people have begun to question whether wealth brings true happiness and fulfilment.

Of course, it is difficult to deny that financial prosperity has a multitude of advantages. To begin with, if you are wealthy, you can buy all the material possessions and comforts your heart desires. For example, with enough money you can buy a big house, a luxurious car and other expensive items which will bring you more comfort and pleasure. Alternatively, lacking the means to cover basic expenses and make ends meet only increases life's misery. When you consider the possibility of not being able to pay for food or afford hospital care, then the importance of money for your well-being becomes obvious.

However, money often breeds dissatisfaction, especially for those whose sole purpose in life is to acquire wealth. It is often the case that, while trying to attain wealth, people forget the truly important things in life such as family, friends, love and health. In order to make as much money as possible, they rarely see their families or friends, and live under terribly stressful circumstances. As a result, they often end up suffering a heart attack or a stroke, at which point they realise how useless money is. Personally, I believe chasing after wealth is meaningless because you are simultaneously ignoring loved ones and increasing the risk of life-threatening conditions.

To sum up, although it is difficult to be content living in poverty, it is equally difficult to feel any joy spending all your time in the pursuit of wealth. In my opinion, the secret to living a fulfilling and happy life is to cherish your loved ones and celebrate each other's achievements as, personally, I do not value the material possessions that money enables you to acquire.

IELTS SPEAKING TEST 1

PART 1

Let's talk about your work/studies.

- Do you work or are you a student?
- Do you enjoy your work/studies?
- Is there anything you'd like to change in your workplace / place of study?
- If you changed your career / course of study, what would you choose to do?

Now let's move on to talk about school.

- What was your favourite subject at school? What did you like about it?
- Is there a subject you think was pointless or unnecessary?
- Who was your favourite teacher at school? Why?
- Did you do any extracurricular activities when you were at school?

PART 2

Describe a website that you often use.

You should say:

- what type of website it is
- how you found out about it
- what you can do on this website
- and explain why you find it useful.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

- Rounding-off questions:**
- How often do you visit this website?
 - Is it aimed mainly at male or female Internet users?

PART 3

Dangers of the Internet

- What are some of the dangers associated with using the Internet?
- Do you think children and young people are more vulnerable to these dangers?
- Should parents inform their children about the dangers of the Internet? How can they do this?
- What can parents do to protect their children from these threats?

Using the Internet

- What advantages does the Internet offer its users?
- Have you ever done any shopping on the Internet?
- Do you think there is more to expect from the Internet or has it reached its full potential?

Thematically Organised Vocabulary List

The Environment & Climate Change

● Verbs

conserve
contaminate
cultivate
devastate
discard
dispose (of)
dump
emit
erode
pollute
preserve
recycle
waste

● Nouns

agriculture
atmosphere
conservation
contamination
cultivation
deforestation
devastation
disaster
drought
dump
emission
erosion
fertiliser
field
flood
landfill
pesticide
pollutant
pollution
preservation
recycling
reforestation
soil

● Adjectives

arid
biodegradable
catastrophic
contaminated
depleted
devastating
disastrous
disposable
eco-friendly
hazardous
nuclear
organic
poisonous
recyclable
renewable
sustainable

● Collocations-Expressions

acid rain
alternative forms/sources of energy
carbon dioxide (emissions)
conserve/consume/save/waste energy
contaminate groundwater/the soil
damage/destroy/harm the environment
deplete natural resources
environmentally friendly
exhaust fumes
fossil fuels
global warming
greenhouse gases/effect
hole in the ozone layer
household waste
irreparable/irreversible damage
natural disaster
natural resources
renewable energy
waste disposal
weather patterns

Nature

● Verbs

bloom
decompose
devour
hibernate
mate (with)
poach
prey on
reproduce

● Nouns

biodiversity
carnivore
ecology
ecosystem
genetics
habitat
herbivore
omnivore
predator
prey
reproduction
seed
species (of)
vegetation
wilderness

● Adjectives

endangered
extinct
resistant (to)
tropical
unspoilt

● Collocations-Expressions

animal kingdom
become extinct
conservation area
ecological balance
flora and fauna
genetic mutation
in danger of extinction
mother nature

PART 1

Let's talk about your work/studies.**• Do you work or are you a student?**

I'm a pediatrician. I'm currently working in my city's general hospital, where I spend most of my time taking care of my young patients. //

I'm a student in my final year of a Business and Accountancy degree. I'm studying at the _____ University, in _____, where I live.

• Do you enjoy your work/studies?

I love my job. Since I was a child, I've always dreamed of becoming a doctor and treating children's diseases and I feel really lucky to have found a job in this field. Of course, problems sometimes crop up, as in any job, but I always try to stay positive. //

I am really enthusiastic about my studies. Our department is very organised, our professors are excellent and extremely knowledgeable and, all in all, there's nothing I can think of to criticise.

• Is there anything you'd like to change in your workplace / place of study?

Yes, actually I would make a few changes to improve the quality of the hospital's services. For instance, I would hire more nurses, because we are seriously understaffed, which means that we have trouble treating patients as fast or as efficiently as we would like. Also, I'm not satisfied with our equipment. Our lab machines are outdated and all too often, they break down. If only I could have a state-of-the-art hi-tech MRI machine! I would be able to do my job so much better! //

I don't really think there's anything I want to change. I love my university as it is. If I did have to propose a change, I would probably suggest more green spaces on campus. I don't really hang out there much, because it's just a mass of grey buildings and parking lots. If some trees and grass were planted, it would be much more pleasant!

• If you changed your career / course of study, what would you choose to do?

Actually, I found myself in a dilemma at medical school regarding my specialisation. I have always loved children and that is why I became a pediatrician, but, if I could go back in time, I think I would choose to be a dermatologist instead. It's not really a major career change, but it's a field with a lot of potential, especially in research! //

To be honest, I'm very satisfied with my present course of study. But since we are speaking hypothetically, I would have loved to study architecture as I have a flair for design and have always enjoyed drawing buildings and home interiors.

Now let's move on to talk about school.**• What was your favourite subject at school? What did you like about it?**

My favourite subject at school was definitely maths. I've always been good at maths and sometimes even tutored my friends. What I still like about it is its predictability. You can never be wrong if you follow the rules, and that gives me a sense of security.

• Is there a subject you think was pointless or unnecessary?

I think chemistry is rather overrated. There are very few people who will actually need to specialise in this subject in their future careers. If I were the Minister of Education, I would definitely reduce chemistry hours, at least in high school. I don't think we should devote so much time to this subject.