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Study Guide to

**404 Essential Tests for
IELTS**

Academic Module

by Donna Scovell, Vickie Pastellas and Max Knobel

Workbook

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Adams & Austen Press Pty Ltd

Study Guide to the *404 Essential Tests for IELTS*
Academic Module
WORKBOOK

by Donna Scovell, Vickie Pastellas and Max Knobel



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THE ACADEMIC IELTS TEST

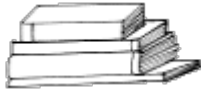
~ OVERVIEW ~

In the **Listening** section, the six main types of questions used are:



- Multiple choice
- Short answer
- True/False/Not Given
- Matching
- Completion
- Map/Plan/Diagram/Flowchart

In the **Reading** section, the different types of IELTS reading questions include:



- Multiple choice
- Short answer
- True/False/Not Given
- Matching
- Completion
- Sentence completion
- Note completion
- Map/Plan/Diagram/Flowchart

In the **Writing** section, you may be asked to:



- Describe a picture
- Write a letter
- Write an essay
- Write a report

In addition, you have written essays for **Task 2**:



- Agree/Disagree
- Advantages/Disadvantages
- Cause/Effect
- Solution/Problem

And, in the **Speaking** section, the test is divided into three parts:



- Part 1: Introduction and general questions
- Part 2: Long turn
- Part 3: Discussion

LISTENING TEST PRACTICE



Class: _____ Date: _____

Name: _____

IELTS LISTENING TEST ^{SAMPLE} ANSWER SHEET									
1		<input type="checkbox"/>	1	<input type="checkbox"/>	22		<input type="checkbox"/>	22	<input type="checkbox"/>
2		<input type="checkbox"/>	2	<input type="checkbox"/>	23		<input type="checkbox"/>	23	<input type="checkbox"/>
3		<input type="checkbox"/>	3	<input type="checkbox"/>	24		<input type="checkbox"/>	24	<input type="checkbox"/>
4		<input type="checkbox"/>	4	<input type="checkbox"/>	25		<input type="checkbox"/>	25	<input type="checkbox"/>
5		<input type="checkbox"/>	5	<input type="checkbox"/>	26		<input type="checkbox"/>	26	<input type="checkbox"/>
6		<input type="checkbox"/>	6	<input type="checkbox"/>	27		<input type="checkbox"/>	27	<input type="checkbox"/>
7		<input type="checkbox"/>	7	<input type="checkbox"/>	28		<input type="checkbox"/>	28	<input type="checkbox"/>
8		<input type="checkbox"/>	8	<input type="checkbox"/>	29		<input type="checkbox"/>	29	<input type="checkbox"/>
9		<input type="checkbox"/>	9	<input type="checkbox"/>	30		<input type="checkbox"/>	30	<input type="checkbox"/>
10		<input type="checkbox"/>	10	<input type="checkbox"/>	31		<input type="checkbox"/>	31	<input type="checkbox"/>
11		<input type="checkbox"/>	11	<input type="checkbox"/>	32		<input type="checkbox"/>	32	<input type="checkbox"/>
12		<input type="checkbox"/>	12	<input type="checkbox"/>	33		<input type="checkbox"/>	33	<input type="checkbox"/>
13		<input type="checkbox"/>	13	<input type="checkbox"/>	34		<input type="checkbox"/>	34	<input type="checkbox"/>
14		<input type="checkbox"/>	14	<input type="checkbox"/>	35		<input type="checkbox"/>	35	<input type="checkbox"/>
15		<input type="checkbox"/>	15	<input type="checkbox"/>	36		<input type="checkbox"/>	36	<input type="checkbox"/>
16		<input type="checkbox"/>	16	<input type="checkbox"/>	37		<input type="checkbox"/>	37	<input type="checkbox"/>
17		<input type="checkbox"/>	17	<input type="checkbox"/>	38		<input type="checkbox"/>	38	<input type="checkbox"/>
18		<input type="checkbox"/>	18	<input type="checkbox"/>	39		<input type="checkbox"/>	39	<input type="checkbox"/>
19		<input type="checkbox"/>	19	<input type="checkbox"/>	40		<input type="checkbox"/>	40	<input type="checkbox"/>
20		<input type="checkbox"/>	20	<input type="checkbox"/>	Listening total				
21		<input type="checkbox"/>	21	<input type="checkbox"/>	Band score				
					Marker's initials				

Comments:



Sample A

SECTION 1: QUESTIONS 1 – 10

Questions 1 – 6

Listen to a student making an appointment with a Student Counsellor.

Complete the Appointment Form below using **WORDS OR NUMBERS**.

APPOINTMENT FORM	
Student Number:	_____ X _____
Course:	EXAMPLE: <u>BACHELOR OF EDUCATION</u>
Surname:	(1) _____
Given Names:	<u>CASSANDRA</u> _____ X _____
Date of Birth:	(2) ____ / ____ / ____
Address:	(3) 32 _____ Street, Yorktown
Contact Phone Number:	(4) _____
INTERVIEW DETAILS:	
Day:	<u>FRIDAY</u> Time: (5) _____
Campus:	(6) _____

X: indicates information not supplied



Sample B

SECTION 1: continued...

Questions 7 – 10

From the information you hear, match the places below with the correct locations on the map.

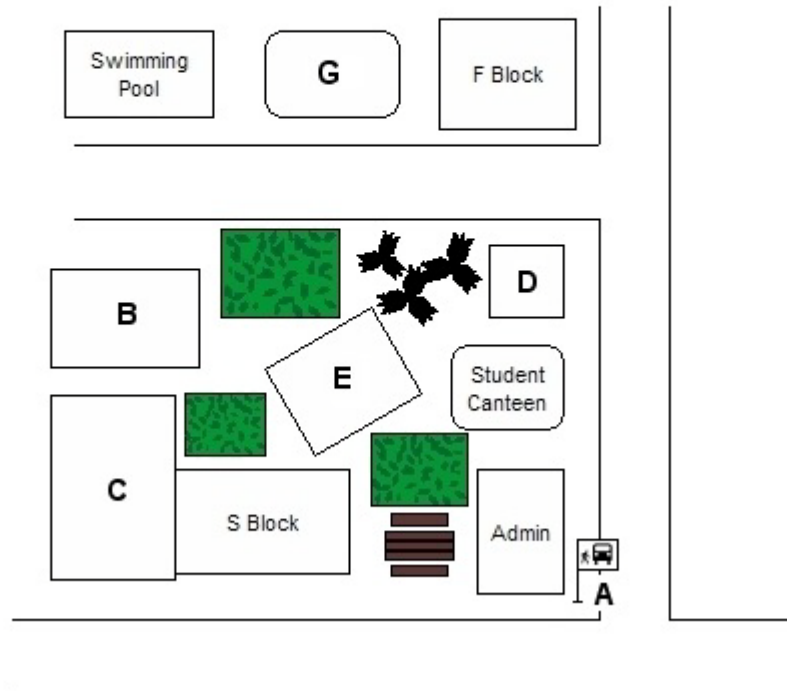
Example: Bus Stop A

7 M Block

9 Book Shop

8 Gymnasium

10 Great Hall



Sample C

SECTION 2: QUESTIONS 11 – 20

Questions 11 – 16

Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

If you are caught breaking road-rules in the UK, you will lose (11) _____ and may get a (12) _____. Before getting onto a roundabout, you must (13) _____ to traffic that is already on the roundabout. It is illegal to (14) _____ on a roundabout. Markings show which (15) _____ drivers should be in for a particular exit. (16) _____ just before the exit you are going to take.

Sample D

SECTION 2: continued...

Questions 17 – 20

Complete the sentences below. Use **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Roundabouts and motorways are both designed to ensure that (17) _____.

The speed limit on motorways is (18) _____ per hour.

When driving on motorways, stay in the (19) _____ as much as possible.

Learner drivers are (20) _____ on motorways.



Sample E

SECTION 3: QUESTIONS 21 – 29

Questions 21 – 25

Choose the correct letter from **A – C** for each answer.

21 Why did Sally miss the tutorial?

- A** She had car trouble at home.
- B** Her flatmate missed the bus.
- C** Her bus was in a car accident.

22 Why does Sally sit with Vince and Martin?

- A** to catch up on her friends' news
- B** to discuss the tutorial
- C** to talk about a business lecture

23 The students think the tutorial is

- A** quite boring.
- B** important for their exams.
- C** relevant.

24 The tutorial that Sally missed was to

- A** introduce different goals for setting up businesses.
- B** examine the relationship between business structures and functions.
- C** develop the ideas that were discussed in last week's tutorial.

25 For next week's tutorial they should

- A** prepare a presentation.
- B** find suitable illustrations of these structures.
- C** arrange to study together.

Sample F

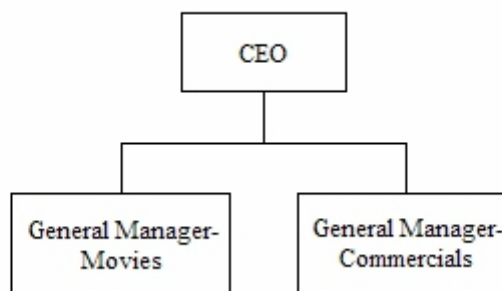
SECTION 3: continued...

Questions 26 – 29

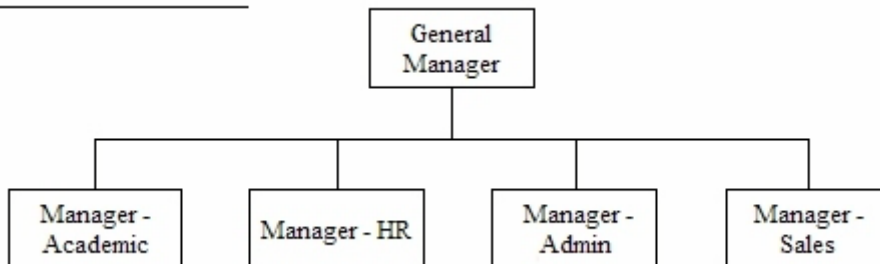
Label the four business structures (**Questions 26 – 29**) that are discussed in the tutorial. The names of the structures (**A – F**) are given to you. You will not use all of these names.

- | | |
|--|-------------------------------|
| A Geographical Structure | D Functional Structure |
| B Hierarchy Structure | E Matrix Structure |
| C Strategic Business Unit Structure | F Product Structure |

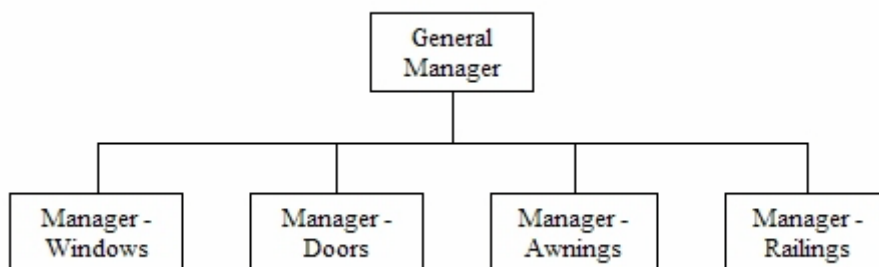
26 _____



27 _____

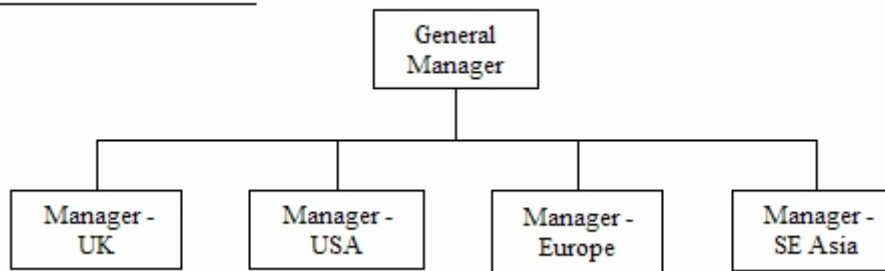


28 _____





29



Sample G

SECTION 4: QUESTIONS 30 – 40

Questions 30 – 33

Choose **TWO** letters from **A – E** for each answer.

30 & 31 The reasons for this lecture are to

- A** prepare students for an Orientation Week.
- B** encourage students to reference correctly.
- C** explain the marking system for assignments.
- D** make students aware of the importance of referencing.
- E** teach students how to write an assignment.

32 & 33 According to the speaker, students will be required to

- A** take part in group assignments.
- B** use the Internet to publish material.
- C** read a lot of published material.
- D** identify other people's ideas in their assignments.
- E** give presentations on their assignments.

Sample H

SECTION 4: continued...

Questions 34 – 40

Complete the notes below on Referencing. Use **NO MORE THAN THREE WORDS** for each answer.

Guide To Referencing

Plagiarism: using other people's words as if they are (34) _____.

Plagiarism can result in (35) _____.

You can check that you are referencing correctly in the (36) _____.

Harvard Referencing System

- *Direct Quotes:* use the (37) _____ as author.
- *Indirect Quotes:* words are (38) _____ from other work.

For both direct and indirect quotes, you must include (39) _____ and (40) _____ of publication.



READING TEST PRACTICE



Class: _____ Date: _____

Name: _____

IELTS READING TEST ^{SAMPLE} ANSWER SHEET

1		✓ <input type="checkbox"/>	1	✗ <input type="checkbox"/>		22		✓ <input type="checkbox"/>	22	✗ <input type="checkbox"/>
2		<input type="checkbox"/>	2	<input type="checkbox"/>		23		<input type="checkbox"/>	23	<input type="checkbox"/>
3		<input type="checkbox"/>	3	<input type="checkbox"/>		24		<input type="checkbox"/>	24	<input type="checkbox"/>
4		<input type="checkbox"/>	4	<input type="checkbox"/>		25		<input type="checkbox"/>	25	<input type="checkbox"/>
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6		<input type="checkbox"/>	6	<input type="checkbox"/>		27		<input type="checkbox"/>	27	<input type="checkbox"/>
7		<input type="checkbox"/>	7	<input type="checkbox"/>		28		<input type="checkbox"/>	28	<input type="checkbox"/>
8		<input type="checkbox"/>	8	<input type="checkbox"/>		29		<input type="checkbox"/>	29	<input type="checkbox"/>
9		<input type="checkbox"/>	9	<input type="checkbox"/>		30		<input type="checkbox"/>	30	<input type="checkbox"/>
10		<input type="checkbox"/>	10	<input type="checkbox"/>		31		<input type="checkbox"/>	31	<input type="checkbox"/>
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12		<input type="checkbox"/>	12	<input type="checkbox"/>		33		<input type="checkbox"/>	33	<input type="checkbox"/>
13		<input type="checkbox"/>	13	<input type="checkbox"/>		34		<input type="checkbox"/>	34	<input type="checkbox"/>
14		<input type="checkbox"/>	14	<input type="checkbox"/>		35		<input type="checkbox"/>	35	<input type="checkbox"/>
15		<input type="checkbox"/>	15	<input type="checkbox"/>		36		<input type="checkbox"/>	36	<input type="checkbox"/>
16		<input type="checkbox"/>	16	<input type="checkbox"/>		37		<input type="checkbox"/>	37	<input type="checkbox"/>
17		<input type="checkbox"/>	17	<input type="checkbox"/>		38		<input type="checkbox"/>	38	<input type="checkbox"/>
18		<input type="checkbox"/>	18	<input type="checkbox"/>		39		<input type="checkbox"/>	39	<input type="checkbox"/>
19		<input type="checkbox"/>	19	<input type="checkbox"/>		40		<input type="checkbox"/>	40	<input type="checkbox"/>
20		<input type="checkbox"/>	20	<input type="checkbox"/>		Listening total				
21		<input type="checkbox"/>	21	<input type="checkbox"/>		Band score				
						Marker's initials				

Comments:



Sample A

Reading Passage 1

Disease As A Weapon

The use of biological agents such as bacteria, viruses or toxins as tools of warfare or terrorism, has been of increasing concern in recent years. Although in 1972, most of the nations of the world signed an international treaty to ban the production of germ warfare agents, recent anthrax cases in the United States have made it clear that

5 some countries have maintained more than an ongoing interest in the development of biological weapons. Therefore, experts need to be ever vigilant in their quest to correctly interpret the signs and symptoms of disease created as a result of biological warfare or terrorism.

In theory, naturally occurring disease in the environment presents with a completely

10 different pattern to an epidemic occurring as a result of biological warfare. On the one hand, naturally occurring epidemics are usually marked by a slow and steady increase in the appearance of the disease as people are progressively exposed to the bacteria or virus. On the other hand, those exposed to disease as a result of biological warfare would have all come into contact with the disease almost simultaneously and

15 health care workers would be faced with a compressed curve of the disease which would peak within days or even hours. Therefore, a sound epidemiological investigation of disease outbreak is vital in terms of instituting appropriate medical intervention and providing a framework for future preventative practice.

Concern over the deliberate use of disease agents, such as bioterrorism weapons,

20 presently focuses on anthrax and smallpox. The following represents an overview of these two main threat agents and the results of exposure to them:

Anthrax is an acute infectious disease caused by spore-forming bacteria, the symptoms of which usually occur within seven days of exposure. It can take one of three forms, with inhalational anthrax being the most deadly. It begins with flu like

25 symptoms. After several days, the symptoms may progress to severe breathing problems and shock. It is the currently held view that anthrax is not contagious, so direct person-to-person spread is deemed unlikely, and there is consequently no necessity for immunization. In those exposed to anthrax, early antibiotic treatment is essential, as delay reduces the victim's chances of survival. The case-fatality

30 estimates for inhalation anthrax are based on incomplete information, however they are extremely high even when appropriate antibiotics are given.

Smallpox is a different disease in nature to smallpox because it is a virus. The average incubation period following exposure is about twelve days. Initial symptoms

include fever, fatigue, and aches. A characteristic rash, most prominent on the face,
35 arms, and legs, follows in two to three days. The rash starts with flat red sores that
develop at the same rate. Lesions become pus-filled and begin to crust early in the
second week. Scabs develop and then separate and fall off after about three to four
weeks. The majority of patients with smallpox recover, but death occurs in up to 30%
of cases. Smallpox is an extremely infectious disease which is spread by infected
40 saliva droplets. Face to face contact with an infected person will almost certainly
result in cross-infection. Those with the virus are the most infectious during the first
week of the illness, because this is when the largest amount of the virus is present in
the saliva. However, some risk of transmission lasts until all scabs have fallen off.

The current environment is one of acute awareness of the possibility of biological
45 attack. Although there has been significant preparation for this very possibility, many
defence officials fear that in this kind of war, those in the front line will be very different
to previous years. The unfortunate reality is that unless governments or the armed
forces are alerted to the fact that there has been a biological attack, civilians will be
the first detector as they are the most vulnerable – they do not have protective
50 equipment or vaccines available to them. The first people after civilians to know that a
biological attack has occurred will be the health care workers. They will be the first to
notice the signs and symptoms of the disseminated disease.

In conclusion, it is vital that more research is done to ensure health care workers are
made aware of the very real threat of biological warfare. They must be provided with
55 some understanding of the kinds of agents that can be used for the purposes of
terrorism, and their effects on inhalation or contact. A greater effort must be made to
look into any changes in disease occurrence or etiology that may, on closer
inspection, reveal biological warfare. It is only through a thorough scrutiny of disease
patterns that officials can become aware of a potential problem in time to institute
60 rapid action that can potentially save many lives and decrease the impact of disease,
regardless of its origin. Arming health care workers with the knowledge to help them
deal with biological warfare scenarios is the key.



Questions 1 – 4

Complete the sentences below with words taken from the reading passage.

Use **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 1 – 4 on your Answer Sheet.

1 One substance that can be used in the development of biological

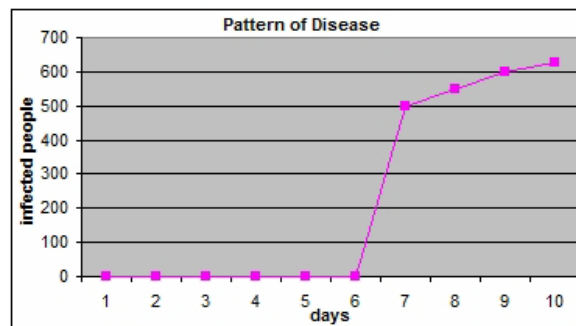
weapons is _____.

2 _____ suggests that some countries are

continuing to develop biological weapons.

3 The following graph shows the pattern of disease occurring from

_____.



4 By investigating disease outbreaks thoroughly, it is possible to:

- put _____ into place
- create a proper way of preventing future outbreaks.

Sample B

Questions 5 – 9

Complete the table below.

Choose **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 5 – 9 on your Answer Sheet.

Disease	Cause	Incubation Period	Initial Symptoms	Mortality	Contagious? (yes/no)
anthrax	spore-forming bacteria	(5) _____	(6) _____	(7) _____	no
smallpox	(8) _____	12 days	fever, fatigue, aches	up to 30% of cases	(9) _____

Sample C

Questions 10 – 14

Choose the correct letter from A – D for each answer.

Write your answers in boxes 10 – 14 on your Answer Sheet.

10 In line 46, what is “the front line”?

- A people who are the first in the queue
- B people who experience war first
- C the army who march in front
- D soldiers



11 Who will be the first to know that biological warfare has occurred?

- A ordinary people
- B soldiers
- C care workers
- D the government

12 In line 55, what is meant by “agents”?

- A soldiers
- B spies
- C diseases
- D medicines

13 Our biggest enemy in dealing with biological warfare is

- A time.
- B lack of knowledge.
- C other countries.
- D the impact of disease on the population.

14 The overall purpose of the article is to

- A help health workers to recognise biological warfare.
- B cause people to become worried.
- C trace the development of biological warfare in recent years.
- D raise awareness about biological warfare.

Sample D

Reading Passage 2

Grain Drying Methods

Some grains, such as wheat and barley, have a high moisture content which means that they can deteriorate rapidly if subjected to chemical change, insect attack and mould growth. The moisture content of grain must be reduced to a safe level before it is placed in storage if loss and damage is to be avoided.

DRYING METHODS COMPARED

- 5 Until recent times, grain was artificially dried in the field. It was low cost but the rate of success relied on the whims of nature. Forced air grain drying mechanizes the grain drying process. When grain is placed in a storage structure or drying bin, air is forced through the grain mass to aid the drying process. An understanding of the moisture-carrying capacity of air, and the relationship that exists in the transfer of
- 10 moisture in grain and the air around it, is of fundamental importance in understanding this drying method.

DEFINITIONS USED

In any grain drying discussion, it is also important to understand two terms which are referred to – equilibrium and relative humidity.

- 15 Air and grain are said to be in equilibrium when grain neither loses nor picks up moisture from the air. This is explained more fully in Section A.

- Relative humidity, discussed in Section B, is the ratio between the amount of water the air is carrying and the amount it could carry at the same temperature when fully saturated. The relative humidity is expressed as a percentage. Thus, one kilogram of air at 25 °C which can carry 20.16 grams of water at saturation (100% relative
- 20 humidity) has a relative humidity of 50% when it is carrying 10.08 grams of water.

Grain is hygroscopic, that is, it will exchange moisture with the air surrounding it. As the moisture content of grain drops it tends to hold on more strongly to the remaining moisture. Also, at any fixed grain moisture content, as the temperature of the grain drops, it tends to hold on more strongly to the moisture.

- 25 As the relative humidity of air at a given temperature increases, its ability to extract water from the grain decreases. At any given temperature there is a grain moisture



content and relative humidity of the air when the moisture retaining tendency of the grain and the moisture extraction tendency of the air come into balance. The air and grain are then in equilibrium because under these conditions there is no transfer of
30 moisture between the grain and the air. If the air in contact with the grain has a relative humidity lower than the equilibrium value, water is removed from the grain by the air. This reduces the grain moisture content and increases the relative humidity of the air. Conversely, if the air in contact with the grain has a relative humidity higher
35 than the equilibrium value, the grain moisture content will increase through the transfer of moisture from the air to the grain. Therefore, if grain is to be dried, it is necessary to surround each kernel of grain with air that has a relative humidity lower than the equilibrium value.

SECTION B

At any given temperature, there is a fixed limit to the amount of water that a given quantity of air can hold. When air is carrying all the water it can hold, it is said to be
40 saturated.

The lower the relative humidity of the air at a given temperature, the faster the rate of drying that can be carried out at that temperature. This is a major factor in determining whether grain can be dried quickly enough to the required moisture level, or if any drying can be done at all under given conditions of the air and grain moisture content.

45 The moisture-carrying capacity of air increases rapidly with increasing temperature. For example, one kilogram of air at 100% relative humidity carried 14.8 grams of water at 20 °C and 27.2 grams of water at 30 °C. When air at a fixed moisture content is heated, its relative humidity goes down.

SECTION C

In the grain drying process, air is used to supply heat energy for moisture evaporation
50 and to carry away the moisture evaporated from the grain.

When air is passing through damp grain and removing moisture from the grain, the evaporation of the water cools both the air and the grain. The heat energy necessary for evaporating the water comes from the air and no evaporation can take place without a simultaneous temperature drop. The amount of heat energy available from
55 the drying air is therefore of vital importance as this sets the limit on the performance of the grain dryer.

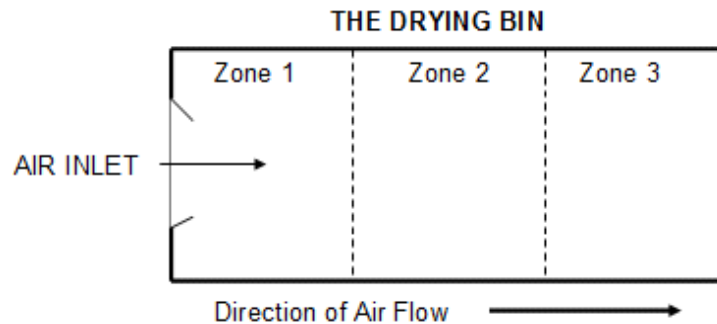
Where natural air with low relative humidity is available, some or all of the heat energy required may be obtained from the air. This system is sometimes used for the on-farm

drying of grain in bulk storage where the speed of drying is not important. Drying with
 60 natural air or adding only small amounts of heat under favourable conditions gives very low cost drying. The disadvantages of this system are that the drying rate is slow, and successful drying is dependent on favourable ambient conditions.

Where faster and more positive drying performance is required it is necessary to increase the heat energy available by adding heat to the drying air.

SECTION D

65 When air is forced through a mass of grain for drying, the thickness of the layer of grain being dried and the airflow rate affect the uniformity of the process. In general, the grain in the drying bin may be divided into three zones as shown:



As air enters, the grain in the region nearest the air inlet dries first. This dried zone will move through the grain mass in the same direction as the airflow as drying proceeds.

70 The air passes through the dried zone and picks up moisture from the next region, the drying zone, until the air approaches the equilibrium relative humidity value for the wet grain in the wet zone. The thickness of the drying zone is governed to a large extent by the airflow rate, the temperature and relative humidity of the drying air and the type, temperature and moisture content of the grain being dried.

GLOSSARY

moisture content – water content

evaporation – the loss of liquid through vapour or steam



Questions 15 – 18

Look at the following list of headings (**I – VI**).

Choose the most suitable headings for **Sections A – D**. Write the answers in boxes 15 – 18 on your Answer Sheet.

LIST OF HEADINGS

- I** Moisture Equilibrium Between Grain and Air
- II** Increasing Temperatures and Air Quantities
- III** The Moisture Carrying Capacity of Air
- IV** Functions of Air in Grain Drying
- V** Progress of Drying in the Grain
- VI** Humidity and Temperature Factors

15 Section A _____

16 Section B _____

17 Section C _____

18 Section D _____

Sample E

Questions 19 – 25

Using information from the reading passage, match each **CAUSE** with one of the **RESULTS (A – E)** below.

Write the correct answer **A – E** in boxes 19 – 25 on your Answer Sheet.

NOTE: some results may be used **MORE THAN ONCE** and **NOT ALL RESULTS WILL BE USED**.

RESULTS	
A	has a positive effect on grain drying conditions
B	balances the moisture-holding capacity of the grain with moisture extraction
C	increases the moisture-holding capacity of air
D	strengthens the moisture-holding capacity of grain
E	not given

CAUSE	RESULT
Example: decrease in grain moisture content	<u> D </u>
19 decrease in grain temperature...	<u> </u>
20 decrease in the relative humidity of the air...	<u> </u>
21 relative humidity of air in contact with grain is lower than established equilibrium...	<u> </u>
22 increase in air temperature...	<u> </u>
23 increase in heat energy and decrease in air temperature...	<u> </u>
24 increase in air flow rate in drying bin...	<u> </u>
25 increase in thickness of layers of grain...	<u> </u>



Sample F

Questions 26 – 27

Complete the sentence using **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 26 and 27 on your Answer Sheet.

This article highlights the importance of the relationship between

(26) _____ and (27) _____ in the grain drying process.

Sample G

Reading Passage 3

Electrical Resistance Heating

Resistance heating is one of the most common types of electrical heating. It utilises the basic units of electricity – resistance, voltage and electrical current – by generating heat within a conductor. The energy released is proportional to the resistance of a particular load multiplied by the square of the electrical current i.e.

5 Power = Current 2 x Resistance.

In most applications, resistance heating uses high currents and low voltages. Because of this, it is commonly referred to as low voltage resistance heating.

The selection of alloys and materials chosen for any heating element will determine the effectiveness of the application. The environmental conditions in which the application will be used and the desired temperature reached should be an additional consideration in making this selection.

The four types of resistance heating applications are:

- Direct Resistance Heating
- Electrode Resistance Heating
- 15 – Interface Resistance Heating
- Low Voltage Strip Heating

The chief advantages of low voltage resistance heating are high thermal efficiency, low capital and operating costs and minimum oxidation. They operate on either alternating electrical current (AC) or direct electrical current (DC) being passed through electrically conductive work pieces. This ensures that it is a much cleaner technology than alternative fuel-fired procedures.

Even though these forms of heating have many features in common, their method of application differs.

Direct Resistance Heating

This type of heating is used for long sections of material with uniform cross section with the length being at least ten times the diameter.

The electrical connections to the work piece are either pneumatically (mechanically)



or manually operated clamps. The main consideration with the design of clamps is that they are of sufficient width and size to make good electrical contact ensuring that the resistance between the work piece and clamps is at a minimum. Heat generated
30 in the clamps can be dispersed by water cooling. When power is applied, AC initially flows along the surface of the work piece, as this is the path of least resistance, and then quickly moves to the centre of the work piece giving uniform current density throughout.

For the duration of the heating cycle, there is essentially uniform heating throughout
35 the work piece. However, the temperature at the centre is significantly higher than the surface temperature when the heating cycle is complete due to radiation losses from the surface.

Electrode Resistance Heating

This method ensures that the area joining the two materials (the joint area) can be heated quickly and locally with a minimum of distortion and oxidation. It is therefore
40 very suitable for a wide range of soft and silver soldering applications.

The electrodes are usually special grades of carbon or graphite held in metal heads which can be moved together by pneumatic systems to make effective and controlled contact with the load. The pressure exerted by the electrodes is adjustable and the power can be varied. The resistances involved in this type of heating are more
45 complex than with the previous application.

A number of factors govern the choice of electrode material for this form of heating. It is imperative that the electrodes are as close as possible to the joint area and they should cover as large an area as possible so that the maximum conduction of heat to the work piece is achieved. Unless the surface contact between the electrode and the
50 load is good, hot spots will occur and cause surface burning.

Low Voltage Strip Heating

This variation of low voltage resistance heating involves conductive metal strips (elements) being permanently inserted into the assembled product. These strips are utilized as resistance heaters. Probably the greatest single use for this heating is in the curing of glued assemblies.

55 The elements used should have a high specific resistance (resistivity) and be inexpensive, limiting the selection to mild steel and certain grades of stainless steel. The capital and operating costs of low voltage strip heating equipment are low, with evidence showing that large areas can be heated quickly and effectively for a few

pence.

60 The power density required will depend on the shape of the heated area, the final temperature and the period of time that the current flows. It is important to ensure that correct values of electrical current flow in the elements to achieve the appropriate heating effect.

65 In order to control the heat in the metal strips, an energy regulator is fitted, in which the power is switched on for a predetermined time and then interrupted for a period. This reduces the average power to the transformer and results in less heat in the element.

Interface Resistance Heating

70 Heating based on the electrical resistance found in surfaces brought together is termed Interface Resistance Heating. The area that needs to be heated is usually small and metal electrodes are used to provide sufficient mechanical strength to force the metals together.

75 To produce rapid heating in this application, the DC must be much higher due to the relatively lower resistance of the loads used. This is because it is the resistance of the work pieces to the flow of electricity, as in the other forms of resistance heating, that generates heat.

The alloys are usually copper, tungsten or stainless steel mounted in water-cooled holders so that they are not damaged by the high electrical currents.

80 The equipment is simple and needs little maintenance. The operating costs are also small due to the high efficiency of the equipment and the fact that energy is only supplied during the actual heat-up cycle. Again, this heating process takes a comparatively short time making it as thermally-efficient as the other forms of resistance heating.

85 These four types of resistance heating demonstrate the effectiveness, value and versatility of electricity as an energy source. It can be used in a number of workplaces with a variety of materials and alloys. There is an application to suit almost all types of alloys. Electrical resistance heating converts almost 100% of power to the heating process making it cost-efficient and waste-free. It deserves to be the energy source of the future.



GLOSSARY

<i>alternating current (AC)</i>	– reverses the direction of electrical current from time to time unlike a direct electrical current (DC)
<i>pneumatic</i>	– operated by compressed air
<i>solder</i>	– an alloy used to join two metal surfaces
<i>oxidation</i>	– a chemical reaction with oxygen
<i>specific resistance</i>	– the electrical property of a material that determines the resistance of a particular piece or material

Questions 28 – 32

Complete the summary below using **NO MORE THAN THREE WORDS** for each answer.

Choose words from the passage and write your answers in boxes 28 – 32 on your Answer Sheet.

The process of Electrical Resistance Heating is also known as **(28)** _____ heating in reference to the strength of the electrical current needed to generate heat in the load and the subsequent low voltage that this brings. It is the **(29)** _____ of a load to the flow of electricity that determines the application's efficacy.

In the four applications listed, the choice of metals and components of the heating element used directly impact on the success of the application. Such a selection must not only consider the method of the application, but also the **(30)** _____ that the application will be carried out under. Either an alternating or direct electrical current flow is passed through the work piece which is **(31)** _____.

The set-up and on-going costs are low, and there are also other benefits. Heat is generated quickly once the power is supplied to the work piece and the extent to which chemical reactions such as **(32)** _____ occurs is limited.

Sample H

Questions 33 – 37

Classify the applications (**A – E**) in the box below with the descriptors given in **Questions 33 – 37**.

Write your answers in boxes 33 – 37 on your Answer Sheet.

NOTE: you may use any answer **MORE THAN ONCE**.

Resistance Heating Applications

- A** All of the applications (**B to E**) mentioned below
- B** Direct Resistance Heating
- C** Electrode Resistance Heating
- D** Low Voltage Strip Heating
- E** Interface Resistance Heating

- 33** _____ maintain(s) evenly spread heat during the heating process.
- 34** _____ depend(s) on effective connections between electrode and conductor.
- 35** _____ require(s) that current flow in the element be regulated.



36 _____ utilise(s) cheap alloys with high specific resistance.

37 _____ use(s) water to cool down and protect metals from the heating process.

Sample I

Questions 38 – 40

Look at the following statements (**Questions 38 – 40**). Indicate:

YES if the statement agrees with information in the passage

NO if the statement contradicts information in the passage

NOT GIVEN if the information is not given in the passage

Write your answers in boxes 38 – 40 on your Answer Sheet.

38 Cost efficiencies vary according to the types of resistance heating applications used.

39 Resistance heating is thermally efficient because it utilises either AC or DC electricity.

40 Most materials or alloys are suitable for electrical resistance heating.

WRITING TEST PRACTICE



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WRITING TASK 1 PRACTICE

THE TABLE

Student Activity 1

Look at the Task 1 question on page 142 of the Study Guide:

THE PLANNING PROCESS

Task 1 Planning Process –	In this case,
What are the key words ?	The key words in the question are:
What is the subject of the table?	The subject of the table is:
How is the information measured?	The information is measured by:
What is the time period covered?	The time period is:
What figures or data should be mentioned?	Information that should be mentioned:

Follow the complete planning process given in the Study Guide.

Now construct an IELTS Writing Task 1 answer using this information.

When you have completed this task, check and compare your answer with the Sample Answer on page 145 of the Study Guide:

Write your answer below:

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Student Activity 2

Use the planning process to answer the IELTS Writing Task 1 question on pages 146-147 of the Study Guide.

Task 1 Planning Process –	In this case,
What are the key words ?	The key words in the question are:
What is the subject of the table?	The subject of the table is:
How is the information measured?	The information is measured by:
What is the time period covered?	The time period is:
What figures or data should be mentioned?	Information that should be mentioned:

Follow the complete planning process given in the Study Guide.

When you have completed this task, check and compare your answer with the Sample Answer on page 149 of the Study Guide.

Write your answer below:

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THE BAR GRAPH

Student Activity 3

THE PLANNING PROCESS

Use the planning process to answer the IELTS Writing Task 1 question on page 151 of the Study Guide.

Follow the Task 1 planning process by answering the questions below:

Task 1 Planning Process –	In this case,
What are the key words ?	The key words in the question are:
What is the subject of the graph?	The subject of the graph is:
How is the information measured?	The information is measured by:
What is the time period covered?	The time period is:
What figures or data should be mentioned?	Information that should be mentioned:

Follow the complete planning process given in the Study Guide.

Now construct an IELTS Writing Task 1 answer using this information.

When you have completed this task, check and compare your answer with the Model Answer on page 153 of the Study Guide.

Write your answer below:

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THE LINE GRAPH

Student Activity 5

Look at the line graph in the IELTS Task 1 question on page 157 of the Study Guide and the two sample answers that follow.

Each uses different vocabulary and sentence structures. Which do you think is the better answer? Why? Give your reasons.

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So, which answer do we consider to be a better answer?

Check on page 158-159 of the Study Guide.



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THE PIE GRAPH *

Student Activity 7

Look at the sample answer on page 166 of the Study Guide and try to decide whether it is a good example of the task:

Give your reasons below.

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Do you agree with our comments?

COMPARISON/CONTRAST VOCABULARY

Become familiar with the vocabulary below:

To indicate a **contrast** (difference), use...

- although
- whereas
- by contrast,
- however,
- on the other hand,
- but

To indicate **similarities**, using examples...

- such as
- for instance,
- for example,

** also referred to as a pie chart*



Also, consider the following:

To list **information** or **details**, use...

- respectively
- approximately
- obviously
- the latter
- the former

To make **general statements** regarding the information, use...

- By far the greatest/most...
- Interestingly,
- It seems that,
- As we can see,
- We can tell that..,
- On the whole,
- In the main,
- Generally speaking,

Practise writing some sentences using the vocabulary above:

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Student Activity 8

Insert appropriate vocabulary in the Sample Answer below using the comparison/contrast vocabulary examples. When you have completed this task, check and compare your insertions with the Model Answer on page 170 of the Study Guide.

SAMPLE ANSWER B – PRACTICE TEST 3

The two pie charts in Task 1 show the results of a survey of children's activities.

The chart on the left shows the boys' preferences and the chart on the right, indicates the girls'.

By _____ **popular** leisure activity for the boys is playing computer games at 34%. Playing basketball follows this – chosen by 26%. **The** _____ activity is reading which only 2% of the boys chose.

Girls, _____, preferred dancing and reading as **their** _____ **popular** activities – 27% and 21% _____.

Their _____ **popular** activities were listening to music and gymnastics. **The** _____ was chosen by only 10% and **the** _____ was chosen by 11%.

The _____ **significant** difference between the girls and the boys' preferences is the result for reading, which only 2% of the boys preferred _____ **to** 21% of the girls. Both sexes enjoyed listening to music and participating in sporting activities **at** _____ **the same level of preference.**



Student Activity 9

Read the IELTS Writing Task 1 question on page 176 of the Study Guide and write an answer interpreting the line graph.

THE PLANNING PROCESS

- What are the **key words** in the question?
- What is **the subject** of the graphs?
- How is the information being **measured**?
- What are the **time period/s** referred to?
- What sectors are **most obvious** – what must you make sure to mention in your essay?

Follow the complete planning process given in the Study Guide.

Using the information in the pie charts, complete the sentences below to provide a possible answer:

The three pie charts show

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The expenditure was categorised into

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The largest share of expenditure in each of the three years was

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.....

Organised tours represented

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.....
It is interesting that the expenditure on education fees increased by

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Transport

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.....
The expenditure on entertainment

.....
.....
The expenditure on shopping

.....
.....
Generally speaking,

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.....
To form an answer, put these sentences together in the same order that they appear.
Make sure you form your answer with an **introduction**, **body** and (possibly a)
conclusion.

When you have completed this task, check and compare your answer with the Sample
Answer on page 179 of the Study Guide.



Write your answer below:

A series of horizontal dotted lines for writing an answer.

DESCRIBING A PROCESS

Look at the Task 1 question on page 178 of the Study Guide.

THE PLANNING PROCESS

- Where will you **start** your description?
- Where will you **finish** your description?
- In which **direction** will you work to complete the description? (i.e. up, down, clockwise, anti-clockwise, etc.)
- What can definitely **NOT be left out** of the description?

Check your answers with those on pages 178–179 of the Study Guide.

Read the Model Answer on page 179. What makes this a suitable answer?

(Hint: think of the type of language used.)

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Read our analysis on page 180 of the Study Guide.

Can you find examples of the writer using **the passive voice**?

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Check your answers with those on page 180.



Student Activity 10

Use the planning process to answer the following questions and write a possible answer for the IELTS Writing Task 1 question on page 181–182 of the Study Guide.

- Where will you **start** your description?
- Where will you **finish** your description?
- In which **direction** will you work to complete the description (up, down, clockwise, anti-clockwise, etc.)?
- Is there anything that can definitely **NOT be left out** of the description?
- Is there anything that **CAN** be left out of the description?

DESCRIBING A PROCESS

Using the information in the flow chart, complete the sentences below to provide a possible answer:

The flow chart in Task 1 illustrates

The process begins at the sugar cane farm where

After it arrives at the sugar factory, firstly

This produces two substances:

The fibre is then boiled and the steam from this process is used to make electricity to power the sugar factory. In the meantime, the mud and juice

The clarifier produces two more substances:

The clear juice

The solids, on the other hand,

After being filtered, cleaned and reprocessed, the solids

In summary, there appears to be almost no wastage in the processing of sugar cane into sugar.

WRITING TASK 2 PRACTICE

ARGUMENT ESSAYS

Student Activity 12

Turn these four tasks into questions:

1. *Life is a great deal easier for people today than it was in their parents' time.*

.....

2. *Living and working in a foreign country broadens one's mind.*

.....

3. *The incidence of divorce around the world is increasing.*

.....

4. *Euthanasia is another word for murder.*

.....

Check your answers with those on page 194 of the Study Guide.

Student Activity 13

Give examples to support the following opinions:

Opinion:	1. Technology has improved the quality of life of many people.
Example:
Opinion:	2. Computers and television have created a generation of fat unfit people.
Example:



Opinion:	3. The cost of living has increased substantially in the last decade.
Example:
Opinion:	4. The incidence of terrorist activity has increased around the world.
Example:

Share your ideas with your partner before showing them to your tutor.

Student Activity 14

Offer facts to support the following opinions:

Opinion:	1. The Greenhouse Effect is causing climate changes around the world.
Fact:
Opinion:	2. Education alone is the most important factor in combating unemployment.
Fact:
Opinion:	3. People are becoming more and more disenchanted with mainstream religion and are turning to marginal alternative religions for spiritual guidance.
Fact:
Opinion:	4. Native plant and animal life is being threatened by increasing worldwide urban development.
Fact:

Share your ideas with your partner before showing them to your tutor.



Student Activity 16

Look at the Writing Task 2 question on page 208 of the Study Guide.

Now look at the incomplete sample answer on the next page. Note how the introduction provides the **writer's opinion** and **intention**.

Topic sentences have been written for the remaining paragraphs.

Complete those paragraphs by writing sentences that support those statements.

Finally, complete the conclusion by restating the main idea in the introduction and summarising the body.

PRACTICE WRITING TASK 2

Life in our parents' time may have been physically more difficult than it is today, but in my opinion, their lives were free from the stresses that we must endure in our own day-to-day lives. In this essay, I intend to look at the main ways in which our lives are more stressful and difficult.

Firstly, we are expected to work longer and longer hours

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Secondly, our lives are lived at a much faster pace

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Thirdly, our quality of life has suffered

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Fourthly, there is more unemployment

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NUMBER OF WORDS WRITTEN?

As you know, there are minimum numbers of words you must write for the two IELTS writing tasks.

Do you know how many words you usually write on a single line? 10? 12? More?

If you know this, you can quickly estimate how many words you have written.

Simply count the number the number of lines you have written...and multiply.

In the exam, you shouldn't actually have to do this, but it is useful for practice. If you have written a good introduction and at least three body paragraphs – of sufficient length – you will be able to see if you have written enough words without the need to count.

Student Activity 20

Without looking back at the original Model Answer on page 229 of the Study Guide, put the special vocabulary back into the essay:

MODEL ANSWER – PRACTICE TEST 2

The percentage of overweight children in western society has increased significantly in the last ten years. This is _____ a number of important factors, which I will endeavour to discuss.

Firstly, in the past, most children would return from school and play outside with friends until it was time to have dinner. Today, with the advent of television, children who may have previously been active tend to return home and sit passively in front of the television. _____, this lack of activity is a contributing factor and should be addressed by parents.

Secondly, children are targeted by advertising with food products that tend to be high in fat and low in goodness. _____, by eating fattening foods and not exercising, children are becoming overweight, even obese.

Finally, there is added pressure to succeed academically at school today. Children have less leisure time than children had a decade ago _____ excessive homework and extracurricular activities. _____, less leisure time leads to less activity time which leads to fatter children.

These factors have an alarming effect. Studies show that overweight children tend to have lower self-esteem and are less likely to achieve as well as their thinner counterparts. If the pattern continues, overweight children inevitably grow into overweight adults. _____, health issues become even more significant. The financial costs of dealing with weight related illnesses and disease _____ increased



strain on some western nations' health resources.

In conclusion, there are many reasons for the increasing number of overweight children. Encouraging children to be more active and eat healthier foods could lead to a decrease in overweight children.

Check your answers with the Model Answer on page 223 of the Study Guide.

If your answers were different, try to work out why and whether your answer changes the meaning.



Write your answer below:

A series of horizontal dotted lines provided for writing the answer.

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COMPARING YOUR ANSWER WITH THE SAMPLE OR MODEL ANSWERS

Take time to read the Sample or Model Answers more than once.

Analyse the structure.

Note the ideas.

Notice how the sentences express those ideas.

Although your sentences will not be perfect, give yourself credit if your sentences come close to expressing the same or similar ideas *in an English way*.

Make notes when you can see how a similar idea to yours can be more clearly expressed.



DISCURSIVE ESSAYS

Student Activity 23

Look at the following Task 2 questions and identify the exact purpose of each task:

A. *Discuss the advantages and disadvantages of dieting as a means of maintaining weight.*

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B. *Discuss the advantages and disadvantages of studying subjects that interest you rather than studying for the purpose of getting a job.*

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C. *Discuss the advantages and disadvantages of a married childless life as opposed to married life with children.*

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Check with the answers given on page 239 of the Study Guide.



Student Activity 25

Look at the sample Advantage/Disadvantage Writing Task 2 answer below and identify the following parts:

- the introduction
- the body
- the conclusion
- the topic sentence for each paragraph
- the supporting sentences for each topic sentence.

The topic is:

Discuss the advantages and disadvantages of owning your own home.

SAMPLE ANSWER – DISCURSIVE WRITING TASK 2

On the one hand, owning your own home offers a sense of security. On the other hand, many people feel that the money spent on mortgage repayments could be put to better use if it was invested in shares. In this essay, I intend to discuss the advantages and disadvantages of owning your own home.

One advantage in owning your own home is that there is a feeling of security in knowing that you can never be asked to leave. When you are renting, you are at the mercy of the landlord. If he/she decides to sell the house, you need to find other accommodation.

Another advantage in owning your own home is that you are able to paint it, renovate it and otherwise enhance the value of the house. In addition to this, if you buy wisely, the value of your property may increase and provide you with a nice investment.

However, there are disadvantages. One disadvantage is that unless the buyer has bought wisely, many properties do not increase in value. In fact, property can decrease in value and be worth much less than originally bought for.

Another disadvantage is that the money used in paying off a mortgage is often better spent investing in the share market or in buying investment properties that provide a return for the money spent.

In conclusion, although there are benefits and risks involved in owning your own home, the sense of security it gives the owner – especially if he/she has bought wisely – far outweighs any risks involved.

(256 words)

Check with the answers given on page 247 of the Study Guide.

Student Activity 26

Think of four advantages and four disadvantages for each of the following Task 2 topics:

- living in the city
- living in a very cold climate
- working in a foreign country
- current research into cloning
- having children
- eating genetically engineered food
- using the Internet for banking, booking theatre seats and entering competitions
- working in a part-time job
- owning a pet

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Student Activity 27

Plan and write an answer to the Task 2 question on page 249 of the Study Guide.

Try to use the following linking words in your answer:

- | | | |
|------------------------|--------------------------|----------------|
| on the one hand | on the other hand | however |
| even though | notwithstanding | yet |

Write under examination conditions. (No dictionary. 40 minutes only.)

PLAN:

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When you have completed this task, check and compare your answer with the Sample Answer on page 251.

Write your answer on the next two pages.

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ANALYSING YOUR TASK 2 ANSWERS

On completion of all your Task 2 essays, critically ask yourself these questions:

- Are my opinions presented in a logical, clear way?
- Are my opinions justified and exemplified appropriately?
- Are both sides of the argument presented?
- Are both sides of the argument evaluated?
- Does the spelling and punctuation hinder understanding of the essay?
- Is the register (or style of writing) and the content appropriate for the task?
- Does the grammar and sentence structure used show variety and maturity?
- Has the task been fulfilled? Did I answer the question and complete the task?
- Is the length appropriate? Did I write at least 250 words?



COMPARISON & CONTRAST ESSAYS

Student Activity 28

Plan and write an answer to the Task 2 question on page 259 of the Study Guide.

Review the Task 2 Planning Process before you begin writing:

Step 1:

- What is the question?
- What are the key words?
- What is the purpose?
- Who is your audience?
- What will your writing style be?

Step 2:

- Brainstorm vocabulary.
- Choose three or four features of each lifestyle to discuss.
- Pin vocabulary to those features.
- Decide on the order you will use to discuss those features.

PLAN:

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Write your answer below:

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PROFESSIONAL ASSESSMENT OF YOUR TASK 1 AND TASK 2 ANSWERS

Your tutor can assess your work, and give you good feedback and advice, but remember it takes a lot of time for another person – even a professional teacher – to help you.

- Always check your work first before you show it to your tutor.
- Don't waste your tutor's time (and your own!) by failing to proofread your work. Check style, grammar, spelling, punctuation and ensure that your answer is logical and easy to follow.
- Pay particular attention to your punctuation. The rules are not hard to learn. You can easily see how good English is punctuated by examining published books.
- If you do make changes to your answer, make them neatly by drawing a line through a word (or phrase) and rewriting it.

When you receive your essay corrections, analyse your errors carefully. Next time you submit your work, try to make sure at least the simple errors you made before have been avoided.

Finally, if you have access to a professional essay correction service, consider purchasing further corrections from another source. One teacher can only give you what they know, and no-one can give you everything.



SPEAKING TEST PRACTICE



SPEAKING TEST PART 1 PRACTICE

PART 1

EXAMINER: *Good morning. My name's [examiner's name]. And your name is...?*

YOU:

EXAMINER: *And you're from...?*

YOU:

EXAMINER: *Can I see your passport please? Thank you.*

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YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?

YOU:
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EXAMINER: ?

YOU:
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EXAMINER: ?

YOU:
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EXAMINER: *Thank you.*



SPEAKING TEST PART 2 PRACTICE

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You should say:

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...and

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PLAN (one minute only):

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Follow-up questions:

Q1:

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Q2:



SPEAKING TEST PART 3 PRACTICE

PART 3

EXAMINER: Now I'd like to ask you a few more questions.

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YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?



YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?

YOU:

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EXAMINER: *Thank you very much. That's the end of the Speaking Test. Goodbye.*

SPEAKING TEST PART 1 PRACTICE: INTRODUCTION & INTERVIEW

Compare Sae Ho's two attempts at Part 1 of the Speaking test on pages 278-281 of the Study Guide.

NOTES:

PART 1 (first attempt)

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PART 1 (second attempt)

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For Sae Ho's second attempt, he and his teacher have used a variety of techniques in order to improve his performance and impress the examiner:

Note where Sae Ho has

a) **developed ideas** into fuller replies by using several sentences:

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b) answered in **full (complete) sentences**:

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c) used **modifiers** (write them below):

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d) employed **standard English phrases**:

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e) adopted an **informal register**:

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 **Speaking Practice A**

Write your answers out first in the spaces provided below:

(excerpt from) PRACTICE TEST 2 – PART 1

EXAMINER: Good morning. My name's Charlotte Wishart. And your name is...?

YOU:

EXAMINER: And you're from...?

YOU:

EXAMINER: Can I see your passport please? Thank you. Which part of [your country] are you from?

YOU:

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EXAMINER: Can you describe your hometown for me?

YOU:

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EXAMINER: *What do you like to do in your spare time?*

YOU:

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EXAMINER: *Why are you studying English?*

YOU:

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EXAMINER: *How long have you been studying English?*

YOU:

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EXAMINER: *Thank you.*

Compare your answers with those of Sae Ho in his second attempt.

Are your answers similar? Did you answer as well as or better than Sae Ho?



SPEAKING TEST PART 2 PRACTICE: LONG TURN



for Speaking Practice B

What kinds of follow-up questions do you think you might be asked for each of the four topic cards shown on page 291 of the Study Guide.

Try to think of two questions each. Write the questions below and then check with our suggestions.

CARD 1

Q1:

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Q2:

.....

CARD 2

Q1:

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Q2:

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CARD 3

Q1:

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Q2:

.....



Question 1: **Do you prefer travelling by public transport or by car?**

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Question 2: **What's the longest journey you have ever been on?**

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Compare your answers with those of Sae Ho in his second attempt.

WRITING OUT YOUR ANSWERS

You are not expected or advised to always write out your answers for practice.

However, it can sometimes be a useful technique to help you think in more detail about what to say, and give you time to consider how you might answer a question better.

IMPORTANT! Memorising your written answers is **NOT** the point of these written exercises and you should not try to do this when you speak your answers.

You can use the spaces below the questions in these pages to make notes if you wish.

 **Speaking Practice D (extended)**

- (i) Look at the two task cards on page 295 of the Study Guide.
- (ii) Practice Part 2 yourself by answering the questions on the first card. Make a plan first:

PLAN (one minute only):

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Practise giving your talk (1 to 2 minutes only), then consider what the **follow-up questions** might be:

Q1:

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Q2:

.....

Look at our suggestions on page 296 of the Study Guide.



Now ask and answer those two questions with your partner.

Don't write them out this time. Take a moment to think about the first question and what you want to say, and then give your response.

Do the same for the second question.

(iii) Next, look at the second task card on page 295 of the Study Guide.

Practice Part 2 yourself by answering the questions on the second card. Make a plan first:

PLAN (one minute only):

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Practise giving your talk (1 to 2 minutes only), then consider what the **follow-up questions** might be:

Q1:

.....

Q2:

.....

Look at our suggestions on page 296 of the Study Guide.

Now ask and answer those two questions with your partner.

ANALYSING YOUR RESPONSES

It is not always easy to assess yourself.

If you can, find a teacher who can provide you with useful feedback on your performance in all parts of the Speaking Test.

Make an audio tape or file of your answers and ask a qualified English teacher for his or her advice.

If you cannot find a tutor, ask a friend who is a little better than you at English for his or her advice.

Compare your answers with those of other students.



Speaking Practice E (extended)

Practice with the four task cards on page 296 of the Study Guide.

Plan your answers carefully. You can take your time to do this when you practice. On test day, you might not be able to plan as thoroughly as you can in the classroom, but it doesn't matter. All the planning practice that you do now will help you plan more effectively later.

With at least one of those cards, print out the Part 2 page at the beginning of the Speaking section of this workbook, and plan and write your answer – and the answer to two possible follow-up questions.

Create your own cards

It can be a good idea to create your own cards – preferably with others in a group – choosing topics that your tutor has agreed are suitable for the task.

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You should say:

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-
-

...and

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SPEAKING TEST PART 3 PRACTICE: TWO-WAY DISCUSSION

Examine the first dialogue that Sae Ho had with his examiner – on pages 298-299 of the Study Guide.

Compare this with his second attempt (pages 299-300).

Note where Sae Ho has

a) **extended his ideas:**

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b) **used learned phrases and discourse markers:**

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c) **used modifiers** (write them below):

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d) **used complex sentence structures:**

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e) **used paraphrasing:**

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f) **shown a wider range of vocabulary:**

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Notice that Sae Ho corrects himself at times.

Although you do not have to – and should not – constantly be correcting yourself when you speak, if you need to, it is not counted against you.

In fact, it can show the examiner that you are capable of self-feedback and correction.



ERROR CORRECTION:

Part 1.

Errors in Part 1 from the first attempt (1A) included:

“I’m student. Well, actually, I was a student.”

“My favourite beach is Hyundai Beach...it’s in the middle of city.”

“I know that my English isn’t very good, so I take English lesson.”

Errors in Part 1 from the second attempt (1B) included:

“It is also gateway to Cheju Island...the honeymoon capital of Korea.”

“I have to start looking for job soon.”



for Speaking Practice F

Can you correct these errors for Sae Ho? Write your corrections below.

You can rewrite the sentences in your own words if you prefer:

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 **for Speaking Practice H**

Part 3.

Errors in Part 3 from the first attempt (1A) included:

“I think it’s also better for the environment if less people drive their cars in the city.”

“In Korea, that would be difficult...very unpopular...because cars...ah...show rich.”

“In Pusan, we have a lot of factories and the smokes that comes from those factories...they are disgusting.”

“Sometimes we don’t want to swim in the beaches.”

Errors in Part 3 from the second attempt (1B) included:

“At that time, the buses are very crowded. It doesn’t matter if you catch an express bus or a local bus, the whole roads are all crowded!”

“I think it’s also better for the environment if fewer people drive their cars in city.”

“If I had a car, I wouldn’t drive to city.”

“I wish the government do something to control that kind of pollution.”

“Nowadays, a lot of people don’t swim in beach because the pollution is bad.”

“I think all forms of pollution are bad and that they are...mm...connected with each other.”

“If we become more aware of one type of pollution...like air pollution...then all pollutions will be better.”

“I mean, we can fix up other forms of pollutions also.”

Correct these PART 3 errors for Sae Ho:

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(excerpt from) PRACTICE TEST 2 – PART 3

EXAMINER: What is the traffic like in your hometown?

YOU:

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EXAMINER: What are the benefits of travelling by public transport?

YOU:

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EXAMINER: In your opinion, in what ways can governments encourage people to use public transport?

YOU:

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EXAMINER: *Having too many cars on our roads causes air pollution. What are some of the other causes of pollution?*

YOU:

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If Sae Ho's English level had been higher, he would have been asked these two extra Part 3 questions. Think about how you would answer them:

EXAMINER: *How are environmentally-friendly practices encouraged in [your country]?*

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EXAMINER: *Science can be used to develop environmentally-friendly alternatives. In what ways can this be done?*

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PRACTICE FOR FURTHER IMPROVEMENT

PART 1

Examine the first dialogue that Manuel had with his examiner – on pages 313-314 of the Study Guide.

After listening to Manuel in Part 1 of his interview, compare his performance with that of Sae Ho in Part 1 of his interview. Who makes a better overall impression on the examiner in this part of the interview?

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Why?

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for Speaking Practice J

Now identify any errors that Manuel makes and try to correct them.

- Can you find any systematic errors – that is, similar errors in grammar or structure or vocabulary that he makes more than once or twice? Focus on word form, tenses and sentence structure.

Correction of Manuel's errors:

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Improvements to Manuel's PART 1 interview:

A series of horizontal dotted lines for writing.

PART 2

Refer to the task card and Tapescript 2A on page 317 of the Study Guide.

Look at the notes that Manuel wrote and try to improve Manuel's long-turn.

Plan his response more carefully and use **all of the information** that he has written down.

TAPESCRIPT 2A – NOTES FOR PART 2

Magazine – Surfing Life about movie “Blue Horizon”

Surfer – Dave Rastovich

Feel good – in water with surfer

Good photograph – big picture – wave close

Wanted to go surfing and see movie

EXAMINER: *Would you like to start now?*

CANDIDATE: The ad I can remember very clearly was in a surfing magazine...you maybe haven't heard of this magazine...um...it's Australian...it's called Surfing...Life...um...Australian Surfing Life I think. My friend in Australia she sends me the magazine sometimes. Usually the magazine comes quite late but I still like to read some of the articles in English. This ad...well, it was for a movie...it was called BLUE HORIZON...a surfing movie. It make me feel great...like I was in the water with Dave Rastovich...he's a free-surfer. The wave was close...I don't know how to explain that...close to the camera and that was very describing. I could see the concentrate on the surfer's face. He make it easy. In the magazine, the advertisement was two page, so the picture was quite big. It was a good wave. Perfect swell. I wanted to go surfing and to see the movie. That's all.



for Speaking Practice L

- Can you extend any of his ideas into longer sentences and answers?
- Can you vary some of the vocabulary he uses and increase its range?
- Can you insert some modifiers?
- Can you make some of his sentence structures more complex?
- Can you answer the two extra questions in a better way?

PART 3

Look at Tapescript 2A on pages 320-321 of the Study Guide. It is Manuel's PART 3 conversation. Try to improve it by inserting some of the discourse markers below:

In my view, ...

In my opinion, ...

As well as...

Even though, ...

Personally, ...

Overall, ...

In the main, ...

Unfortunately, ...

Naturally, ...

Even so, ...



for Speaking Practice M

Improvements to Manuel's PART 3 conversation:

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(excerpt from) PRACTICE TEST 4 – PART 3

EXAMINER: *Is there too much advertising?*

YOU:

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EXAMINER: *Do you agree that advertisements for smoking and drinking alcohol should be banned?*

YOU:

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EXAMINER: *Certain products can only be advertised in restricted time-slots on television. Is this sort of restriction necessary?*

YOU:

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EXAMINER: *What role does advertising play in your society?*

YOU:

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EXAMINER: *How has advertising contributed to globalisation?*

YOU:

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EXAMINER: *How might advertising change in the future?*

YOU:

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Remember to spend more time **speaking** than writing your answers.



Finally, compare your improved version of the entire interview with Manuel's second and better attempt: see Tapescript 2B on page 354-358 in the Appendices section.

As you listen to the second attempt of this interview, consider all of the elements that we have discussed and note how they have been used to improve Manuel's interview.

Note where Manuel has

a) **developed ideas** into fuller replies:

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b) **used a variety of word forms and interesting vocabulary:**

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c) used **modifiers** (write them below):

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d) used **discourse markers** (write them below):

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e) adopted an **informal register**:

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NOTES



Workbook for the Study Guide to

**404 Essential Tests for
IELTS**

Academic Module