

IELTS Listening overview

There are four sections in the listening test. Each section has 10 questions, making a total of 40 questions. The sections become progressively harder. The answers to the questions come **in the same order** as the information on the recording.

The whole test lasts about 30 minutes, including the instructions, your reading and listening time, and the time allowed for transferring your answers from the questions paper to an answer sheet. The instructions are included on the recording.

You will be listening to the conversations **only once**.

Spelling mistakes count as one mistake.

You are not penalised for incorrect answers.

You will be allowed approximately **30-45 seconds to study the questions** before the test begins. You can use this time to **check what types of answers are needed** (for example, dates, times, names, money, etc.) and pay special attention to the first question.

Section 1

This is a conversation between two speakers on an everyday, social topic. This means that you listen to two people talking to each other about arranging a trip, organising an event, etc. The focus is on listening for specific factual information.

Section 2

This is a talk by one speaker on a general topic. This means that you listen to one person giving information about a public event, a service provided, etc. The focus is on listening for specific factual information. (This is usually a gap fill or multiple choice exercise)

Section 3

This is a discussion between two to four speakers on a topic related to 'academic needs'. This means that you listen to up to four people talking to each other about an assignment for a course, an academic subject in a seminar, etc. The focus is on listening for specific factual information, attitudes and speakers' opinions. (This is usually a gap fill or multiple choice exercise)

Section 4

This is a lecture or talk by one speaker on an academic or study-related topic. This means that you listen to a person giving a lecture, a talk, etc. The focus is on listening for main ideas, specific factual information, attitude and speakers' opinions. This is a gap fill exercise.

IELTS Reading overview

Reading is the second part of the IELTS test, and takes 60 minutes. It consists of three or sometimes four reading passages of increasing difficulty, and there is a total of 40 questions to answer. Though you can mark and write on the Question Paper, you must enter your answers on the Reading Answer Sheet, and be aware that no extra time is given for transferring your answers from the test booklet to the Reading Answer Sheet.

Some general tips:

- look out for the title, headings and any special features such as capital letters, underlining, italics, figures, graphs and tables
- make sure that you understand the questions and follow instructions carefully
- pay attention to timing; do not spend too long on one passage or question
- do not try and read every word; remember, you are reading for a purpose
- if you do not know the answer to a question, attempt it but do not waste time; move quickly onto the next one
- do not panic if you do not know anything about the subject of the text; all the answers can be found in the text
- the word(s) you use must be taken from the Reading text; you must not change the form of the word(s) in the text
- do not worry if there is a word that you do not understand – you may not need to use it
- check your spelling
- be careful to use singular and plural correctly
- focus precisely on what you are asked to do in 'completion' type questions
- if the question asks you to complete the note 'in the...' and the correct answer is 'evening', just use 'evening' as your answer; note that 'in the evening' would be incorrect
- pay attention to the word limit; for example, if you are asked to complete a sentence using no more than two words, if the correct answer is 'silk shirt', the answer 'shirt made of silk' would be incorrect
- attempt all questions; there are no penalties for incorrect answers, so you have nothing to lose

General reading techniques

- skim the passage
- read the question and identify the type of questions
- find a key word or information in the question that might help you to locate the answer in the passage.
- When you find the location read the sentence before and after trying to understand them
- Look around for traps!

Task types and strategies

1) Matching headings questions

Task: choose a heading from the list which matches a paragraph or section of the text.

Tips:

- read the headings and analyse them before you read the text
- There are more headings than you need
- Answers do not come in order

2) Summary completion questions

Task: completing a summary by filling in the gaps using words from the passage or given in a box

Tips:

- identify the type of word needed for each gap (noun/adjective/verb..)
- Locate the information in the passage to choose the right word
- Answers usually come in order

3) Multiple choice question

Task: choose the correct answer to a question or the correct ending to a sentence from 3 or 4 options.

Tips:

- paraphrase information in the question or option
- Locate the precise information in the passage
- Answers come in order

4) Choosing a title

Task: choosing the most appropriate title from a list

Tips:

- look at the differences between all possible titles
- Pay attention to the opening and closing paragraph of the passage

5) TFNG/YNNG

Task: decide if the piece of information or the writer's opinion in the question can be found in the passage.

Tips:

- spend time analysing the statement in the question before looking for the answer
- many words will be paraphrased, so watch out for that (e.g. work=employment/ changing=altering)
- don't match just key words, you are aiming to match meaning. Some of the key words might be the same in the passage, but this does not mean the answer is true.
- The meaning of false or no is that the statement is opposite to the information in the passage
- NG means that the whole statement of the question is not in the passage. The key words might be found but not the full meaning of the statement.
- The answers follow the order of the passage and usually focus on a small number of paragraphs.

IELTS WRITING overview

1) General preparation

2) Useful verbs/expressions to introduce topics.

Try to avoid using the verbs say, talk about or think, which are quite poor vocabulary!

(! They are not forbidden, this is just a tip).

Most people

State

Affirm

Suggest

Assert

Argue

Underline

This writing

: (will) *Focus attention upon*

(will) *Examine*

(will) *Consider*

The documentary/video: Deals with

Shows

From the article/documentary: Emerges that

Starting a new sentence/paragraph:

As far as(something) is/are concerned,....

It seems reasonable/obvious to

It may be expedient to briefly introduce/point out....

With regards to....

Needless to say,.....

This example/experiment/fact/issue assists in showing/demonstrating that...

From the analysis of the former..... , while the latter....

More specifically, attention will be focused upon....

My piece of writing will focus attention upon...

It is widely known that.....

Sentence Connectors - Showing Addition

Type of Connector	Connector(s)	Examples
Coordinating Conjunction	and	<i>High level positions are stressful at times, and can be harmful to your health.</i>
Conjunctive adverbs	in addition, additionally, furthermore, moreover, also	<i>High level positions are stressful at times; furthermore, they can be harmful to your health</i>
Correlative conjunctions	not only...but also	<i>Not only are high level positions stressful at times, but they also can be harmful to your health.</i>
Prepositional phrases	in addition to, along with, as well as	<i>Along with being stressful, high level positions can also be harmful to your health.</i>

Sentence Connectors - Showing Opposition

Type of Connector	Connector(s)	Examples
Coordinating conjunction	but	<i>High level positions are stressful at times, but professionals can learn to manage their stress levels.</i>
Subordinating conjunctions	although, despite the fact that	<i>Despite the fact that high level positions are stressful at times, professionals can learn to manage their stress levels.</i>
Conjunctive adverbs	however, nevertheless	<i>High level positions are stressful at times; nevertheless, professionals can learn to manage their stress levels.</i>
Prepositional phrases	despite, in spite of	<i>In spite of the stressful nature of high level positions, professionals can learn to manage their stress levels.</i>

Sentence Connectors - Showing Cause / Effect

Type of Connector	Connector(s)	Examples
Coordinating conjunctions	for (cause), so (effect)	<i>Professionals can sometimes be extremely impatient, for their positions are at times rather stressful.</i>
Subordinating conjunctions	because, since	<i>Since high level positions are at times rather stressful, professionals can sometimes be extremely impatient.</i>
Conjunctive adverbs	therefore, as a result, consequently	<i>High level positions are at times rather stressful; therefore, professionals can sometimes be extremely impatient.</i>

Prepositions	because of, due to, as a result of	<i>Due to the stressful nature of high level positions, professionals can sometimes be extremely impatient.</i>
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Sentence Connectors - Showing Comparison

Type of Connector	Connector(s)	Examples
Coordinating Conjunction	and...too	<i>High level positions are stressful, and can be harmful to your health too.</i>
Subordinating conjunction	just as	<i>Just as high level positions are stressful, they can be harmful to your health.</i>
Conjunctive adverbs	similarly, in comparison	<i>High level positions are stressful at times; similarly, they can be harmful to your health.</i>
Prepositions	like, similar to	<i>Similar to other important professions, high level business positions are stressful at times.</i>

Sentence Connectors - Showing Condition

Type of Connector	Connector(s)	Examples
Subordinating conjunction	if, unless, only if, even if	<i>If you consider the financial rewards of high level positions, the stressful nature of these positions becomes less important.</i>
Conjunctive adverbs	otherwise	<i>You should remember the financial rewards of high level positions; otherwise, you might find the stressful nature of these positions too demanding.</i>

Sentence Connectors - Showing Contrast

Type of Connector	Connector(s)	Examples
Coordinating conjunction	but	<i>High level positions are stressful at times, but the financial rewards make these positions very desirable indeed.</i>
Subordinating conjunctions	whereas, while	<i>While high level positions are stressful at times, the financial rewards make these positions very desirable indeed.</i>
Conjunctive adverbs	in contrast, on the other hand	<i>High level positions are stressful at times; on the other hand, the financial rewards make these positions very desirable indeed.</i>
Prepositions	unlike	<i>Unlike the undesirable stress of high level positions, the financial rewards make these positions very desirable indeed.</i>

;-) GRAMMAR TIP! Revise passive form, both personal and impersonal constructions.

Here are some exercises to practice.

Passive

Fill the gaps with the correct tenses (active or passive voice).

Hadrian's Wall

In the year 122 AD, the Roman Emperor Hadrian..... (visit) his provinces in Britain.

On his visit, the Roman soldiers(tell) him that Pictish tribes from Britain's north(attack) them.

So Hadrian(give) the order to build a protective wall across one of the narrowest parts of the country.

After 6 years of hard work, the Wall(finish) in 128.

It(be) 117 kilometres long and about 4 metres high.

The Wall(guard) by 15,000 Roman soldiers.

Every 8 kilometres there(be) a large fort in which up to 1,000 soldiers(find) shelter.

The soldiers(watch) over the frontier to the north and(check) the people who(want) to enter or leave Roman Britain.

In order to pass through the Wall, people(must go) to one of the small forts that(serve) as gateways.

Those forts(call) milecastles because the distance from one fort to another(be) one Roman mile (about 1,500 metres).

Between the milecastles there(be) two turrets from which the soldiers(guard) the Wall.

If the Wall(attack) by enemies, the soldiers at the turrets(run) to the nearest milecastle for help or(light) a fire that(can / see) by the soldiers in the milecastle.

In 383 Hadrian's Wall(abandon) .

Today Hadrian's Wall(be) the most popular tourist attraction in northern England.
In 1987, it(become) a UNESCO World Heritage Site.

Fill the gaps with the correct passive form

1. Patients (treat) in hospitals.
2. My passport is not ready yet. It (make) at the moment.
3. The walls of the house (just/paint).
4. The newspaper (bring) yesterday.
5. While the potatoes (peel) my parents arrived.
6. Tomorrow all the compositions (check).
7. The car (already/repair), now we can use it.
8. The weather forecast (broadcast) on TV at the moment, come and listen.
9. While the ceiling (paint) the bucket with the paint(upset).
10. The order.....(not/make) yet.
11. Your dress (make) at the moment and I think that tomorrow it(finish).
12. My mother is busy at the moment. She cannot come. My baby brother (feed).
13. Coffee(just/make) you can have a cup if you like.
14. An interesting program (show) on TV yesterday.
15. Last lesson we (tell) about different unusual animals.

Fill the gaps with the correct passive form

1. The dinner (not/cook) yet. The vegetables (cut) right now. The potatoes(boil) in the morning, so now we need only some time to prepare the salad, meat and sauce.
2. Children (inform) about the rules of our school every year, but unfortunately some of the rules (not/obey), yesterday another window (break) and the guilty one (not/find) yet.

3. This book (read) at our lesson right now. To be honest it is not interesting, but a discussion about the characters of the book (hold) next lesson, so we have no choice.
4. Everybody in our family has a lot of duties. Dishes (do) by my sister, rooms are (hover) by my younger brother. Shopping (do) by my mother, money (earn) by my father and laundry(do) by me.
5. The dog is hungry. It(not/feed) yet as the dog' s food (not/buy) yesterday.

Complete the sentences using the correct form of have something done and the words in brackets.

1. We usually (the bedrooms / redecorate) every two years.
2. Sarah isn't making her own wedding dress, she (it / make) by a designer in Italy.
3. (you / ever/ anything / steal) from your house?
4. He didn't fix his car himself, he(it / fix) at the garage.
5. Your hair is too long. You need (it / cut).
6. I'm going to do my food shopping online and I(the food / deliver) to my house.
7. If you can't see properly, you should (your eyes / test).
8. Are they going to paint the kitchen themselves, or (it / paint)?

Complete the sentences using have something done

1. Yesterday, (I / cut / my hair)
2. Every Friday, (Joe / wash / his car)
3. Tomorrow, (she / repair / her shower)
4. Each Saturday, (we / deliver / a pizza) to our home.
5. Last year, (Bob / clean / his house) by a charwoman.
6. As Phil had a broken arm, (he / type / his texts) by his secretary.
7. (I / pick up / the goods) tomorrow in the afternoon.
8. (we / redecorate / our walls) last summer.
9. Whenever Clara is staying at this hotel, (she / carry / her bags) into her room.

Personal Passive

Exercise 1

Re-write these sentences, using the Personal Passive Construction.

1. People know that she is a good swimmer. →
2. They say that Francis is in hospital. →
3. They think that the children are in bed →
4. People believe that the robber has worked in the bank. →
5. People believe that nuclear power stations are dangerous. →
6. His colleagues thought that he was on holiday →
7. People know that cars pollute the environment. →
8. They suppose that the new product will come out soon. →
9. They found that the mission was impossible. →
10. They believe that she will win a gold medal. →

Exercise 2

1. People think that this dog is dangerous > _____
2. They believe the old lady is insane. > _____
3. Everybody knows that the water in the river is contaminated.> _____
4. People believe that Kennedy avoided a third world war. > _____
5. Customers find that the new model is well-designed and economical to run. > _____
6. Many scientists believe that the universe is expanding.> _____
7. They say that French wine is the best.> _____
8. Some people consider that the Russians have more dangerous weapons than the Americans. > _____
9. Doctors claim that penicillin saved millions of lives in the last war.> _____
10. The newspapers say that the price of gold is going up again.> _____

11. People say that money is not everything. > _____

12. The police suspect that John Gibbs stole the money.> _____

13. They think that Dr. Brown is the best doctor in the town.> _____

14. Everybody knows that smoking causes cancer.> _____

15. The newspapers reported that President Kennedy had been assassinated.> _____

Writing Task 1

The Writing Task 1 of the **IELTS Academic test** requires you to write a summary of at least 150 words in response to a particular graph (bar, line or pie graph), table, chart, or process (how something works, how something is done). This task tests your ability to select and report the main features, to describe and compare data, identify significance and trends in factual information, or describe a process.

IELTS task 1

Useful vocabulary

+	-
To go up	To go down/ to drop > drop (n)
To rise > rise (n)	To fall > fall (n)
To increase > (increase)	To decrease > decrease (n)
To peak > peak (n)	To reach its lowest point
To double > double	To Halve > half (n)

=
To level off
To remain the same
To fluctuate

Adjectives to describe the degree of change

Dramatic
Sharp
Steep
Gradual
Moderate
modest
Slight

Expressions to describe quantities

The vast majority
Three quarters
More than the half
Nearly half
Just under a third
Roughly one in four
A small minority

- Bar chart

Tips

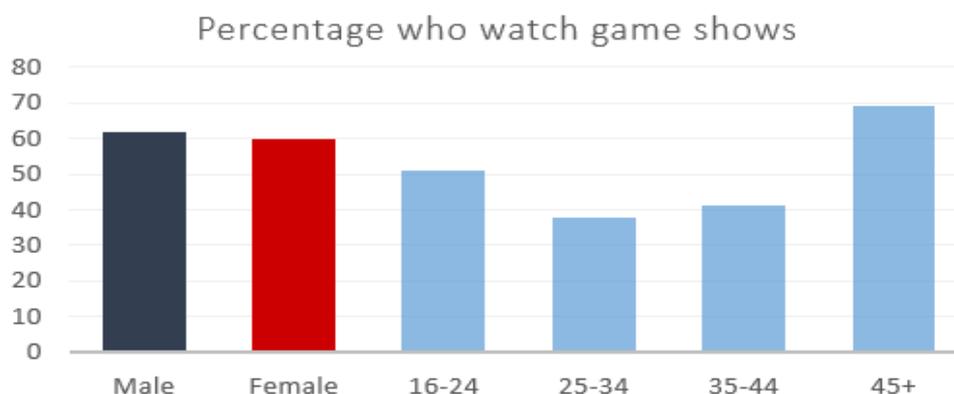
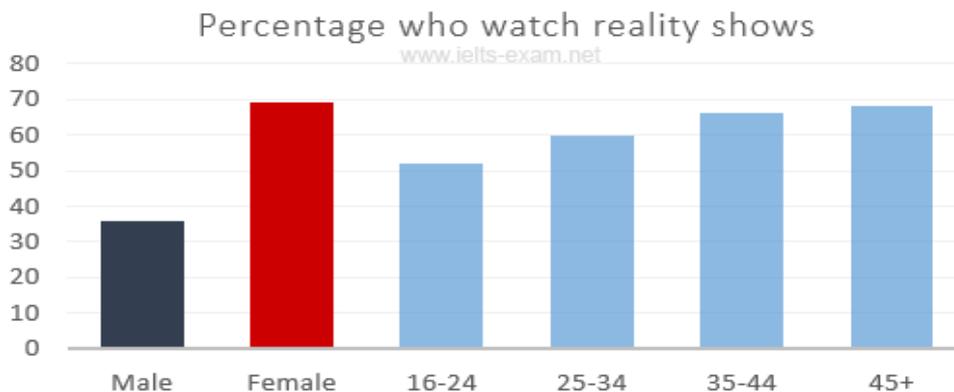
- With graphs, make sure you understand what each axis is measuring.
- With bar and pie charts, there is often a key which tells you what each different bar or area represents.
- With tables, read the data across the rows and down the columns to identify the key features.

Example 1

The charts give information about two genres of TV programmes watched by men and women and four different age groups in Australia.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Fill in the gaps in the model answer.

The charts give information about the genres of TV programmes that Australian men and women and different age groups watch. It is clear from the charts that women tend to watch television than man overall, although they watch slightly game shows. The people who watch the..... television are in the 45+ age group.

Nearly 70% of women watch reality shows, which is almost as many as the percentage of men who choose this genre of programme. Nevertheless, most age groups watch reality shows than game shows revealing that game shows are generally popular than reality shows.

The percentage of people watching reality shows increases steadily from ages 16 to 45 with the..... percentage of viewers, at just over 50% of the age group 16-24 and the percentage, at 68% of the over-45s.

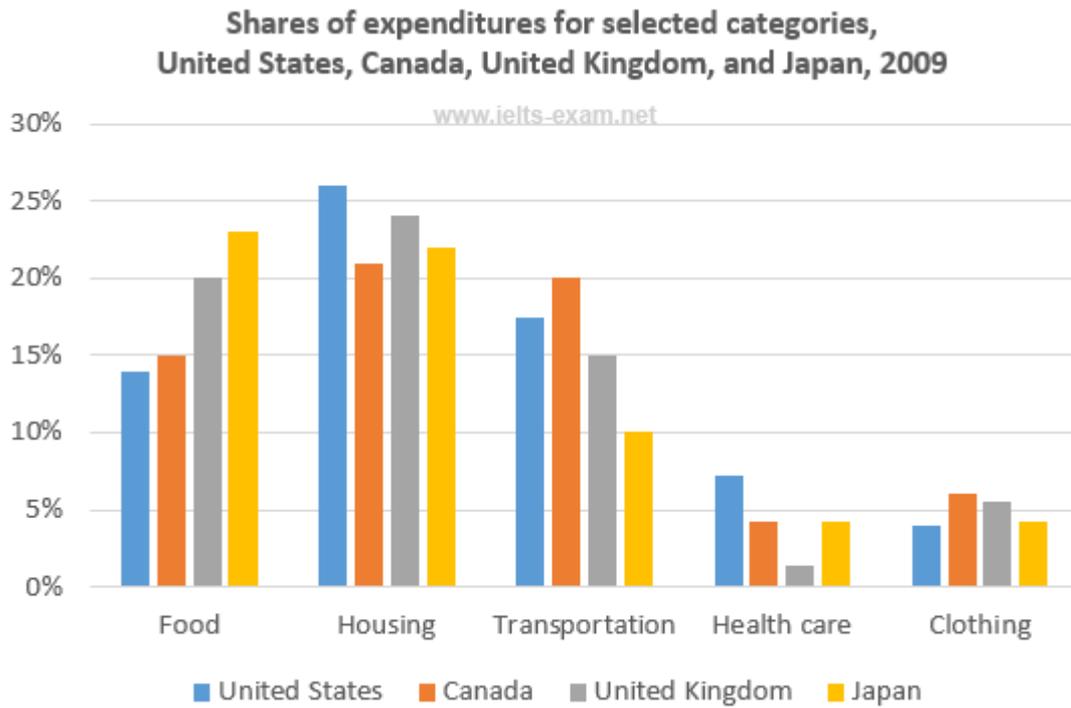
However, the pattern is different for game shows. The number of programmes watched by 25- to 44-year-olds is lower than the number watched by 16- to 24-year-olds and those over 45. Just over 50% of 16- to 24-year-olds watch game shows, but this share is not high as the share of people aged 45 and over watching game shows, at nearly 70%. Only 41% of 35- to 44-year-olds watch game shows, and the share of 24- to 34-year-olds is lower at 38%.

Example 2

The bar chart below shows shares of expenditures for five major categories in the United States, Canada, the United Kingdom, and Japan in the year 2009.

Write a report for a university lecturer describing the information below.

Write at least 150 words.



Test Tip

In Writing Task 1, it is a good idea to end your answer by summarizing the main information shown by the diagram. You are not required to explain this information.

Read the following sample answer. Complete the answer by filling the gaps with the words in the box.

by contrast	indicates	lowest	compares
overall	whereas	except	higher
highest	however	largest	Among

The bar chart how consumers in the United States, Canada, the United Kingdom, and Japan allocated different shares of total spending to categories such as food, housing, and transportation in 2009.

We can see that the United States had the housing expenditure share, 26% of total expenditures in 2009. The United Kingdom and Japan followed, with 24% and 22%, respectively. Canada had the housing share at 21%. Housing was the expenditure component in all countries Japan.

....., Canada had the largest transportation share of all four countries at 20%. The United States and the United Kingdom had the next-highest transportation shares, 17% and 15%, respectively. Japan had the lowest, at 10%.

....., in Japan, consumers spent 23% of their total expenditures on food in 2009. The United Kingdom had the second-highest share at 20%. Canada, with 15%, and the United States, with 14% had the lowest food expenditure shares among the countries studied.

....., the data that housing and health care shares of total expenditures were in the United States than in Canada, the United Kingdom, and Japan in 2009, Americans had the lowest clothing share. Canada had the highest clothing and transportation shares, and Japan had the highest food share, the countries compared.

- Diagram

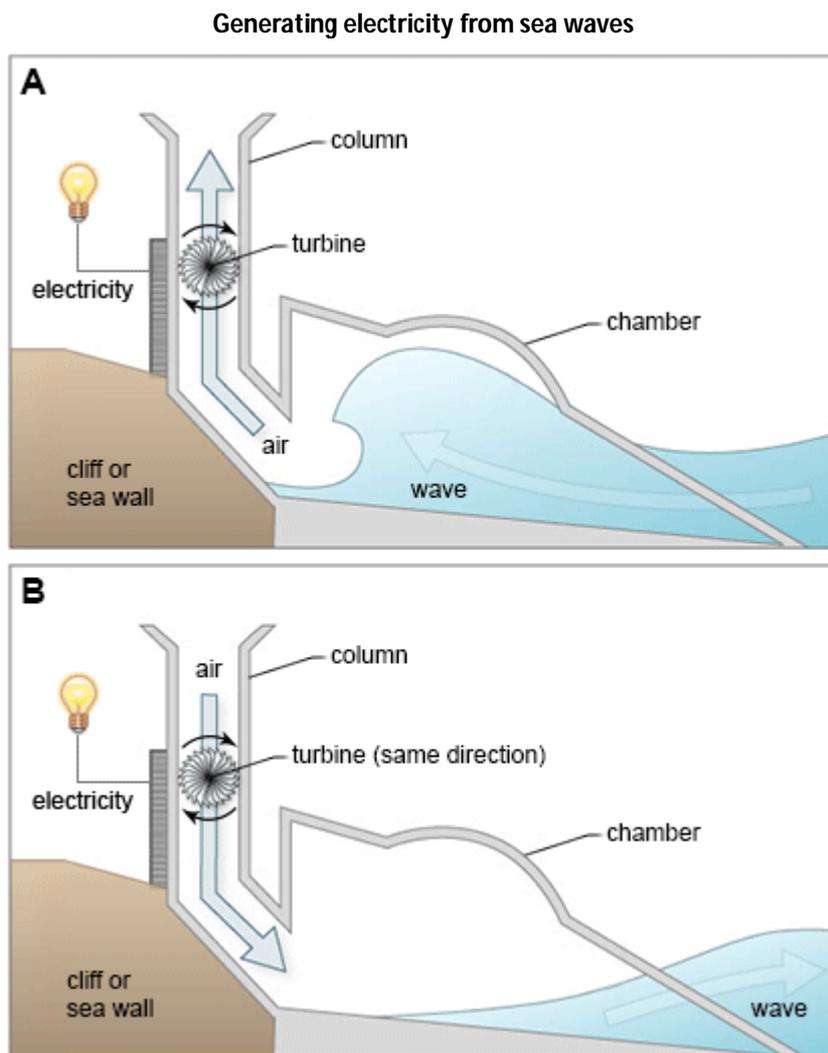
Tips

- 1) Describe key stages in the process in a logical order, making comparisons where appropriate.
- 2) Use suitable words and phrases to structure and link the process clearly.
- 3) Remember to include an overview summarising the main features of the process.
- 4) Vary your vocabulary and use your own words as far as possible.

The diagrams show a structure that is used to generate electricity from wave power.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Model answer

The two diagrams show how electricity can be generated from the rise and fall of water caused by sea waves.

The process involves a structure which is mounted on the side of a cliff or sea wall. This structure consists of a large chamber. One end is open to the sea, and the other leads into a vertical column, which is open to the atmosphere. A turbine is installed inside this column and this is used to generate the electricity in two phases.

The first diagram indicates that when a wave approaches the device, water is forced into the chamber, applying pressure on the air within the column. This air escapes to atmosphere through the turbine, thereby producing electricity.

The second diagram illustrates the next part of the process when wave retreats. As the water level falls, the air from outside the column is sucked back in through the turbine. As a result, electricity continues to be generated. The turbine rotates only in one direction, regardless of the direction of the air flow.

In conclusion, we can see that this structure is useful as electricity is generated in both phases: entering and retreating of water.

WRITING TASK 2

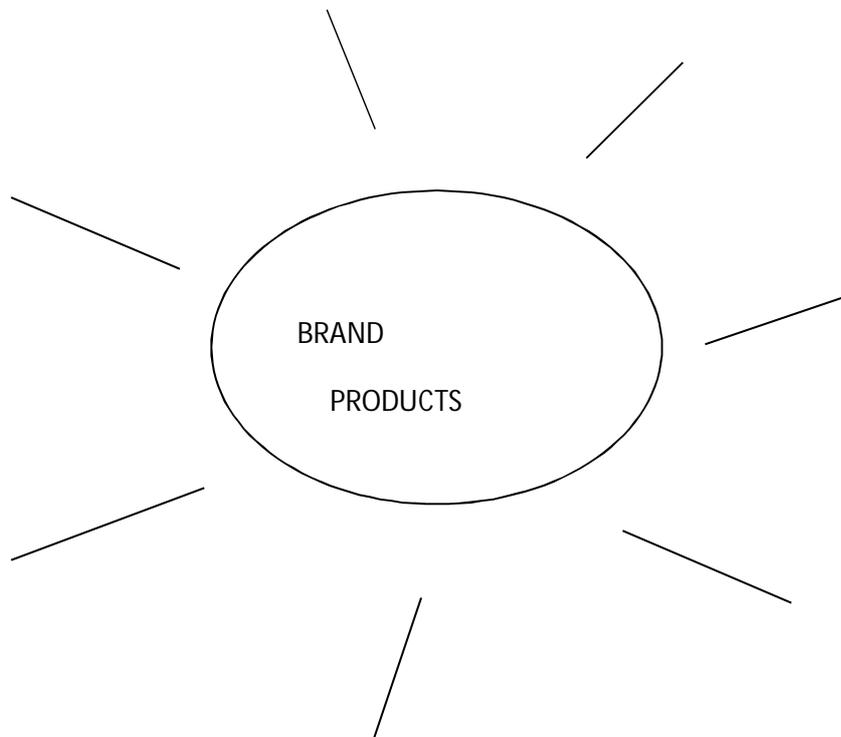
The **Writing Task 2** of the **IELTS test** requires you to write at least 250 words. You will be presented with a topic and will be tested on your ability to respond by giving and justifying an opinion, discussing the topic, summarizing details, outlining problems, identifying possible solutions and supporting what you write with reasons, arguments and relevant examples from your own knowledge or experience.

The assessment of Task 2 carries more weight in marking than Task 1.

HOW to plan your writing

ESSAY TITLE: Are brand products synonym of quality or are they just as good as the generic ones? Discuss.

1) Brainstorming



2)

PROS OF BRANDS/GENERIC	CONS OF BRANDS/GENERIC

3) Draft of the writing task

- General introduction in which you make general statements and paraphrase the title.
- First paragraph pros of brand products (use the ideas you have written above).
- Second paragraph cons (use the ideas you have written above)..

[THE TWO PARAGRAPHS USUALLY DEVELOP TWO OPPOSITE POINTS]

- Conclusion (here you can say your personal opinion).

Remember to use linkers!

Write your draft here

A large, empty rectangular box with a thin black border, intended for writing a draft. The box is positioned below the text 'Write your draft here' and occupies most of the page's width and height.

MODEL ANSWER

Are brand products synonym of quality or are they just as good as the generic ones? Discuss.

In our mass society people are constantly inundated with messages. From how to look, what to wear, what to eat, practically every facet of our lives is taken care of by the media. As a result, there is a constant **debate** over the use of advertised name brand products or generic ones. Most people **contend** that generic products are not as reliable or as high in quality as the name brand variations. However, others **state** that generics are just as good but substantially cheaper than their high priced brand 'cousins'.

It is undeniable that when we buy a product, quality is what matters most. Arguably, a brand name product is not always better than a generic one, because it is the name rather than quality that people are purchasing. For instance, as far as clothing is concerned, brand name items like Gucci, Dolce and Gabbana or Calvin Klein are just designers. When one looks at the way the shoes or the clothes are made, one will certainly notice that they do not differ that much from the generic brands. A shoe is a shoe. The only distinction between them is price.

Moreover, one of the most important things that people do not realise is that most generic brands are actually made by the name brands themselves. Accordingly, brands are basically doubling their money by appealing to two different audiences but using the same product. The only difference is that generic brands are not advertised.

Overall, name brand products are not always better than the generic. Quality and texture is what really matters, expensive does not equal better. It just means more money.

FOR C1-C2 levels

How to improve your writing

Substitute the underlined expressions with other suitable ones (use the expressions below)

Are brand products synonym of quality or are they just as good as the generic ones? Discuss.

In our mass society people are continuously listening to messages. From how to look, what to wear, what to eat, practically everything of our lives is is decided by the media. As a result, there is a constant debate over the use of advertised name brand products or generic ones. Most people say that generic products are not as reliable or as high in quality as the name brand variations. However others state that generics are just as good but much cheaper than their high priced brand 'cousins'.

When we buy a product, quality is very important. Arguably, a brand name product is not always better than a generic one, because it is the name and not quality that people are purchasing. For instance, for clothes, brand name items like Gucci, Dolce and Gabbana or Calvin Klein are just designers. When one looks at the way the shoes or the clothes are made, one will certainly notice that they are similar to the generic brands. A shoe is a shoe. The only distinction between them is price.

Moreover one of the most important things that people do not realise is that most generic brands are actually made by the name brands themselves. So, brands are basically doubling their money by appealing to two different audiences but using the same product. The only difference is that generic brands are not advertised.

Finally, name brand products are not always better than the generic. Quality and texture is what really matters, expensive is not the same as better. It just means more money.

Accordingly

every facet

substantially

is what matters most

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It is undeniable that

Overall

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rather than

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contend

IELTS Speaking overview

Duration: Between 11 and 14 minutes.

Participants: Candidates interviewed individually. The test is recorded.

Format: The test consists of three parts.

TASK 1 (Interview)

Part 1 of the IELTS Speaking test lasts between 4 and 5 minutes. The examiner will ask some simple 'getting-to-know-you' questions which will help the examiner find out a little about you and help put you at ease. These will be general questions such as about your family, your studies, where you come from or what your interests are.

Tips!

Giving full, relevant answers to the examiner's questions will help get the interview off to a good start.

1) Avoid giving short, uncommunicative replies.

Q: *Where are you from?*

A: *I'm from Hoorn in the Netherlands. (Don't stop there!) It's about 35 kilometers north of Amsterdam. It's a modern city but with a lot of history and a lovely place to live.*

2) Avoid short, 'yes', 'no' answers to closed questions. (These are questions beginning 'Have you ...', 'Do you ...', 'Is it ...' etc which can be answered simply with a yes or no answer).

Q: *Have you visited any English speaking countries?*

A: *Yes. (Don't stop there!) I went to England last year and spent two weeks seeing the sights. A couple of years ago I went to New York with my parents and had a great time.*

Q: *Do you play any sports?*

A: *No. (Don't stop there!) I'm not really interested in playing sports. I like watching sport on TV and I really enjoyed keeping up with the Olympics recently.*

3) Offer examples to help you explain a statement.

Q: *Why are you preparing for the IELTS exam?*

A: *Because I need it for my studies. (Don't stop there!) I've been offered a place at a university in England to study on an MBA but I need to show my level of English is good enough.*

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Sample questions

FAMILY

- Describe your family?
- Do you have a large or small family?
- How much time do you spend with your family?
- What do you like to do together as a family?
- Do you get along well with your family?
- Are people in your country generally close to their families?

WORK

- What do you do?
- What are your responsibilities?
- How many hours do you work each day?
- Do you enjoy your work?
- Is there some other kind of work you would rather do?
- If you could change your job or profession, what would you do?
- Describe the process of getting a job in your country.
- Describe the company or organization you work for.
- What is your position?
- What do you like about your job?
- What do you dislike about your job?

EDUCATION

- Describe your education.
- What kind of school did you go to as a child?
- Did you go to a co-educational school?
- What was your favourite subject as a child?
- Who was your favourite teacher?
- What is the education system like in your country?
- Do you think your country has an effective education system?

HOMETOWN

- Describe your hometown.
- What's special about it?
- Where is your hometown located?
- Is it easy to travel around your hometown?
- What is it known for?

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- What do people in your town do?
- What are the main industries in your hometown?
- What problems face your hometown?
- What languages are spoken in your hometown?
- What are the advantages of living in your hometown?
- What are some problems faced by your hometown?
- Compare your hometown with another city.
- What are some environmental problems faced by your hometown?

WEATHER

- What's the weather like in your country?
- Does the weather affect your mood?
- How do rainy days make you feel?
- What's your favourite season of the year?
- What do you like to do when it's hot?
- What do you usually do in the winter?
- How many seasons does your country have?

HOME

- Describe your home.
- What kind of building do you live in?
- How long have you lived there?

TRAVEL

- Do you like to travel?
- What kind of places have you visited in your life?
- Which place would you really like to visit? Why?
- What's the best place you've ever visited?

COMPUTERS

- Do you think computers help society?
- Do you think computers are bad for health?
- How do you think computers have changed the world?

INTERNET

- Do you use the Internet much during the day?
- What do you usually do on the Internet?
- What are some advantages of the Internet?
- What are some disadvantages?
- Do people in your country use the Internet a lot?
- Do you do any shopping on the Internet?

FRIEND

- Describe a friend.
- How long have you known each other?
- What do usually do together?
- What do you like the most about him / her?
- How often do you see each other?

PLACE

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- Describe a place you like to go.
- Why is this place special to you?
- When did you first visit this place?
- Where is this place located?
- What language is spoken here? Do you speak this language?

SMOKING

- What do you feel about smoking in public places?
- Do you think smoking should be banned in people's homes?

HOBBIES

- Do you have any hobbies?
- What are some of your hobbies?
- When did you first develop this hobby?
- What are some of the advantages of having a hobby?
- How much time do you spend on your hobby?

FILMS

- Do you enjoy watching movies?
- What's your favourite film?
- Who are your favourite actors?
- How often do you watch films?

SPORTS

- Do you like sports?
- Do you enjoy watching sports?
- Do you enjoy participating in any sports?
- Which sports are most popular in your country?
- What's your favourite sport/
- When did you first become interested in sports?
- How often do you participate in sports?
- What equipment do you need for your favourite sport?

FOOD

- What are some of your favourite foods?
- What foods are popular in your country?
- What are some of the famous dishes of your country?
- Do you enjoy cooking?

FESTIVAL

- What's the most important festival in your country?
- How do people celebrate this festival?
- What special food is associated with this festival?
- What special activities are associated with this festival?
- What do you enjoy most about this festival?
- Do you think festivals are important for a society?

TELEVISION

- Do you watch television a lot?
- What do you usually watch on television?

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- How many hours of television do you usually watch?
- What are the most popular shows in your country?
- What kind of shows do you like to watch?
- What are some advantages of television?
- What are some of the disadvantages of television?
- What did you last watch on television?
- Why do you think certain TV shows are so popular?

TOURISM

- Which places would you recommend to a visitor to your country?
- Do a lot of tourists visit your country?
- What do they usually do there?
- How has tourism changed your country?
- Is your country expensive for most tourists?
- What are some famous landmarks in your country?

CLOTHES

- What type of clothes do you like to wear?
- What kind of clothes do people in your country usually wear?
- How important is fashion to you?
- What kind of clothes do you dislike?
- Do you think people behave differently in different kinds of clothes?
- What kind of clothes do people wear to work in your country?
- Are clothes expensive in your country?

GOING OUT

- Do you like going out or staying at home?
- What do you like to do when you go out?
- How often do you go out?
- Do people in your country go out a lot?
- How and where do people in your country usually socialize?
- What kind of entertainment is popular in your country?

GAMES

- Do you enjoy playing any games?
- What kind of games do you play?
- Do you think adults should play games?
- What do children learn from games?
- What kind of games did you play when you were a child?
- What games are popular in your country today?
- What kind of games were popular when you were young?
- Do you think mental games like chess are good for you?

- **COLOURS**

- Do you have a favourite colour?
- What are your country's colours?
- Do you think colours affect our moods?
- Can you learn anything about a person from the colours he / she likes?

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- Do you like the same colours now as you did when you were a child?

TASK 2 (long turn)

Part 2 of the IELTS Speaking test lasts between 3 and 4 minutes (including 1 minute preparation time). The examiner gives you a task card and you have to speak about the subject without interruption for between 1 and 2 minutes.

Tips!

1. Use your 1 minute preparation time wisely and make notes of the points you'd like to make.
 - Plan your introduction (I'm going to describe.....)
 - Write some key words that you think are useful during your speech.

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- Use linking words to connects the 4 parts.
2. The question will help you with the structure of your talk. Remember to cover all the 4 points you are given!
3. Try to avoid giving a very dry, unimaginative introduction such as '*The object I'm going to describe is*'. Get your talk off to a memorable start with something on the lines of: '*If I was about to lose everything and could only save one thing it would be my ...*', or '*I've got several things that mean a lot to me but the one that really stands out is my ...*'

Sample topics

- **Describe an artist or entertainer you admire.**

You should say:

- Who they are and what they do
- How they became successful
- How you found out about them
- And explain why you admire them

- **Describe an area of countryside you know and like.**

You should say:

- Where it is
- What its special features are
- What you and other people do in this area
- And explain why you like it

- **Describe an object you particularly like.**

You should say:

- What it is and what it looks like
- What it is made of
- What it is for
- And explain why it is special for you

- **Describe a newspaper or magazine you enjoy reading.**

You should say:

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- What kind of newspaper / magazine it is
- Which parts of it you read regularly
- When and where you read it
- Explain why you enjoy reading it

- **Describe something healthy you enjoy doing.**

You should say:

- What you do
- Where you do it
- Who you do it with
- And explain why you think doing this is healthy

- **Describe a song or piece of music you like.**

You should say:

- What the song or music is
- What kind of song or music it is
- Where you first heard it
- And explain why you like it

- **Describe a festival that is important in your country.**

You should say:

- When the festival occurs
- What you did during it
- What you like or dislike about it
- And explain why this festival is important

- **Describe a teacher who has influenced you in your education.**

You should say:

- Where you met them
- What subject they taught

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- What was special about them
- And explain why this person influenced you so much.

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Part 3: (Two-Way Discussion)

In Part 3 of the test, which lasts between 3 to 4 minutes, the examiner will ask you questions linked to the topic in Part 2.

Tips!

1. If you need time to collect your thoughts use expressions (sparingly) like: *'That's a good question.'*, *'Well, let me think ...'*.

It might happen that you do not have anything to say about a question you are asked. Just say it, motivating your answer. Remember IELTS does not test your knowledge about a specific content, it tests your ability to speak in different situations and one of those can even be not knowing what to say 😊

2. Don't forget to avoid short, 'yes', 'no' answers. Try to offer examples to back up a statement.

3. Help make your contributions memorable. Try explaining a point using a short, personal anecdote.

4. If the examiner asks a question that you don't understand, take control of the situation with questions such as those that appear below. Responding like this will show evidence of your communication skills.

A) If the examiner uses a word or phrase that you don't understand, say something like:

"Sorry but could you explain what you mean by" or

"I haven't come across that word/expression before. Could you explain what you mean?"

B) If you simply didn't hear something that was asked, respond with:

"Excuse me, I didn't quite catch that. Could you say that again?"

"I'm sorry, but would you mind repeating that?"

C) If you want to make sure you've understood what the examiner has asked you could say:

"Do you mean"

"When you say, do you mean/are you asking"?

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Sample Questions (Based on example topics in Part 2 above)

We've been talking about an important event in your life, and I'd now like to ask you some questions related to this.

First, let's consider values and the way they change.

1. *What kinds of possessions give status to people in your country?*
2. *Has it always been the same or were different possessions thought of as valuable in the past?*
3. *Why do you think people need to show their status in society?*

Now we'll discuss the role of advertising.

1. *Do you think advertising influences what people buy?*
2. *Do advertisements give correct information, or do they encourage people to buy things that they may not need?*
3. *Is advertising really necessary in modern society?*

Now we'll move on to the influence of the internet.

1. *Do you think people take notice of advertisements on the internet?*
2. *How do you think it will change people's buying habits in the future?*
3. *Are there any disadvantages to shopping on the internet?*

We've been talking about an a teacher that has influenced you, and I'd now like to ask you some questions related to this.

First, let's consider different styles of teaching and learning.

1. *What method of learning works best for you?*
2. *How beneficial do you think it is to group students according to their ability?*
3. *What qualities does a good teacher require?*

Now we'll look at developments in education.

1. *Has education in your country changed in the last 10 years?*

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2. *What changes do you think will happen in the future?*
3. *What changes would you recommend to improve the education system?*

Now let's look at the national education system.

1. *How do the ambitions of current school leavers compare with those of the previous generation?*
2. *What role do you think extracurricular activities play in education?*
3. *What is the role of the school in modern society?*

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