

# **Quick start to crack IELTS**

**(Academic Module)**

**Sonal Goel**

# Quick start to crack IELTS (Academic)

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**Listening Scores    Reading Scores (Academic)    Reading Scores (GT)**

<b>Band Scores</b>	<b>Correct Answers</b>	<b>Band Scores</b>	<b>Correct Answers</b>
9	40-39	9	40-39
8.5	38-37	8.5	38-37
8	36-35	8	36-35
7.5	34-32	7.5	34-33
7	31-30	7	32-30
6.5	29-26	6.5	29-27
6	25-23	6	26-23
5.5	22-18	5.5	22-19
		5	18-15
		4.5	14-13
<b>Band Scores</b>	<b>Correct Answers</b>		
9	40		
8.5	39		
8	38-37		
7.5	36		
7	35-34		
6.5	33-32		
6	32-31		
5	29-27		

**WRITING TASK BAND CALCULATOR**

The examiner will assess your writing on the basis of four criteria below. Each criteria worth 25% of total marks.

- Task achievement
- Coherence and cohesion
- Lexical resources (Vocabulary)
- Grammatical range and Accuracy

### Task achievement

Band Score 5	Band Score 6	Band Score 7	Band Score 8
No clear overview	There is an overview	A clear overview	A clear overview
key features not adequately covered	Highlights key features	Clearly highlights key features	Key features are clearly highlighted and well
Too much detail	information is well	No inaccurate information	Illustrated
No data to support	Selected	Some areas could be better	All requirements are
Statements	Some information may be	Developed	sufficiently covered
Inaccurate	Inaccurate		
Information			

## Coherence and cohesion

Band Score 5	Band Score 6	Band Score 7	Band Score 8
Some organisation of information Limited paragraphing Problems with linking words Repetitive lack of referencing	Organised information coherently Reasonable paragraphing Uses linking devices effectively Errors in linking between and within sentence Referencing may be faulty	Logically organises information Good paragraphing Uses a range of linking devices May over or under use linking devices Good referencing	Information and ideas are organised logically Paragraphing is sufficient Manages all aspects of linking and cohesion No problems with referencing

## Lexical resource

Band Score 5	Band Score 6	Band Score 7	Band Score 8
Minimal range of vocabulary for the task	Adequate range of vocabulary for the task	A sufficient range of vocabulary for some	A wide range of vocabulary for precise meaning
Frequent errors with spelling or word formation	Uses some less common words but with errors	Precision	Skilfully uses less common words
Problems cause difficulty for the Reader	Some errors in spelling and word formation	Uses less common words	words
	Communication is clear	Some awareness of style and collocations	Rare errors in spelling or word formation
		Occasional errors in spelling or word choice	

## Grammatical range and accuracy

Band Score 5	Band Score 6	Band Score 7	Band Score 8
Limited range of Sentence structures	Uses both simple and complex sentence structures	Uses a variety of complex sentence structures	Uses a wide range of complex structures
Tries to use complex	Structures	Many error free sentences	Most sentences are free of

sentences with	Some errors in grammar	Good control over	errors
limited success	Some errors in	Grammar	
Frequent errors in	Punctuation	Occasional errors in	
Grammar	Communication is clear	grammar or punctuation	
Errors in punctuation			
Problems cause			
difficulty for the			
Reader			

## Example of writing task 1 scoring calculated

If you scored as below

- Task achievement-7 band
- Coherence and cohesion-8 band
- Grammatical range and accuracy-7 band

**Total score for writing task 1:  $7+8+6+7=28/4 = 7$  band**

**To calculate your score, add all score together and divide by 4**

## Speaking band

Band	Description
9.0	Expert user
8.0	Very good user
7.0	Good user
6.0	Competent user
5.0	Modest user
4.0	Limited user
3.0	Extremely limited user
2.0	Intermittent user
1.0	Non user

## Information about IELTS Listening test

IELTS Listening test is made to assess you listening abilities. This module is the same for Academic and General IELTS.

**Time 40 minutes**

**Questions 40**

**Sections 4**

The Listening module takes 40 minutes: 30 min for testing and 10 min for transferring your answers to the answer sheet.

There are 40 questions in Listening module, with 10 questions in each



section. Sections get increasingly difficult.

## **IELTS Listening consists of four sections:**

### **Section 1: conversation between 2 speakers about everyday situations.**

This is the easiest section. Speaker talks quite slowly, making pauses. The key information is usually repeated. Examples: two people talking about their journey planning; one person asking another how to reach an unknown city; woman giving advice to her colleague about a new project; two men discussing results of a football match; tourist registering at the hotel etc.

In Section 1, focus only on given facts.

### **Section 2: a monologue about everyday situations.**

Speaker talks quite slowly, but makes less pauses than in previous section.

Examples: information for potential buyers about new-built flats, radio interview about lake resort, advertisement about positive effects of a new toothbrush etc.

In Section 2, focus only on given facts.

### **section 3: conversation between 2, 3 or 4 speakers about educational or training situations.**

This section is harder than the two previous, speakers discuss topics at a faster pace and sometimes use advanced vocabulary.

Examples: students talking about a class assignment, people discussing

professor's academic speech etc. In Section 3, focus on given facts and

speaker's opinions and attitudes.

#### **Section 4: a monologue on academic subject.**

It is the most difficult section. There is no break in the middle, the speaker talks quite quickly and uses a wide range of vocabulary.

In Section 4, focus on given facts, key ideas and speaker's opinions and attitudes.

**You will be given about 30 seconds to study the questions before the start of each section.**

## **Types of questions on IELTS Listening:**

1. Multiple choice questions
2. Short-answer questions
3. Sentence completion
4. Notes, Summary, table or chart completion
5. Labeling a diagram or map which has numbered parts
6. Matching options with given information

## **Let's look at the methods to find correct answers for all the above mentioned types of questions**

### **A. Multiple choice questions**

#### **Common Issues in IELTS Listening Multiple Choice Questions**

- The speaker often reads out all the three choices and you are likely to understand that the speaker is talking about all the three. Just because the speaker is speaking it out does not mean that it is the right option. Relate the choices with the question.
- Options given are usually have synonyms or are paraphrased. Do not look for the exact same word. Try to understand the meaning and look for synonyms that are a clear expression of the options.
- The multiple choice questions are framed such that they all appear similar like synonyms. In these types of choices, misunderstanding is normal. Focus on looking for keywords that will help show the difference in meaning between the options.
- Do not think that listening sections will only focus on listening. Reading is also an integral part of this section. You have to relate the written options with the listening audio played, so get in practice by

underlining words of interest and quickly getting the meanings.

## **Here are some Tips for IELTS "listening" multiple choice questions**

- Look for the title and read the question until the end. Also, read the options.
- Read the question carefully and underline the keyword.
- Do not go for the first answer you hear. It's a trick the examiners deploy to learn how well you understand the context of the audio.
- Paraphrasing (both question and answer words should be paraphrased)
- The answer will be mostly in synonyms.
- Watch out for answers that are correct. Remember that an exact match will not be the right answer all the time
- Don't think that the answer to the last answer will appear in the last sentence.
- Don't think that the spoken options will appear in a sequence..
- Focus on words like 'but' or `however' while they speak. It means that there is more to the previous sentence and the speaker is going to speak something else for the same concern.
- Practice more to learn more. Practicing one listening again and again can also be helpful to understand how they trick you and hide answers.
- Read instructions clearly before attempting it.

## **B.**

### **MAPS**

#### **Tips for map**

1. Check the location of each number or alphabet on your map.
2. Think of language that might be used to describe that location.
3. Look for any arrows or 'X' on the map, it is generally used to mark starting point or entrance.

4. Look carefully if there is any directional symbols for north, east, west or south. If it is there speaker will use these directions for describing places in map. For instance, a) you will find library in south-west of the school. b)If you head towards east , you will find garden there, etc.
5. Answers to questions will come in order
6. Most map recording are similar to guided tour which follow the logical order.
7. Don't get distracted by extra information.
8. Don't forget to make notes, it can help you if you miss an answer-you can write all over your questionpaper.

**-when you make notes, avoid writing long words  
-Just use abbreviations or  
simple letters  
-If you miss a question,  
don't worry about that and move  
on to next.**

**USEFUL  
VOCABULARY/LANGUAGE  
FOR MAP**

1. Go straight
2. Take the first left/right
3. Head left/right
4. Turn left/right
5. Keep going
6. To the north/east/west/south
7. In the middle of / In the centre of
8. Above/Below
9. Inside/Outside
10. Opposite/ In front of



11. Next to
12. Beside/Adjacent to
13. On the corner
14. On your left/right
15. Clockwise/Anticlockwise
16. Before you get to
17. Enter via
18. Runs alongside
19. At the top/bottom
20. Just beyond/ A little beyond / Just past

### **C.)TIPS FOR FILL UPS**

1. Read the sentence carefully and understand which type of word will come in blank.
2. Find out keywords, that will help in fetching information in spoken content.
3. Paraphrase questions because most of the time in listening, speaker will speak synonyms.
4. Be careful about word limit.
5. Pay attention to articles(a, an, the) and connectors(and, or)
6. Listen carefully whether they have spoken singular or plural.
7. Write numerical answers in international standard. Ex. 48,888,800.

### **D.) TIPS FOR TABLE COMPLETION**

1. Utilize time properly for reading questions before the speaker starts.
2. Read questions carefully and mark appropriate keywords. Look for the type of information demanded in the table.
3. Understand the table that what and categorize the information presented in table
4. Be careful about word limit
5. Pay attention to articles(a, an , the) and connectors(and, or)
6. Listen carefully whether they have spoken singular or plural.
7. Write numerical answers in international standard. Ex. 50,000,000
8. Write spellings correctly.

### **E.) FILLUPS USING OPTIONS**

1. Read the questions carefully and mark keywords.
2. Read the options and keep them in mind.
3. Don't Try to match the options while listening, instead make short notes in front of questions while they are speaking.
4. Lastly match your notes with given options.

**\*\*USE EXTRA TIME GIVEN IN LISTENING APPROPRIATELY. YOU CAN USE EXTR TIME GIVEN AT THE END OF EACH SECTION FOR READING**

## QUESTIONS OF NEXT SECTION.

### General tips for listening

1. Practice listening every day. Practice will bring habit of understanding accent of native speakers and you will understand more clearly.
2. Pay attention to the audio. Concentration is key to success in listening.
3. Be careful for capitals, if you are writing in running handwriting if the answer is someone's name or a place, then it must start with capital letter.
4. If your handwriting is poor or to avoid error of **capitalization**, write in **capitals**, it is absolutely allowed.
5. Use time given at end of each section for reading questions of next section, it will give you clear view about will give you clear view about questions and you will come to know, which type of information is required.
6. If answer is a number then use international notations, like 10,000,000.
7. Check in the question if \$ or £ is already written then, you should not put that symbol in answer.
8. Listen carefully, if the speaker speaks 's' or not, like market or markets.
9. Check the word limit before finally transferring the answers.
10. Check for the spellings, incorrect spellings will give you cross.

11. Use last ten minute for transferring answers, transfer answers carefully.  
At first write answers in question booklet along with questions.
12. If you missed one an answer, don't panic move forward and keep an eye on upcoming question, don't worry about that question otherwise you will lose one or two more questions.
13. Do not read while listening the audio.

## **Academic Reading**

**Time: one hour**

**N.B. This includes the time needed to transfer your answers to an answer sheet. There is no extra time for this.**

The Reading paper consists of three different texts and a total of 40 questions.

The texts are authentic and academic in nature, but written for a non-specialist audience. They are similar to the types of texts you may find in newspapers or magazines. The style may be descriptive or argumentative and at least one text contains detailed logical argument. Texts may contain illustrations. If a text contains technical terms, a simple glossary is provided. The three texts are graded from easiest to most difficult. Each text

will have 12-14 items.

## Task Overview

<b>Task type</b>	<b>What do I have to do?</b>
1. multiple choice	<ul style="list-style-type: none"><li>• Choose one answer from alternatives A-D.</li><li>• Choose two answers from alternatives A-E.</li><li>• Choose three answers from alternatives A-G.</li></ul>
2. identifying information (T/F/NG)	Say whether a statement is True/False or Not Given in the text.
3. identifying the writer's views/claims (Y/N/NG)	Say whether a statement agrees with claims or views in a text (Yes), disagrees with the views/claims in the text (No) or whether there is no information on this in the text (Not Given).
4. matching information	Match the information in the question to the correct paragraph in the text.
5. matching headings	Match a heading from a list of possible answers to the correct paragraph or section of the text.
6. matching features	Match a list of statements to a list of possible answers in a box (e.g. specific people or theories or dates).
7. matching sentence endings	Complete a sentence by choosing a suitable ending from a box of possible answers.
8. sentence completion	Complete a sentence with a suitable word or words from the text within the word limit given.
9. notes/summary/table/	Complete notes/a summary/table/flow-chart

flow-chart completion	with a suitable word (or words) from the text within the word limit given.
10. labelling a diagram	Label a diagram with a suitable word (or words) from the text or by choosing from a box of possible answers.
11. short-answer questions	Answer questions using words from the text in the word limit given.
12. multiple matching	Match the information in the question to the correct short text or advertisement.

**Assessment:** each question is worth one mark.

## Reading

### Important Reading tips for all types of questions

**\*\*Tip: Ignore any previous knowledge you have about the topic**

1. Timing is an essential part of reading test so try to finish each passage within 15-20 minutes, finish first passage in 15 minutes, transfer answers and then move to second passage.
2. If a question is taking much time, move on to next, don't waste time.
3. Read the instructions very carefully don't write True/False in place of Yes/No.
4. Read the **note below** term and **word limit** for each question carefully if question demand 'One word only' then write one suitable word, do not add any extra detail, this way you can increase number of correct answers.
5. When starting a passage, see quickly what types of questions are there, read one question from each type of question, so that you will come to know from where you have to start.
6. Answer in reading test comes in order generally, so keep the order.
7. Read the title of passage, it conveys some message about the content

and also generate interest.

## **Methods to find correct answers in reading according to type of questions:**

### **A. How to tackle True/False/Nor given and Yes/No/Not given.**

1. Read the question and understand meaning.
2. Underline the **'keyword'** in question and use that; keyword' to locate the answer.
3. Read the statement in passage related to the question carefully and try to understand the meaning.
4. Then watch the meaning of both statements (in question and in passage).
5. If both the statements deliver **same meaning** then it will be marked as **'true'**.
6. If both the statements do not give same meaning then you are left with two options – False and not given.
7. When statements give **opposite meaning** then only you will mark **'False'**.
8. If the statements do not work according to 5 and 7 then it will be not given or if the information of question is incomplete in passage, then answer it **'Not given'**.
9. Look for extreme words like **all, many, much, more, majority, any, not all**, etc. these words, if available, can change the meaning of whole sentence.

### **B. How to Tackle list of headings/Information matching with paragraphs**

1. Do not read all headings at once in beginning, this can confuse you as some extra headings are there.

2. Read one paragraph and try to understand the **overall meaning**.
3. Then turn to list of headings and try to match the perfect one for the paragraph.
4. After choosing a heading for first paragraph, remove that heading from the list to avoid confusion.
5. Repeat same steps from rest of the paragraphs.
6. Identify difference between main idea and supporting points.

**Note:** Trap headings will match more than one paragraphs. Try to skim and understand overall meaning of paragraph.

### **C. How to tackle MCQ's (Multiple choice questions)**

1. Understand the question first and underline **keyword** to locate the answer.
2. Read the information associated with that particular keyword.
3. **Cross the options** which **do not match** with the information in passage.
4. You will be left with one option, that is your answer.

### **D. Dealing Blanks /Fill ups /Sentence completion**

1. First of all search the nearest **nouns** in fill ups or **mark keywords** which have to search.
2. You can easily locate answers with the help of keywords.
3. Pay attention to **articles** such **'a', 'an', 'the'**.
4. Pay attention to **connectors** like **'and' 'or'**.
5. Understand what type of word is required in the gap.
6. Get ready for synonyms. You have to paraphrase the information for these type of questions.



7. Sometimes you need to **deduce the meaning**, if you don't know the vocabulary clearly.
8. Don't read incomplete sentence. Read complete sentence patiently, sometimes answer is in second part of sentence.
9. For options in fill ups, try to find **synonyms**, most of the time synonyms are there (Try to understand type of word required).
10. If you are not sure about spellings, then copy it from passage.
11. Read **word limit** carefully.

### **E. Notes / Flow chart / Diagram Completion**

1. **Scan** for the part of passage, that is required for the task.
2. For that, use nearby **'keywords'** nouns for searching location.
3. Decide what **type of word** is required.
4. Flow chart can be procedure method or description, try to match the information.
5. Pay attention to **articles** such **'a', 'an', 'the'**.
6. Pay attention to **connectors** like **'and', 'or'**.
7. Read **word limit** carefully

### **F. Table Completion and Summary Completion**

1. Locate specific information in the passage by **scanning**.
2. Understand details and choose appropriate words.
3. Read the **heading** in the table.
4. Identify **type of word** needed in gap.
5. Answers are often located in specific part of the passage.
6. Check the number of words required.
7. Pay attention to **articles** like **'a', 'an', 'the'**.
8. Pay attention to **connectors** like **'and', 'or'**.

## **G. Dealing with Short answer questions:**

1. **Scan and locate** information in passage using **keywords**.
2. Understand detail and specific information.
3. **Paraphrase** vocabulary in the questions.
4. Check number of words required (limit)
5. Identify **type of word** required.
6. Answers come in **order** generally.

## **H. Dealing with List of people / Matching features.**

1. **Scan** the **name of person** in passage.
2. **Saying of a person** is generally, provided with **quotes**. Look of any single or double quotes after a person's name.
3. There will be words like **says that, argues that, recommends that** for a particular person.
4. Sayings will be found in surroundings of person's name.
5. Answers will not come in order.

## **Important vocabulary to understand for Reading**

- |                         |   |                                     |
|-------------------------|---|-------------------------------------|
| 1. <b>Dubious</b>       | – | Not sure (Suspect), Doubtful        |
| 2. <b>Facade</b>        | – | Front side                          |
| 3. <b>Manifestation</b> | – | A sign that something is happening. |
| 4. <b>Gazes</b>         | – | Look steadily                       |
| 5. <b>Dissertation</b>  | – | Search Something                    |

6. **Nuances** – A subtle difference in meaning.
7. **Tranquility** – Calm, State of being calm.
8. **Symphony** – Long piece of music written
9. **Exorbitant** – Much more expensive than expected.
10. **Anecdotal** – Not based on facts.
11. **Arboreal** – Living in trees.
12. **Breakneck** – High speed.
13. **Opted** – Choose, Select
14. **Bolstered** – Strengthen, Support
15. **Persistent** – Continuous
16. **Emphasis** – Importance
17. **Alienation** – Isolation
18. **Integrate** – Mix
19. **Apparatus** – Equipment, Tool, gear
20. **Dawned** – Beginning of day
21. **Cosmopolitan** – International
22. **Feasible** – Realistic

23.	<b>Predominate</b>	–	Greater						
24.	<b>Popping up</b>	–	Appear Unexpectedly						
25.	<b>Intrigued</b>	–	Excited						
26.	<b>Rigorously</b>	–	Carefully, Pain slaking,						

		strictly					
27.	<b>Exacerbate</b>	–	Make worse				
28.	<b>Compounded</b>	–	Mixer/Increase				
29.	<b>Aggravate</b>	–	Make worse/more serious				
30.	<b>Ambiguity</b>	–	Doubtfulness				
31.	<b>Seldom</b>	–	Rare, few and far between				
32.	<b>Mundane</b>	–	Lacking interest or excitement.				
33.	<b>Ingenuity</b>	–	Creativity, Innovation				
34.	<b>Venture</b>	–	A risky journey				
35.	<b>Perpetual</b>	–	Never change or end				
36.	<b>Scoured</b>	–	Clean the surface by rubbing				
37.	<b>Unconquerable</b>	–	Not overcome				
38.	<b>Invaders</b>	–	Attackers, looter				
39.	<b>Thrived</b>	–	Flourish, Bloom				
40.	<b>Gloomy</b>	–	Dark, Dim				
41.	<b>Entailed</b>	–	Require, demand				
42.	<b>Endeavoured</b>	–	Try hard to do or achieve something				
43.	<b>Erroneous</b>	–	Wrong, incorrect				
44.	<b>Dominant</b>	–	Ruling, controlling				
45.	<b>Intrinsic</b>	–	Natural, inherent				
46.	<b>Predominate</b>	–	Main				
47.	<b>Rudimentary</b>	–	Basic, Initial				
48.	<b>Primitive</b>	–	Ancient, Earliest				

49.	<b>Pretenders</b>	–	Claimant, Aspirant			
50.	<b>Hand in glove</b>	–	Work together			
51.	<b>Concurs</b>	–	Agree			
52.	<b>Engrossed</b>	–	Absorb all the attention			
53.	<b>Abide</b>	–	Stick, Adhere			
54.	<b>Compile</b>	–	Put together			
55.	<b>Pioneer</b>	–	Develop or to be first to use apply new method			
56.	<b>Orthodox</b>	–	A practice, traditional way			
57.	<b>Pain staking</b>	–	Careful			
58.	<b>Out of chaos</b>	–	Confusion			
59.	<b>Discrepancy</b>	–	Difference			
60.	<b>Evoke</b>	–	Remembering something			
61.	<b>Exaggerated</b>	–	Represent as large			
62.	<b>Transient</b>	–	Last for short time			
63.	<b>Comprehend</b>	–	Understand			
64.	<b>Sudder</b>	–	Shiver, tremble			
65.	<b>Accumulate</b>	–	Gather, collect			
66.	<b>Replenish</b>	–	Refill, recharge			
67.	<b>Hype</b>	–	Promotion, Add			
68.	<b>Encapsulated</b>	–	Summarize			
69.	<b>Norm</b>	–	Standard			
70.	<b>Freight</b>	–	Goods transported in bulk by			

		cargo			
71.	<b>Fleets of locomotives</b>	–	Group of something		
72.	<b>Indigenous</b>	–	Native		
73.	<b>Nomadic</b>	–	Type of people who wander for food.		
74.	<b>Forage</b>	–	To search for food (animals)		
75.	<b>Sprawl</b>	–	Spread		
76.	<b>Viable</b>	–	Capable of working successful		
77.	<b>Suffice</b>	–	Enough		
78.	<b>Relics</b>	–	Tradition which survive today		
79.	<b>Mere</b>	–	Only		
80.	<b>Retrenchment</b>	–	Reduction, limited		
81.	<b>Vulnerability</b>	–	State of being attacked or harmed		
82.	<b>Scrutinized</b>	–	Examine closely		
83.	<b>Solemnly</b>	–	Impressive, serious, earnest.		
84.	<b>Preliminary</b>	–	Opening, initial, early		
85.	<b>To and fro</b>	–	Moving front and back		
86.	<b>Collateral</b>	–	To put something as security for repayment of loan		
87.	<b>Arduous</b>	–	Difficult		
88.	<b>Souder</b>	–	A herd of wild swine		
89.	<b>Preparatory</b>	–	Initial, prior, opening		
90.	<b>Cumulative</b>	–	Increase, grow		
91.	<b>Uncannily</b>	–	Unnatural, Supernatural		
92.	<b>Vicinity</b>	–	Surrounding areas		

93.	<b>Derision</b>	–	Mockery, Ridicule			
94.	<b>Olfaction</b>	–	Smell			
95.	<b>Feeble</b>	–	Weak, faint			
96.	<b>Adversity</b>	–	Bad luck			
97.	<b>Outrageous</b>	–	Shocking, eye-catching			
98.	<b>Havoc</b>	–	Damage			
99.	<b>Perils</b>	–	Danger, Hazard			
100.	<b>Nuisance</b>	–	A person or thing causing inconvenience or annoyance			
101.	<b>Hue</b>	–	Colour			
102.	<b>Cog</b>	–	A tooth on the rim			
103.	<b>Enterprising</b>	–	Original, imaginative			
104.	<b>Amphibious</b>	–	Who lived in both land and water			
105.	<b>Alleged</b>	–	Claimed, said without proof			
106.	<b>Iconoclastic</b>	–	ability to interpret or become aware			
107.	<b>Chaos</b>	–	Disorder, confusion			
108.	<b>Ailing</b>	–	In poor health			
109.	<b>Bitter blow</b>	–	Making feel happy			
110.	<b>Contingent</b>	–	Chance, accidental chance			
111.	<b>Conviction</b>	–	Judgment			
112.	<b>Dwelling</b>	–	Residence			
113.	<b>Nostalgia</b>	–	Sad memories of past			
114.	<b>Embellish</b>	–	Make more beautiful, decorate			
115.	<b>Niches</b>	–	Ideal position, a shallow recess			

116.	<b>Flock</b>	–	Group		
117.	<b>Conceive</b>	–	• Create (an embryo) by fertilizing an egg		
	<b>Conceive</b>		• Form or devise in the mind		
118.	<b>Metacognition</b>	–	Awareness and understand of one's own thought process		
119.	<b>Facsimiles</b>	–	Exact copy, duplicate		
120.	<b>Sheer</b>	–	Total, complete		
121.	<b>Harmony</b>	–	Peace, balance		
122.	<b>Blazes</b>	–	Fire, Flame		
123.	<b>Peculiar</b>	–	Strange, unwell		
124.	<b>Traverse</b>	–	Travel across		
125.	<b>Dismantled</b>	–	Take a part, take a piece		
126.	<b>Obsecurity</b>	–	Unimportant		
127.	<b>Carved</b>	–	Cut or engraved to produce an object or design		
128.	<b>Extra terrestrial</b>	–	Outsider		
129.	<b>Instinct</b>	–	Typically fixed pattern of behavior in response to a stimuli		
130.	<b>Motifs</b>	–	A decorative image or design		
131.	<b>Refurbished</b>	–	Renovate and redecorate		
132.	<b>Unalterable</b>	–	Not able to change		
133.	<b>Trail blazer</b>	–	Explorer		
134.	<b>Naïve</b>	–	Innocent, unexperienced		
135.	<b>Eccentric</b>	–	Uncommon		



<b>136. Mules</b>	–	Hybrid plant		
<b>137. Conquest</b>	–	Defeat, beating		
<b>138. Barrain terrain</b>	–	Infertile land or area		
<b>139. Prevalent</b>	–	Widespread		
<b>140. Explicit</b>	–	Clear and in detail		
<b>141. Acoustic</b>	–	Related to sound or sense of hearing		
<b>142. Aurochs</b>	–	A large wild Eurasian OX		
<b>143. Knock-on-effect</b>	–	Indirect effect		
<b>144. Remuneration</b>	–	Well paid		
<b>145. Full glare</b>	–	Hard and angry look		
<b>146. Turbulence</b>	–	Involving a lot of sudden changes		
<b>147. Speculate</b>	–	To make a guess about something		
<b>148. Erected</b>	–	To build something		
<b>149. Solicited</b>	–	Ask for or try to obtain from someone		
<b>150. Collaborative</b>	–	Mutual, collective		

151.	<b>Heterogeneous</b>	–	Diverse in character like varied mixed						
152.	<b>Elicit</b>	–	To manage to get information						
153.	<b>Conspiracy</b>	–	A secret plan by a group of people to do something bad or illegal						
154.	<b>Catastrophic</b>	–	The unexpected event that cause great suffering or damage						
155.	<b>Intriguing</b>	–	Interesting, strange, fascinating						
156.	<b>Doomed</b>	–	Ill-fated, likely to have an unfortunate outcome						
157.	<b>Repulsive</b>	–	Arousing intense distaste or disgust						
158.	<b>Mistreated</b>	–	Treat badly						
159.	<b>Stare</b>	–	To look continuously						
160.	<b>Conquest</b>	–	Victory						
161.	<b>Invader</b>	–	A person or group that invades in a country						
162.	<b>Invasive</b>	–	Spread quickly						
163.	<b>Array</b>	–	Impressive display						
164.	<b>Canopy</b>	–	Sharp points						
165.	<b>Inconspicuous</b>	–	Not clearly visible						
166.	<b>Fatalities</b>	–	Occuring of death						
167.	<b>Re-integrate</b>	–	Restore						
168.	<b>Sterile</b>	–	Not able to produce children						
169.	<b>Tangible</b>	–	Touchable, real						

170.	<b>Deficits</b>	–	Deficiency, Shortage					
171.	<b>Feasible</b>	–	Practical, Achievable					
172.	<b>Conscious</b>	–	Aware, alert					
173.	<b>Alter</b>	–	Change					
174.	<b>Delicacy</b>	–	Fineness or intricacy of texture or structure					
175.	<b>Assertion</b>	–	Claim, declaration					
176.	<b>Obscure</b>	–	Unclear, unknown					
177.	<b>Pragmatic</b>	–	Praetic, realistic					
178.	<b>Vogue</b>	–	Unclear, wrong					
179.	<b>Trenches</b>	–	A long narrow ditch					
180.	<b>Pitted</b>	–	Rough, model					
181.	<b>Paradigm</b>	–	Example, model					
182.	<b>Province</b>	–	Region, territory					
183.	<b>Squashed</b>	–	Squeeze					
184.	<b>Malice</b>	–	The desire to harm someone					
185.	<b>Instantaneous</b>	–	On the spot, immediately					
186.	<b>Prestigious</b>	–	Reputed, respected					
187.	<b>Innately</b>	–	By birth (qualities acquires by birth)					
188.	<b>Domestication</b>	–	Process of keeping animals as pet					
189.	<b>Mist</b>	–	Haze, fog, smog					
190.	<b>Sinister</b>	–	Dangerous, threatening					
191.	<b>Excavate</b>	–	Mate a hole or channel by digging					
192.	<b>Scoured</b>	–	Staring someone					

<b>193. Ambitious</b>	–	desire to achieve something	
<b>194. Nibbling</b>	–	Take small bites out of something.	
<b>195. Pungent</b>	–	Strong, powerful (used for smell)	
<b>196. Pitiably</b>	–	Evoking or deserving pity	
<b>197. Lamented</b>	–	A conventional way of describing someone who has died	
<b>198. Cling</b>	–	Hold on tightly	
<b>199. Benign</b>	–	Kind, friendly	
<b>200. Irony</b>	–	Bitterness	
<b>201. Solitary</b>	–	Only	
<b>202. Elusive</b>	–	Difficult to catch/find	
<b>203. Callously</b>	–	Heartless, unfeeling	

204.	<b>Viciously</b>	–	Brutal	
205.	<b>Conversancy</b>	–	Preservation	
206.	<b>Relished</b>	–	Enjoy, love	
207.	<b>Culinary</b>	–	Related to kitchen	
208.	<b>Crusade</b>	–	A vigorous campaign for political social or religious change	
209.	<b>Empirical</b>	–	Based on or concerned with an observation or experience	
210.	<b>Rogue</b>	–	A dishonest or unprincipled man	
211.	<b>Ferrying</b>	–	Transport	
212.	<b>Strain</b>	–	Force to make an unusually great effect	
213.	<b>Stagnate</b>	–	Cease to flow or move	
214.	<b>Descendants</b>	–	A person, plant or animal descended from a particular ancestor	
215.	<b>Predilection</b>	–	Likes taste, a preference or liking for someone or something	
216.	<b>Abounding</b>	–	Very abundant	
217.	<b>Extrapolations</b>	–	Estimate or conclude by extrapolating	
218.	<b>Forbade</b>	–	Ban, prohibit	
219.	<b>Plunging</b>	–	Falling steeply	
220.	<b>Prodigious</b>	–	Enormous, huge	
221.	<b>Quelled</b>	–	Put an end to	

222.	<b>Miscellaneous</b>	–	Various, different					
223.	<b>Aristocratic</b>	–	Upper class					
224.	<b>Latter</b>	–	Later/denoting the second or second mentioned of two people or things					
225.	<b>Autism</b>	–	Disorder name					
226.	<b>Edifice</b>	–	A large, imposing building					
227.	<b>Engulf</b>	–	Wash out, burry					
228.	<b>Impermeable</b>	–	Not allowing fluid to pass through / waterproof					
229.	<b>Condone</b>	–	Accept, approve, sanction					
230.	<b>Emblems</b>	–	Symbols, image					
231.	<b>Endorsed</b>	–	Support					
232.	<b>Besieged</b>	–	Surrounded by armed forces aiming to capture or surrender					
233.	<b>Spatial</b>	–	Related to space					
234.	<b>Parity</b>	–	Equality, state of being equal					
235.	<b>Malicious</b>	–	Dangerous					
236.	<b>Intruders</b>	–	A person who intrudes, especially in a building with criminal intent					
237.	<b>Woes</b>	–	Trouble, misery, sorrow					
238.	<b>Scourges</b>	–	A person or thing that causes great trouble					
239.	<b>Back/ash</b>	--	A strong negative reaction					
240.	<b>Espoused</b>	–	Adopt, Embrace					

## ACADEMIC writing

### Steps to write- Academic Writing Task 1

#### Step 1 ③ Introduction to Academic Writing or Report Writing

Task 1 of the Academic Module asks you to describe some information presented in a visual format (graph, chart, table or diagram) in about 20 minutes. Candidates must write at least 150 words.

The graphs can be of the

following types :- Line Graph

(generally used to show trend)

Bar Chart (generally used to show comparison)

Pie Chart (generally used to show contribution or sharing)

Table (can be used to show any of the above mentioned function) Process Diagram / Flow

Chart / Picture or Map

#### Step 2 ③ General structure of Task-1

**includes 4 paragraphs –Introduction, overview, body paragraph1, body paragraph2**

1. Opening Paragraph (Introduction)	First paragraph is of 1 to 2 sentences. These sentences explain what you going to describe.
2. Overview	Second paragraph of 1 to 2 sentences. This paragraph should sum up the overall change or trend shown in the graph(s) / chart/ table or picture.
3. Body	Third-Fourth paragraphs depending upon the type of graph and the number of graphs given in the question. Describe the most important feature of the graph, generally the first paragraph of

t h e body should begin with that. However, if you have to describe two graphs or even more, you may allocate one paragraph to each of the graphs and describe them accordingly.

You may divide the paragraphs like this (if there is only one graph) 1-the most important change 2-the other changes.



### Step 3 ③ How to write Overview

Overview is just like conclusion or result that you conclude by seeing the given figure(s). Present main idea that you see in the diagram(s). It should not be too big or should not provide any trend or percentage number, rather some general message should be conveyed. It can be of 2 or 3 sentences.

### Step 4 ③ How to write opening paragraph?

Most students are often confused about how should they write the first paragraph and this is the reason why they often copy the information printed with the graph in the question paper: However, such tendency is harmful because if you copy words literally from the topic questions (rubrics), examiners will underline those words and will write a note 'copied from topic question' and there are chances that these words will not be counted in your final word count and you may fall short of 150 words.

The most effective technique is, ask two questions to yourself.

Q.1. 'What do the graphs show?' or 'What does the graph show?'

'What are the graphs about? Or 'What is the graph about?'

Your answer to the above-mentioned questions will help you in writing the opening paragraph.

***\*\*Paraphrase the question and use synonyms of the things and words presented in the figure; this will lead you to write an effective opening paragraph.***

You should study the table given below to begin the opening paragraph.

Type of chart (Subject)	Main verb	Object Noun Clause
chart	Shows	
graph	Indicates	the number of...
table	Illustrates	the proportion of...
diagram	Describes	information on...
table	Gives	information about...
	Presents	

The (given)			
	figures	Show	data on...
	data	Indicate	That ...
	statistics	Illustrate	
	maps	Depict	
	pictures	Express	
	Give		

### Step 5 ③ How to write body paragraphs?

It is advisable to start with the most important point. However, it is not a thumb rule and so some of my answers will not begin like this, but they will certainly highlight the most important point of the graph.

The first line of the first body paragraph should begin with the expressions shown in the table below...

According to the	table/chart		
As (is) shown in the	Diagram		
As can be seen from the	Graph		
	Figures		
It can be seen		table/chart	
We can see	from the	Diagram	
It is clear/apparent/evident	Graph		that...
		Figures	

### *Some important examples and related vocabulary to present data*

Subject	Verb that indicates change	Adverb	Period of time (if applicable)
The sales of (laptops)	increased	suddenly	
	rose	dramatically	

	swelled	significantly	
	shot up	`steeply	in the last quarter or from
	climbed up	sharply	
	went up	rapidly	Or
	jumped up	quickly	
	promptly		(2005) to (2007)
	smoothly		
Or			Or
		decreased	Consistently
	dropped	continually	
	fell	gradually	between (January) to (June)
	reduced	suddenly	

The number of (international visitors)	went down	Slowly	
		Slightly	
		Steadily	
	fluctuated		
	varied		

The same sentence can be written with the following style: Period of time + subject + verb + adverb

Period of time	Subject	Verb that indicates changes	Adverb
In the last quarter, Or	the sales of	increased	Sharply
		went up	Slightly
From (2005) to (2007), Or	of (laptops)	shot up	Slowly
		Grew	Dramatically
Between (January) to (June),	or	Swelled	Significantly
		Rose	Greatly
	the number of (international visitors)	Dropped	
		Tumbled	Drastically
		Declined	Moderately
		Fell	Gradually
		Reduced	
		went down	

One more variety in the type of sentence you may use

There + be + a (very) + adjective + noun + in the number of something

(subject) + from... to... / between... and.....

<b>There + be</b>	<b>Adjective that indicates changes</b>	<b>Noun that indicates changes</b>	<b>In the scale or subject</b>	<b>Period of time</b>
	sudden	increase	in the sales of (laptops) or the number of (international visitors)	in the last quarter or from (2005) to (2007)
	rapid	Jump		
	dramatic	Rise		
	significant	growth		
	sharp	Steep		
	large	decrease		
There was a (very)	marked	Drop		or between (January) to (June)
		Fall		
	steady	decline		
	gradual	reduction		
	slow			
	small	fluctuation		
	slight	variation		

Now, as I said earlier, it is also important for you to cover the highest and the lowest point in the description of a line graph. Some possible sentence structures given below can be of help in that case.

Subject + verb that indicates top or bottom + expression of time or point of time

<b>Subject</b>	<b>Verb that indicates top or bottom</b>	<b>Expression of time or point of time</b>
The sales of (laptops)	Topped	in the last quarter or in Or in January or at 1000 (number)
	Peaked	

Or The number of (international visitors)	bottomed out	or
		at 22% (percentage)bottomed out

Subject + verb that indicates a transition + a noun that indicates top or bottom + expression of time or point of time

<b>Subject</b>	<b>Verb</b>	<b>A noun that indicates top or bottom</b>	<b>Expression of time or point of time</b>
The sales of (laptops)	reached	a peak	in the last quarter or in January at 1000 (number) or at 22% (percentage)
	hit	a high point	
Or	touched	a low point	
	kissed	the bottom	
The number of (international visitors)			

Now, let us see some possible ways to describe Bar chart. Bar charts are generally used to show comparison and the following types of sentences help you in describing comparison

One possible structure for the same is:

Subject + main verb + adverb of degree of comparison + fraction + the scale of comparison

<b>Subject + main verb</b>	<b>Adverb of degree of comparison</b>	<b>Fraction</b>	<b>The scale of comparison</b>
Company A has	nearly a/one third almost	a/one quarter	of the (total) number of (workers)
		Half	
		three quarters	
	approximately about just over	a quarter	as many (workers) as company B
		three quarters	
		Twice	



	three quarters	
	Twice	
	three quarters	
	Twice	
	three times	
	Half	
		as much (profit) as company B

Subject + main verb + adverb of degree of comparison + comparison word or noun + the scale of comparison

Subject + main verb	Adverb of degree of comparison	Comparison word or noun		The scale of comparison
Company A has	almost	as many	Company B	number of Company B workers
	nearly	workers as		
	about			
	approximately	as much	Proportion	
		profit as		
	exactly	the same	as	
precisely		amount		

## IELTS TASK 1 *Vocabulary.*

**Introduction:** Represent, show, depict, reveal information, Illustrate, provide information, elucidate, indicate.

**How to describe increase:** a growth, an increase, a rise, an improvement, a progress, a surge.

- Top the list
- Take the lead
- Contributed the most
- Highest figure
- Biggest slice/ chunk was taken by
- Lion's share

- Profound escalation can be seen .....
- The biggest discrepancy (difference) can be seen
- Increase was most marked from ..... to ..... years.
- The growth was most pronounced in case of .....
- The trend of company X ending slightly ahead of company Y.

### **When someone take the place of another-**

Outstripped, outnumber, superseded, outperformed, take the place, replaced

### **When a figure gets its peak point:**

It's all time high, hit the highest point, peak point, acme, zenith, apex

### **How to describe people's preferences:**

Great willingness, mostly prefer, actively involve, keen to, interested in, most fond of, gain its popularity among the people, become out of favor, most famous/popular

### **How to describe decrease:**

Fell, decline, decrease, decline, drop, plummet, plunge, reduce, dip, collapse, dive, slump, take a nosedive

**To describe minimum:** smallest, tiniest, bottomed, low point, least, modicum, merest, slightest

**How to describe fluctuations:** oscillations, palpitation, flutter, rise and fall, go up and down, ebb and flow, see saw, flux

**EXAMPLE:** The production of ..... underwent **flux**. [Past trend]

**How to describe stability:** level off, at plateau, constant, remains

unchanged.

**Add time phrases:**

- Between.....and.....
- From.....to.....
- In the year.....
- During/ over the period
- Over the course of.....
- Over the latter half of the year
- By.....

**Synonyms of percentage:** portion, part, fraction, proportion,

figure, ratio, percentile, division **Different age group:**

0-2 - toddler

2-14 - kids

14-20 -

teenagers 20-

25 - young

adults 25-

40 -

adults

40-60 - middle aged people

Above 60- senior citizens

## SYNONYMS

**People:** human beings, persons, individuals, mankind, human kind, human race, citizens, electors, general public, tax payers, masses.

**Youngsters:** young person, juniors, teenagers, adolescent, whippersnapper

**Citizens:** native, residents, inhabitant, local people, householders, dwellers

## Future projections

Anticipate, predict, project, belief, interpret, guess, forecast, projection, estimate, calculate

### : Process Chart

The process chart describes about the production and manufacturing of anything which contains various stages.

### : How to crack process chart

1. Introduce the diagram by paraphrasing it.
2. Give overview such as number of stages in process and just slate the beginning and ending or culmination of process.
3. Give details

***Please make sure that you have a good command of active passive voices as most of the processing is done in simple present tense. So, while cracking process chart it should be done in passive voice. Follow the syntax for passive sentences: Object+ is/ am/ are+ verb 3+ by+ subject***

### : Use Time connectors

To begin, Then, following this, Next, In the subsequent stage, Followed by. Finally, After, After that, Before this.....

### Types of Maps

1. map in present days

2. maps in present and future

3. maps in past and present

### **: How to crack maps**

1. First introduce the topic by molding the statement in simple and understandable language.
2. Give overview that is make one and two genet 3! lines about m.tg For that ask questions to yourself such as
  - Were changes dramatic or negligible?
  - Is there any major improvement?
  - Is there more or less countryside/ village area?
  - **Prepositions:** at, in, on, by, beside, to, off, from, along with
  - **How to describe changes:**

**Increase in area-** Expanding, Enlarged, Extended, Made bigger, developed

**Removing something-** Demolished, Knocked down Pulled down, Removed, Torn down

**Adding something-** Constructed, Built, Erected, Introduced, Added

**Change into something-** Converted, Redeveloped Replaced, Made into, Modernized, Renovated, Refurbished, Rehabilitate

**Trees and Forests:** Cleared, Cut down, chopped down, Removed, Planted.

**Map locations:** just outside of, in close proximity, situated, located, surroundings, vicinity, remote, considerable distance, walking distance.

**Map description:** passes through, crosses, runs along, connect, link to, rural area, residential area, city centre, coast, countryside, outskirts area

### **PIE CHARTS**

Always do the comparison of two charts and induce prominent development at prior. Use some line to show major developments such as:

1. Most significant source of ..... were .....
2. .... comprised of ..... % in first year and showed a slight increase of mere/ just.....%.
3. It is clear that.....represents the largest portion of.....whereas, is undoubtedly the smallest.

**Vocabulary:** accounted, comprised, made up, consisted, obtained occupied by, Held by Others:

1. Big ticket items - expensive products
2. Staples- items necessary on a day to day basis.
3. Over the course of. years.
4. Inverse changes- when both figure go to the opposite directions with same pace.

- **How to explain percentage :-**

<b>% age</b>	<b>Equalizer</b>
77%	Just over three quarters approximately 3 quarters
49%	Just under a half half
32%	Almost a third

<b>Written form</b>	<b>Percentage</b>	<b>Fraction</b>
A half	50%	1/2
A third/ one-third	33%	1/3
Two third	66%	2/3
Three quarters	75%	3/4
A quarter/one-fourth	25%	1/4

### **Some other ways to represent percentages**

75% - = Majority  
85%  
55% - = a significant proportion  
75%  
10% - = minority  
15%  
5% = a very small number/  
least

### **Useful Phrases for % age**

- A small fraction, a small number, a small minority
- A large portion, a significant number, majority
- Nearly a fifth, almost 10%, in region of 40%, more than a half, over a half.



## TASK – 2

The IELTS essay is the second part of the writing section of the IELTS test. It requires you to write an essay with the minimum word count of 250, within a period of 40 minutes. There is no limit to the maximum word count but one should try to limit in 250-280 words, as writing more can lead to commit more mistakes as well as wastage of time. This part takes up 2/3<sup>rd</sup> of the overall score of the writing section that is it accounts for 6 bands.

Each essay is marked with 4 different criteria, which share equal proportion of the overall band score.

<b>Category</b>	<b>Examiner View about Examinee's essay</b>
<b>Task Response</b>	<ol style="list-style-type: none"><li>1. Answers the question fully and relevantly with complete word limit</li><li>2. Gives a clear opinion and support it</li><li>3. Gives and develops ideas in support of opinion</li></ol>
<b>Coherence and Cohesion</b>	<ol style="list-style-type: none"><li>1. Organizes the writing, showing progression</li><li>2. Makes the sentences and parts fit together</li><li>3. Organizes paragraphs well with central idea of each paragraph</li></ol>
<b>Lexical Resource</b>	<ol style="list-style-type: none"><li>1. Use a range of words/ able to provide range of vocabulary</li><li>2. Uses those words accurately and promptly</li></ol>
<b>Grammatical Range and Accuracy</b>	<ol style="list-style-type: none"><li>1. Uses a range of grammatical structures /simple+ complex structures/ passive-active tenses</li><li>2. Uses that grammar accurately and promptly</li></ol>

## Common types of Essays

### **Five different types of IELTS Essays**

1. Opinion essays
  - Opinion 1 - Agree/Disagree.
  - Opinion 2 - Is this a positive or a negative development?
  - Opinion 3 – do what extent do you agree or disagree?
2. Discussion essays/ Discuss both views and give your opinion.
3. Problem and solution essays / Causes and solutions/ Problems and suggestions essays.
4. Advantages and disadvantages essays
  - Write advantages and disadvantages.
  - Do advantages overweigh disadvantages (give opinion what is more, advantages or disadvantages)?
5. Direct question essays (there may be two questions)/ double question essays.

### **General things to know about all type of IELTS essay**

The key to writing a good IELTS essay is uniformity throughout the essay. The introduction, the body paragraphs and the conclusion should convey the same thing.

## **The three elements of an essay**

- Introduction
- Body Paragraphs
- Conclusion

1. **Introduction has two elements** - Essay topic paraphrasing and thesis statement. So, to write a good introduction you need to write one sentence to introduce the topic, which can be done by paraphrasing the question and the second sentence to answer the question.
2. **Body Paragraphs have three elements** - Topic sentence, points and supporting points along with relevant examples.
3. **Conclusion** - It is paraphrasing of the opinion/thesis. It may also include a suggestion.

## **Thesis statement**

An essay's thesis is only one sentence long, but it is the most important sentence in the entire essay. The reason for this is because it is the sentence that states your opinion in relation to what is being asked to you by the essay question. A thesis is very easy to write. Often, the thesis will reflect and even borrow words from the essay question. However, a good thesis cannot be written without a proper plan.

## **Example Sentences**

*Example I believe that interview is a reliable method, but there are many other methods which are equally good, and the choice is on the recruiters as to which method they find suitable for their need.*

*Example 2: Personally, I believe that making young people do voluntary work would be very beneficial for the youth as well as for the society, and the negative effects of such an approach would be negligible.*

## **Topic sentence in body paragraphs**

A topic sentence is the most important sentence in a paragraph. Sometimes referred to as a focus sentence, the topic sentence helps organize the paragraph by summarizing the information in the paragraph. In formal writing the topic sentence is usually the first sentence in a paragraph. To understand the importance of a topic sentence, one should look at the band descriptors task 2 for band 7, cohesion and coherence, where it is written - “Present a clear central topic within each paragraph”. So, the topic sentence helps the examiner to understand the central idea of each paragraph.

## **Example Sentences**

*Example 1: There are many reasons why interview is preferred by some employers for hiring new employees.*

*Example 2: There are many obvious benefits of going abroad to work along with study.*

## **Type 1: Opinion Essay**

- Opinion 1 - Agree/Disagree.
- Opinion 2 - Is this a positive or a negative development?
- Opinion 3 – do what extent do you agree or disagree?

**Opinion 1 – Agree/Disagree Essay** (The most commonly asked essay type )

In these essays the question asks for YOUR views/ opinion.

*There are majorly three ways to answer these essays*

### **A. Strongly one-sided view**

**Introduction** – an effective introduction can be written with just 3 sentences, these sentences can be complex-  
1. Paraphrase the topic, 2. then state a strong opinion (e.g. I completely agree) and then 3. Invite examiner to read further paragraphs ( There are many reasons for my point of view, I will discuss those in upcoming paragraphs)

**Body paragraph 1:** explain reasons for YOUR opinion. Use PEE approach for this (Point/ reason, Explanation, Example)  
(Example from real life or can be a survey)

**Body paragraph 2:** explain some more reasons for YOUR opinion. Again use PEE approach

**Conclusion:** Paraphrase your opinion.(don't mess-up ideas in conclusion, it should be simple and clear)

**B. You are one sided but at the same time you do not wish to say that the other side is totally wrong**

From the structure of one-sided essay, you can see that you can put the other side in your essay and yet be one sided. But there are a few topics in which you have no option but to acknowledge the other side. In such essays I have seen students struggling with the thesis statement. So, please learn how to write a thesis statement for such essays.

**C. Where the question has two parts and you agree with one, but disagree with the other**

*Example-* Some children find some subjects such as mathematics and philosophy to learn, so some people argue that those subjects should be optional rather than compulsory. To what extent do you agree or disagree?

While brainstorming the ideas, the thesis I reach is that mathematics should-be compulsory, but philosophy optional. So, it would be wrong to agree or disagree with the entire statement. My thesis would be – I believe that mathematics should be compulsory in schools even if students find it difficult but philosophy can be made optional. Remember, there is no need to force the word agree or disagree in the introduction. Your opinion should reflect that.

***Another example:***

If children behave badly should their parents take responsibility and also be punished? State your answer and give your reasons.

When I looked at the above question, I felt that parents are definitely responsible, but they should not be punished. So, my thesis statement would be - While parents should be held responsible for the actions of their child, punishing them would be wrong.

**Opinion 2 – Is this a positive or a negative development**

Example: It has been seen that recently many parents are sending their children to boarding schools, is this a positive or a negative development?

There are three options for a student to answer this question:

- **Option 1: Completely one sided view**  
You can write completely negative or completely positive and provide opinion accordingly. Make sure your examples favor your opinion
- **Option 2: Discussing both sides but favoring one side in conclusion .**  
You can write negatives along with positives but overall positive conclusion  
Or  
You can write positives along with negatives but overall negative conclusion
- **Option 3: Completely Balanced approach**  
You can write equal positives as well as negatives and give mixed

opinion

Now let's study the structure in detail with help of an example essay:

It has been seen that recently many parents are sending their children to boarding schools. Is it a positive or a negative development?

### **Option 1: Completely one sided view**

#### **Introduction**

It is irrefutable fact that enrolling children in boarding schools is becoming more and more popular these days. I tend to believe that sending children to boarding schools is beneficial for them and leads to their holistic development. **(this way your opinion is completely positive)**. There are many reasons for my point of view, I will discuss them in upcoming paragraphs.

(we have used only 3 sentences : 1 for paraphrasing question statement, 2 for our opinion, 3 for inviting examiner to read next paragraphs)

**Body paragraph1:** you should take **first** reason here in body paragraph1

Reason 1( write topic sentence for the reason1) you can start like: To commence, the most prominent benefit of boarding schools is personal development of children.

Explain your reason /point using extensions

Give example favoring reason 1

**Body paragraph2:** you should take **second** reason here in body paragraph2

Reason 2 ( write topic sentence for the reason2) you can start like: In addition to the above, social development of children in boarding schools is another reason to favor boarding schools.



Explain your reason /point using extensions

Give example favoring reason 2

*\*\*It is advisable to write one reason in one paragraph to make opinion clear, always write example for your reason, it is must. Don't run behind points a good essay can be written using 2 points and explaining them efficiently. Examiner don't want to know many points, he just want to see, how you organize your writing and give a clear view.*

**Conclusion:** paraphrase your opinion here

In conclusion, it can be said that sending children to boarding schools is a good idea to inculcate self-confidence, independence and bring social feeling among children.

See all three parts of the essay are completely in sync with each other and support the completely positive side.

*\*\*similarly one can go completely negative using same structure*

**Option 2: Discussing both sides but favoring one side in conclusion .**

**Introduction**

It is irrefutable fact that enrolling children in boarding schools is becoming more and more popular While I tend to believe that sending children to boarding schools is beneficial for them, in some cases it is detrimental for them in the long run. There are many reasons for my point of view, I will discuss them in upcoming paragraphs.

**Body paragraph1:**

Reason for favoring boarding schools( write topic sentence for the reason) you can start like:

To commence with the benefits of residential schools,.....

Explain your reason /point using extensions

Give example favoring benefits

**Body paragraph1:** student should **change tone of expression** here

Despite the benefits, I believe that studying in boarding schools is detrimental for child ultimately. Reason 1:

Reason 2:

And/ or Reason 3

Give example to justify your opinion here

### **Conclusion**

In summary, I would like to reiterate that although the trend of sending can be considered positive to some extent, it is a negative development overall.

***\*\*In this type of essay the paragraph containing your point of view should be little bigger (more negative points should be there as compared to positives)***

### **Option 3: Completely Balanced approach**

#### **Introduction**

It is irrefutable fact that enrolling children in boarding schools is becoming more and more popular. However, believe that sending children to boarding schools, is beneficial in some ways and detriment in other ways, and thus I would consider it to be both a positive as well as a negative development.

#### **Body paragraph1-1**

Sending children to boarding schools can have a few benefits for children and their families

Benefit 1:

Benefit 2

Give explanation with example

#### **Body paragraph1- 2 change tone here**

Despite the benefits, there are several disadvantages of sending

children to boarding, that can't be ignore.

Effect 1:

Effect 2

Give explanation with example

### **Conclusion**

In summary, I would like to reiterate that the trend of sending can be considered equally positive and negative.

**\*\* *For a balanced opinion - one should have the same number of points in favor of positive an negative side.***

## **Type 2 : Discussion Essays**

Most often, discussion essays are treated as opinion essays. only difference is that we have to discuss both aspects and then give our opinion.

Let's understand the structure of discussion essays:

### **Introduction:**

Introduction in discussion essays will contain majorly three things:

- Paraphrasing both statements in question
- Your opinion
- Inviting statement

### **Body Paragraph 1:**

- Give points or reasons for view 1 ( that you are favoring )

- Give some explanation of the points
- Write relevant example

**Body Paragraph 2:**

- Give points or reasons for view 2 ( that you are opposing )
- Give some explanation of the points
- Write relevant example

**Conclusion:** paraphrase your opinion while you can use opposing statement for opposite view in addition to that.

**Let's understand the structure with help of an example**

Example: Some people believe that studying literature is important for individual character building while others think it is a waste of time. Discuss both points of view and provide your own opinion.

**Introduction:**

People are divided on the importance of the study of literature. Some individuals hold the opinion that studying literature is significant for developing a person's personality, whereas others think that it is futile to study literature. I believe that literature plays crucial role in personal development of a person. A brief discussion on subject will bring out the consequences holistically.

**Body Paragraph 1:**

Those who say that studying literature, such as poetry and prose, is useless give their reasons as follows.

**Body Paragraph 2:**

On the other hand, there are many reasons why some people assert that it is very essential to study literature  
 Firstly,.....Secondly,..... Finally,  
 .....

**Conclusion:** To sum up, it is definitely worthwhile to study literature as it shapes personality, creates awareness about culture and tradition and

polishes language skills too.

### **Type 3: Causes/ Problems/ Solution Essay**

#### **Structure of this essay:**

##### **Introduction:**

There are majorly three steps to write effective introduction for this type of essay.

- **Paraphrase** the statement that is given in question
- **Thesis statement** ( There are several problems associated with the phenomenon.)( there are several causes to this problem)
- **Inviting statement** ( This essay will discuss problems and solutions related to the scenario) ( This essay will discuss causes and solutions related to the scenario)

##### **Body Paragraph 1:**

First body paragraph will contain only **problems/ causes**

- Write one or two problems
- Explain the problem
- Example related to the problem (example can be a survey)

##### **Body Paragraph 2:**

Second body paragraph will contain only **Solutions**

- Write solutions relevant to problems/ causes
- Explain
- Example related to the solution (example can be a survey)

## **Conclusion :**

Paraphrase main problem and associated solution.

(There are some conclusion statements available below that can be used.)

## **Useful sentences for the intro of a problem solution essay**

1. The issue of.                    has caused considerable concern
2. What factors lead to this phenomenon and what can be done to solve the problem will be discussed in this essay. OR
3. It is crucial that we analyze the causes of this disturbing issue and explore the effective solutions.

## **Useful sentences to begin the causes/ problems paragraph**

1. There are a number of reasons/ problems for this (expand by saying what the word 'this' refers to) phenomenon OR
2. The following reasons should be taken into consideration. OR
3. It is obvious that the causes of.                    are diverse.

## **Useful sentences to begin the solution paragraph**

**Do NOT write** - there are some solutions to address the problem. Instead you can use below mentioned sentences.

1. The issue of.                    should be well taken into consideration. To address the problem, many steps can be taken. OR
2. I strongly suggest that effective steps be taken as soon as possible to

address the problem of.....

OR

3. Looking at the reasons, I think there are some ways to deal with the problem. OR
4. There are many reasons which result in this unpleasant phenomenon, and something should be done as soon as possible to mitigate/alleviate/ameliorate the problem.

### **Useful conclusions of a problem solution essay**

1. To conclude, this disturbing problem is attributed to many factors and I believe with the joint efforts of the individuals and the government, it can be eventually resolved.
2. To conclude, this disturbing problem is attributed to many factors and I believe with the joint efforts of the parents and the teachers/ school authorities, it can be eventually resolved.
3. To conclude, several factors contribute to. I am convinced that many steps can be taken to solve (mitigate, ameliorate, alleviate, lessen, tackle) this disturbing problem

## **Type 4: Advantages and Disadvantages essay**

### **Structure of this essay:**

#### **Introduction:**

There are majorly two steps to write effective introduction for this type of essay.

- **Paraphrase** the statement that is given in question
- **Thesis statement** ( There are several advantages and disadvantages associated with the phenomenon and those will be discussed in next subdivisions)

#### **Body Paragraph 1:**

First body paragraph will contain only **problems/ causes**

- Write one or two problems
- Explain the problem
- Example related to the problem

#### **Body Paragraph 2:**

Second body paragraph will contain only **Solutions**

- Write solutions relevant to problems/ causes
- Explain



- Example related to the solution (example can be a survey)

### **Conclusion :**

Paraphrase main advantages and disadvantages. Or state your opinion whether advantages overweigh disadvantages or not.

## **Type 5: Double question Or Direct question essays**

In this type of essays two questions are asked. Let's see the structure of this type of essay.

### **Introduction**

In this type of essay introduction is consisted of two major steps

- Paraphrase Question
- Outline Sentence (paraphrase both questions)

### **Body Paragraph 1:**

- Answer first question directly
- Explain why with reasons
- Further explain using connectors and phrases
- Provide suitable example favoring your answer

### **Body Paragraph 2:**

- Answer first question directly

- Explain why with reasons
- Further explain using connectors and phrases
- Provide suitable example favoring your answer

## **Conclusion**

Write summery with paraphrasing both answers and reasons

## **List of connectors**

<b>Listing</b>	<b>Giving examples</b>	<b>Generalising</b>
firstly, secondly, thirdly	for example	in general
first, furthermore, finally	for instance	Generally
to begin, to conclude	as follows:	on the whole
Next	that is	as a rule
<b>Reinforcement</b>	in this case	for the most part
Also	Namely	in most cases
Furthermore	in other words	Usually

Moreover	<b>Result/consequence</b>	<b>Highlighting</b>
what is more	So	in particular
in addition	Therefore	Particularly
Besides	as a result/consequence	Especially
above all	Accordingly	Mainly
as well (as)	Consequently	<b>Reformulation</b>
in the same way	because of this/that	in other words
not only ... but also	Thus	Rather
<b>Similarity</b>	Hence	to put it more sim
Equally	for this/that reason	<b>Expressing an alternative</b>
Likewise	so that	Alternatively
Similarly	in that case	Rather
Correspondingly	under these circumstances	on the other hand
in the same way	<b>Deduction</b>	the alternative is
<b>Transition to new point</b>	Then	another possibility would be
now,	in other words	<b>Contrast</b>
as far as x is concerned	in that case	Instead
with regard/reference to	Otherwise	Conversely
as for ...	this implies that .	on the contrary
it follows that	if so/not	in contrast
turning to	Stating the obvious	in comparison
Summary	obviously	Concession (both unexpected)
in conclusion	clearly	even though
to conclude	naturally	However
in brief	of course	however much
to summarize	as can be expected	Nevertheless
Overall	surely	Still
Therefore	after all	Yet

# IELTS essay vocabulary

## Expressing personal opinions:

- In my opinion, ...
- Personally, I think that ...
- It seems to me that ...
- I must admit that ...
- I believe/suppose that ...
- I cannot deny that ...
- As I see it, ...
- As far as I'm concerned, ...
- I would argue that ..
- I'd like to point out that ...
- In my experience, ...

### Very strong opinions:

- I am sure that ...
- I am convinced that ...
- I am certain that ...

*Example:* I would argue that computers are rather beneficial for children.

## Proving your arguments

- to attest, ...
- to prove, ...
- this (fact) is attested/proven by ...

- this (fact) is evidenced by ...
- this (fact) is testified by ...
- this (fact) is endorsed/supported by... .this (evidence) establishes that...

*Example:* Consuming moderate amounts of sweets can be good for health. This is evidenced by a number of cases when people improved their health conditions by eating chocolate.

### **Expressing general point of view:**

- It is (generally) claimed that ...
- It is (generally) said that ...
- It is (generally) thought that, ...
- It is (generally) considered that ...
- A common opinion is that ...
- A popular belief is that ...

*Example:* It is considered that rigorous diets are very unhealthy.

### **Outlining facts**

- The fact is that ..
- It is obvious that ...
- It is clear that ...
- There is no doubt that ..
- This proves that

*Example:* It is obvious that deforestation has no positive effects.

### **Generalizing**

- Generally speaking, ...
- On the whole, ...
- Typically, ..,

- By and large ...

*Example:* Generally speaking, smoking is a bad habit.

## **Giving examples**

- For example, ...
- For instance, ...
- A good illustration of this is ...
- Evidence for this is provided by ...
- We can see this when ...

*Example:* A lot of wild animals are endangered. Evidence for this is proved by decreasing number of species.

## **Concluding**

- To summarize, ... . In conclusion, ...
- Overall, ...
- On balance, ..,
- Taking everything into consideration, ,

*Example:* Overall, no parents should neglect their children.



## **VOCABULARY**

### **WORDS WHICH CAN BE USED IN WRITING TASKS**

1. Teaching: tutoring, coaching
2. Profession: vocation, occupation
3. Decreasing: devaluate, diminish, drop off
4. Day by day: everyday, regularly, constantly
5. Government: authority.
6. Encourage: fortify, embolden, support, promote.
7. Noble: dignified
8. Start: commence, initiate, onset, outset
9. Join: connect, attach, associate
10. Army or navy: troops, military, legions, defense services
11. Females: feminine, womanlike, lady
12. Suitable: relevant, proper, appropriate, convenient
13. Jobs: vacancies, posts
14. Creative: innovative, constructive, productive
15. Artist: performer, craftsman
16. Freedom: independence, liberty, autonomy
17. Work: job, labor, business, occupation
18. Restriction: constraint, check, regulation, control, scrutiny
19. Youngsters: youth, young people
20. People: folk, public, populace, population
21. Important: significant, momentous, weighty, big
22. Resources: possessions
23. Country: region, nation, area
24. Government: state, authorities

25. Problem: trouble, issue, obstacle, hurdle
26. Steps: solutions, initiatives, measures
27. Solve: curb, root out, eliminate, eradicate
28. Today: at present, currently
29. Many: innumerable, numerous, umpteen, a plethora of
30. People: folk, public, population
31. Travelling: voyage, journey, tour, trip
32. Even: always, evermore
33. Benefits: advantages, profit, gain, merits
34. Traveller: passenger, wayfarer
35. Juvenile minor: youngster, adolescent
36. Problem: issue, trouble
37. Involve: Indulge, be a part of
38. Crime: anti-social activity, offence
39. Imprisonment: detention, captivity
40. Doubt: question, suspicion, uncertainty
41. Business: trade, affair, job, work, occupation
42. Earn: gain, get, acquire, make
43. Profits: gain, benefit, lucre
44. Ethics: moral
45. Mind: intellect, thought, opinion, wit, sense, notion
46. Today: nowadays, now, at present
47. Practices: methods
48. International: global, worldwide intercontinental
49. Cheaper: low-price, low-cost, economical

50. Countries: state, nation, kingdom
51. Tourists: holidaymakers, sightseers, visitors
52. Abroad: overseas, foreign, countries
53. Teenager: adolescent, teen, youth, youngster
54. Work: job, labour, business, occupation, employment
55. Free: unoccupied, vacant, leisure
56. Local: native
57. Community: society, commune, public
58. Benefit: profit, advantage, gain, good, interest, use
59. Individual: personal, particular, private
60. Range: variety, type
61. Food: eatables, foodstuff
62. Change: alter, convert, transform
63. Scientific: scholarly, research, technical
64. Advances: progress, advancement, improvement
65. Improvement: betterment, progress, development, up gradation
66. Believe: trust, think, credit, suppose, guess, deem, consider
67. Harmful: injurious, noxious, detrimental, noisome
68. Environment: surroundings, atmosphere
69. Population: harmful gases, noxious gases
70. Frail: contaminated, insubstantial
71. Causes: factors, responsible, reasons
72. Solutions: steps, initiatives, measures
73. Parents: mother and father
74. Nowadays: today, now, presently, at present, currently
  
75. Children: offspring, progeny
76. Indisciplined: unruly, headstrong, defiant
77. Careless: negligent, neglectful, remiss, heedless
78. Factors: reasons, causes
79. Remedial action: cure, solution

80. Actions: behaviour, deportment, demeanour
81. Ordinary: common, usual, regular, normal
82. Man: person, fellow, human, human being
83. License: permit, permission, authorization
84. Keep: hold, maintain, retain, preserve
85. Revolver: gun, pistol
86. Think: consider, imagine, suppose, deem, believe
87. Sense: feeling, meaning, sensation
88. Competition: contest, rivalry, emulation, race, match
89. Encourage: embolden, motivate, support, promote, stimulate
90. Cooperate: collaborate, pull together
91. Compete: rival, contend, contest, emulate
92. Useful: helpful, serviceable, profitable, advantageous
93. Views: sight, outlook, opinion, notion
94. Eat: consume, intake
95. Prefer: opt, select, choose
96. Food: foodstuff, eatables
97. Busy: occupied, hectic, engaged
98. Views: opinions, perspectives
99. Number: count
100. Plants: flora

101. Animals: fauna
102. Declining: decreasing, reducing
103. Reasons: cause, factors responsible
104. Solutions: steps, initiatives, answer
105. Oblige: force, compel, obligate, constrain, coerce, bind
106. Childhood: infancy, babyhood
107. Disease: illness, malady, sickness, ailment
108. Individual (decision): personal, particular, private
109. Right: correct, proper, just, true, fair
110. Choose: select, elect, pick opt, pick opt, prefer
111. Students: pupils, learners
112. Think: believe, consider, deem
113. Banned: restricted, prohibited, barred
114. Opinion: viewpoint, perspective, thinking, thought
115. Discipline: decorum, order, conduct
116. Students: pupil, learner
117. Activity: pursuit, occupation, venture, undertaking, enterprise
118. Compulsory: obligatory, mandatory, required, requisite, necessary, essential
119. Subject: theme, topic, issue, question, concern, text, point
120. Beneficial: advantageous, favorable, helpful, useful
121. Participate: engage, join, take part
122. Sports: physical, recreation, physical activity, physical exercise
123. Safe: shielded, sheltered, guarded, defended, secure
  
124. Modern: present-day, contemporary, present, current
125. Children: youngsters, young ones
126. Suffer: tolerate, bear, endure
127. Diseases: illness, sickness, ailments
128. Adults: grown-ups
129. Obese: fat, overweight

130. Prevalent: widespread, prevailing, extensive
131. Causes: source, root, origin
132. Remedies: solutions, initiatives, steps
133. Think: believe, deem, reckon
134. Country: state, nation
135. Mechanics: technicians, engineers
136. Builders: designers, planners
137. Encouraged: uplift, inspire, motivate
138. Community: group, section
139. Need: necessity, requirement
140. People: human beings, persons, individuals
141. Working: employed, in work, in a job, waged
142. Women: female, lady, girl
143. Attention: awareness, notice, observation
144. Children: child, young one, youngster
145. Discourage: dishearten, dispirit, demoralize
146. Jobs: position, employment, position, post, placement
147. Agree: favor
148. Disagree; contradict, against, challenge, oppose
149. Idea: plan, design, scheme, project, proposal
150. People: human beings, persons, individuals, humans

151. Selfish: egomaniacal, self-centred
152. Greedy: self-indulgent, insatiable
153. Culture: civilization, society, way of life, lifestyle
154. Cause: reason, factor responsible
155. Change: alter, modify, convert
156. Encourage: inspire, motivate
157. Traditional: conventional, customary, established
158. Increasing: growth, rise, enlargement, expansion, extension
159. Noise: sound, uproar
160. Pollution: contamination, impurity
161. Construction: establishment, development
162. Growth: widening, thickening
163. Passenger: traveler, commuter, voyager
164. Holiday: vacation, break, rest
165. Destinations: places, sites
166. Young ones: youngsters, adolescent, teenagers
167. Job: profession
168. Teacher: educator, tutor, instructor
169. Think: deem, reckon, assert, ponder
170. Fiction books: novels, stories, creative writing, imaginative writing
171. Stories: tales, narratives
172. Novels: book, paperback, hardback
173. Disagree: disapprove, oppose, dissent from
174. People: persons, individuals, humans
175. Interact: talk, communicate
176. Change: improve, modify
177. Affected: impacted
178. Relationship: connection, relation, association, link, correlation.
  
179. Drug: intoxicants
180. Addiction: dependency, enslavement

181. Menace: danger, peril, risk, hazard, threat
182. Causes: source, root
183. Solutions: answers, results, resolutions, way out, panacea
184. Dangerous: menacing, threatening, risky
185. Problem: difficulty, issue, trouble, worry, complication
186. Teacher: educator, tutor, instructor
187. Method: procedure, technique, system
188. Improve: better, upgrade, refine, enhance
189. Evaluate: assess, check, judge
190. Government: administration, authority
191. Adequate: sufficient, enough, ample
192. Standard: quality, level, grade, ample
193. Education: teaching, schooling, tuition
194. Citizen: native, national
195. Develop: grow, progress, advance
196. Rural: country, countryside
197. Agree: concur, accord, favour
198. Disagree: contradict, challenge, oppose
199. Earth: world, globe, planet
200. Harmed: damaged, ruined
201. Human: person, human being
202. Activity: pursuit, venture
203. Place: location, site, spot, scene
204. Natural: unprocessed, organic, pure
205. Ban: prohibit, bar
206. Bottled water: processed water, mineral water



# SPEAKING

Speaking module generally takes 12 to 16 minutes.

There are three parts of speaking module :

## **Part1 (Introduction) (it takes 4-6 minutes)**

In part 1 examiner will ask you general introductory questions related to name, family, home, hometown, country, study, hobby and many more general topics.

This part is generally asked to ease the candidate, so that candidate feels relax as examiner is new to him/her.

In this section student should give to the point answer with paraphrasing, short answers are required here, generally 3-4 lines.

## **Part2 (cue card) (it takes 3 minutes- 1 minute for preparation, 2 minutes for speaking)**

In part 2 examiner will give a piece of paper (cue card) to the candidate. General topics are written on this cue card. Examiner will give 1 minute to prepare for cue card and after that candidate will speak for 2 minutes on the topic.

## **Part 3 (discussion) (it takes 5-7 minutes)**

In this part examiner will ask you more question related to the cue card. These questions are asked in reference to society or country and student should give answer according to his/her experience or opinion.

In this section student should answer with explanation, should paraphrase question while answering and answer may be given in 5-6 lines so as to satisfy examiner.

*\*\*student should answer questions in part 1 and 3 using paraphrasing. Most often, I have seen students struggling in finding vocabulary to increase band score, while practicing tests, one should try not to repeat vocabulary in question, this will solve problem of lexical resources*

## ***Do's and don'ts for speaking***

***The***

***do's***

**Practice**

'practice makes a man perfect' is not wrong It's advisable to warm up 24 hours before the IELTS speaking test, and look for flaws in the way you communicate.

Practice with any family members or friends or practice with yourself. Also, on the test day, you can reach the test centre early on and try to converse with the faculty or people around in English: this will boost your confidence.

You need to be consistent, and make sure that you speak a lot, at home or wherever you go. There are plenty of apps to help people improve their speaking skills so try any of those.

### **Do speak in a natural way**

Most examiners want students to speak in their natural tone. Don't make a mistake by speaking too loud or too low because it might make you more nervous.

Besides, students should avoid memorizing answers; instead they should make an opinion, give examples talk about the cause and effect and talk about hypothetical situations - all spontaneously and to the point

### **Do ask the examiner**

You must ask the examiner about any question that you are not able to understand. And you can also ask them to explain a word that you have never heard of. Examiners would be glad if you ask them relevant questions. But a vital point to remember here is not to ask too many questions to an examiner, and not to request them explain every word or vocabulary.

If you don't listen carefully and fail to understand a question, it might lead to negative marking so feel free to ask questions to the examiner about anything that you don't understand.

### **Do stretch the talk**

IELTS examiners expect students to speak for *a* longer length of time. It's advisable that you don't limit your answers, instead try speaking for a longer duration, covering the why's, how's and what's, along with giving a few examples.

### **Do give preference to grammar**

Often the majority of students complain about getting nervous during the speaking test, with most of them struggling to answer in a grammatically correct way.

But worrying too much about the grammar doesn't help. The best way, and probably the only way, to get rid of the fear of speaking incorrect English during IELTS is to record yourself and listen how your speech sounds. If you feel there are mistakes in it, try to speak and record again until you achieve perfection.

### **Do know the topic**

It's good thing to follow sample test materials or past papers, but not too much. Sometimes the examiner might ask you to speak about any topic that interests you, so you should find your area of interest and read about it, instead of speaking about something that the examiner has already heard of from different students multiple times.

If your interest lies in books, then talk about the various genres you have read or if you are interested in sports then talk about the sports personalities who you like, with a little bit of history added to it.

### **Do correct yourself**

While talking at length, it's quite natural to say one or two grammatically incorrect words. But make sure you correct yourself when you make such mistakes.

Although some students may dislike it, this habit might sometimes help the examiner understand that you are aware of your grammar basics.

### **Do take time to think**

It isn't a bad idea to pause and think and then answer questions that are

hurled at you. Thinking will help you gather thoughts about a question you are unsure of. But when you pause you can use certain phrases that might help, such as.

- That's an interesting question. Let into think.
- There is no easy answer to this. I think.
- I'm not really sure, but I would say..

But make sure you don't overdo and start every answer with such phrases because the examiner might be able to spot that you have come prepared with scripted answers. And this might result in putting the examiner off.

## ***The don'ts***

### **Don't learn answers by rote**

Some students might think learning answers by rote will help them in impressing the examiner. But an examiner is never impressed with scripted answers. This might make the examiner give you poor scores and also make him test you more by asking difficult questions.

### **Don't agree if you don't want to**

Many students might think that if you disagree with the examiner's opinion in the speaking test, you might lose marks. But that's wrong! Examiners test your ability to speak and are not concerned with your opinion.

### **Don't use big words**

Many students think that using strong vocabularies might take them far, but that's a common misconception. You must use words you are comfortable with, but at the same time use words to show that you have wide-ranging vocabulary.

The examiner will also judge you by the way you pronounce words so make sure you give importance to pronunciation equally while using new words.

## **Don't be a grammar nerd**

Don't be so addicted to correcting every grammatical error in your sentence, and most importantly don't use flowery words. It's important to focus on speaking accurately but being too pedantic won't help. Actually, the former point is as same as this one. If you try to show off your language skills or simply use too many alien words, then examiners can easily spot that you are not what you are.



Often students give more preference to grammar than fluency which is wrong. Focusing too much on your accent can also prove to be negative for you when talking to the examiner. As I said earlier, examiners see how well you talk and what you talk and they don't bother about if you are doing an accent or using any jargon.

### **Don't stay quiet**

You would have heard this several times that in the IELTS speaking test, you shouldn't stay quiet. If you have nothing to say, then pause awhile and say something that would connect your sentences, for example, when you don't know the answer to a question, say 'I'm sorry, I don't have much knowledge on this.. '. It's always good to attempt an answer rather falling silent.

### **Don't divert**

You shouldn't go off the topic that you have been asked to speak about. When asked your name and native city or town, stick to answering the question in lesser words, if the examiner asks you about your hobbies, you must answer his or her question in minimum words, without describing any history or incident attached to your hobbies.

**\*\* To add more vocabulary or to get relief from vocabulary in your speaking part 1 and part 3, try paraphrasing and don't repeat the words used by examiner in the question.**

## How to answer well in speaking

### Answering part 1:

- Give answers with confidence, its just introduction, the questions will be very familiar to you in this section.
- Try paraphrasing every time in every question.  
For instance, if examiner says: *do you like reading?*  
Instead of saying (*yes, I like reading.*), you can say (*yes, I am fond of reading, most of the time I read novels and comic books*)  
OR you can say (*yes, I love reading, among all types of books, comics and novels are my interest*)
- Don't speak lie in part 1 as these questions are personal, if you said 'yes' to a particular topic, next question will come according to that  
For instance, if examiner say: *do you like water sport?*  
And you answered : "*yes, I love water sports.*"  
Next question can be "*which is your favorite water sport?*" , you can get stuck here if you don't know about water sports.  
In such case, you can simply say, "*I don't know much about water sports, though I would like to experience those in future*"

### Answering part 2 (cue card):

- Look at the cue card careful, try to understand question and sub parts.
- You should answer every question in the cue card, otherwise task will not complete.
- Look at the type of question related to the topic, which is one line question and which needs explanation.
- Answer question in sequence so that you do not miss any one.
- You can answer short questions first and then answer the question where explanation is required.

- If you think you are going to finish cue card early, stretch your answers.
- We can use the method of cycle diagram for this:

Let's understand this by an example:

\_\_\_\_\_ Describe a crowded place that you have visited.

**You should say:**

- where it is
- when you visited this place
- why you visited it

**and explain how you felt about visiting this crowded place.**

Here first two questions can be answered in 1-2 lines , third question can be explained a bit while you have to explain in detail about last question.

*Let's see how to plan this cue card using circle diagram*

We can use the method of spider diagram for this:

### **Answering part 3( discussion)**

- Give answers with confidence, try to clear your opinion about the topic.
- Try paraphrasing every time in every question.
- Use phrases ( I believe, I agree, I tend to believe, I don't think that, according to me, etc)to start answer.
- Try to speak with expressions (yes, ofcourse.....)  
(yes,indeed.....),(certainly,.....)

## SPEAKING

### PERSON RELATED VOCABULARY

1. Rise from scratch  
Example. He rose from scratches.
2. Friendly  
amiable, sociable, congenial.
3. Reach the heights of success
4. Agony aunt  
**Example.** A person who has solution for every problem.
5. Torch bearer  
One who lightens the path.
6. Iron will  
Strong determination.
7. Compassionate  
Sympathetic  
**Example.** My mother is a compassionate person by nature.
8. Diamond Heart.
9. Diligent  
Person  
Hard  
work.
10. Epitome of success  
Ideal example of success.

- **Appeals to me** – Expressing Likes/Dislikes  
Example. Mediation appeals to me because it is stress buster.
- **get a lot of pleasure** – like to do something  
Example. I get a lot of pleasure out of listening music
- **Keen to do** – want to do some thing  
Example. I was keen to go to party but i was feeling

## **Under the weather.**

- **Perilous** – dangerous, Risky
- **Allievate** – Reduce
- **Tussle** – Conflict
- **To equip** – Give
- **Top notch** – Great
- **Domestic Engineer** – House wife
- **Plethoro** – a lot
- **Mesmerise** – Caught your attraction/beautiful
- **Dilemma** – confuse/Purplex
- **Inevitable** – Compulsory, unavoidable
- **Perceive** – perspective
- **Never fails to amaze** – always surprising
- **Eminent** – famous
- **Jubilont** – Happy
- **Serene** – peaceful

## **IDIOMS**

- **Sick as a dog** – Very sick
- **Alive and kicking** – Continue being well and healthy
- **Part and Parcel** – necessity of life
- **Leave no stone unturned** – to achieve a goal
- **By hook and crook** – have to do something in any way.
- **Few and Far between** – Rare
- **Sooner and later** – eventually

- **The chalk and cheeze** – different thinking



**Ex.** Me and bro are like the chalk and cheeze

- **Like two Peas in a pod** – same thinking

**Ex.** Me and my friend Paul are very close. We are like two peas in a pod.

- **On the fence** – not sure

**Ex.** I am on the fence about this. On the one hand, Globalization has benefits but there are some drawbacks as well.

- **A hard nut to crack** – difficult to convince
- **Barking up the wrong tree** – wrong direction.
- **Feeling a bit under the weather** – Sick/Unwell.