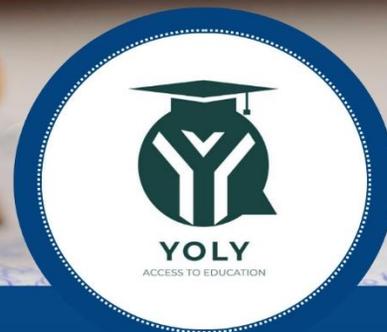


IELTS ACADEMIC GUIDE (ENGLISH & AMHARIC)



By YOLY Access to Education

About this guide

This guide was developed by YOLY Access to Education following a survey of Ethiopian students to better understand the barriers they face when applying to study abroad.

Writing and editorial support provided by: Samrawit Birhanu

ይህ መመሪያ በ YOLY Access to Education የተዘጋጀ ሲሆን ከተማሪዎች ጋር በተደረገ ጥናት ላይ ተመርኩዞ ነው።

የጽሁፍ ድጋፍ፡ ሳምራዊት ብርሃኑ

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Why this guide?

This guide was inspired by a survey of more than 1,700 Ethiopian students who shared the barriers they face in applying for studying abroad. The biggest challenges identified were English language proficiency, financial costs, and lack of access to reliable information. Among these, English is the most urgent skill students need to improve to access international scholarships and opportunities.

That's why we created this guide: to make IELTS preparation simple, free and accessible with Ethiopian examples, Amharic explanations where helpful and practical tips.

What to expect -

The guide is divided into 3 levels:

1. **Beginner** - Designed for learners with limited English proficiency who are building foundational language skills.
2. **Intermediate** - Intended for learners with a basic command of English who require structured practice and greater familiarity with IELTS style tasks.
3. **Advanced** - Aimed at learners with a strong level of English who are focusing on exam readiness, advanced strategies, and high scoring performance.

Important note (Disclosure):

This guide is designed to help students progress and **aim for Band 6 or higher** after completing it. However, it cannot guarantee exam results on its own, real improvement requires practice, consistency and additional learning.

If students follow all the levels and use the resources carefully, they will see progress and gain the confidence to take the exam.

ማብራሪያ

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በጥናቱ መሰረት ተማሪዎቹ ከሚያጋጥሟቸው ችግሮች የእንግሊዝኛ ቋንቋ ችሎታ ፣ የገንዘብ እና የመረጃ እጥረት ዋና ዋናዎቹ ናቸው። ከነዚህም ውስጥ ተማሪዎች አለማቀፍ የትምህርት አድሎችን ለማግኘት የእንግሊዝኛ ቋንቋ ክህሎትን ማዳበር ቅድምያ ሊሰጠው የሚገባ መሆኑ ታውቋል።

ይህ መመሪያ የተዘጋጀው የIELTS ዝግጅትን ቀላል፣ ነፃ እና ለሁሉም ተደራሽ ለማድረግ በማሰብ በሀገርኛ ምሳሌዎችና አማርኛ ማብራሪያዎች ጠቃሚ ምክሮችን እንዲይዝ ተደርጎ ነው።

መመሪያው በ3 የተከፈለ ሲሆን

1. ለጀማሪዎች
2. መካከለኛ ክህሎት ላላቸውና
3. የዳበረ ክህሎት ላላቸው ታስቦ ነው።

ማስታወሻ

ይህ መመሪያ የተዘጋጀው ያነበቡት ተማሪዎች Band 6 እና ከዚያ በላይ ማግኘት እንዲችሉ ለመርዳት ነው። ሆኖም ግን ይህ መመሪያ በራሱ ጥሩ የፈተና ውጤትን አያረጋግጥም። ስለሆነም ተጨማሪ ዝግጅት እና ልምምድ ያስፈልጋል።

በዚህ መመሪያ የተቀመጡትን ደረጃዎች መከተልና የተካተቱትን መረጃዎችን መጠቀም ተማሪዎች በእንግሊዝኛ ክህሎታቸው ላይ ለውጥ እንዲያዩ ያስችላቸዋል። በተጨማሪም ፈተናውን ለመውሰድ የሚረዳቸውን በራስ መተማመን እንዲያዳብሩ ይረዳቸዋል።

Part I

Understanding IELTS

What is IELTS

IELTS stands for the International English Language Testing System. It is an English Language proficiency test that measures how well a person can use English. According to the British Council, IELTS is the most widely used English test for higher education and migration around the world.

Types of IELTS Tests

There are two main types of IELTS tests.

1. The IELTS Academic Test and,
2. The IELTS General Training

IELTS Academic Test

This test is for people who want to study at universities or apply for academic programs. It can help you secure university acceptance, student visas, and prove your English ability to professional organisations.

IELTS General Training Test

This test is for people who want to work, migrate, or gain work related experience in an English-speaking country.

Ways to take IELTS

IELTS Academic and IELTS General Training can be taken in different formats at approved test centres. Depending on availability, you may choose to take the test on paper, on a computer, or online.

All formats assess the same skills and follow the same level of difficulty, so your choice of test format does not affect your score.

IELTS on paper

The Listening, Reading, and Writing sections are completed using pen and paper. You will be given a question booklet and a separate answer sheet for each section. All answers must be written on paper using a black ballpoint pen, which is provided by the test center.

IELTS on computer

The Listening, Reading, and Writing sections are completed on a desktop computer. You will type your answers using a keyboard. The screen shows a timer so you can always see how much time you have left. In the Writing section, there is an automatic word counter, but you are still responsible for checking your spelling and accuracy yourself.

Test Format Overview

IELTS consists of four components.

1. Listening,
2. Speaking,
3. Writing, and
4. Reading

The Speaking and Listening tests are the same in both the **Academic** and the **General Training** tests, but the Reading and Writing tests are different.

Listening

This section assesses how well you understand ideas, recognise opinions and follow the development of an argument.

- There are 40 questions in total.
- You need to answer all the questions as you listen to the recording.
- The recording is not paused at any time, and you hear it only once.
- The questions get more difficult as you progress through the test.

Reading	<p>This section assesses how well you read for general sense, main ideas and details, and whether you understand the author's inferences and opinions.</p> <ul style="list-style-type: none">● The Reading test consists of 3 text passages and has 40 questions in total.● Passages progress in difficulty, with the first being the easiest and the third the hardest.
Writing	<p>This section evaluates how well and how accurately you organise your ideas and write a response, along with your ability to use wide-ranging vocabulary and grammar.</p> <ul style="list-style-type: none">● There are two Writing tasks.● Both must be completed.
Speaking	<p>This section assesses how well you can communicate opinions and information on everyday topics and common experiences, as well as how you express and justify your opinions. The test has three parts.</p>

IELTS Scoring System

IELTS uses a band score system from 0 to 9 to measure your English language ability. Your IELTS result shows an overall band score as well as individual scores for Listening, Reading, Writing, and Speaking.

Overall band score

Your overall band score is calculated by taking the average of your four section scores. This average is then rounded to the nearest half band, such as 6.5 or 7.0.

Band score	Skill level	Description
Band 9	Expert user	You have a full operational command of the language. Your use of English is appropriate, accurate and fluent, and you show complete understanding.
Band 8	Very good user	You have a fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. You may misunderstand some things in unfamiliar situations. You handle complex detailed argumentation well.

Band 7	Good user	You have an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. Generally, you handle complex language well and understand detailed reasoning.
Band 6	Competent user	Generally, you have an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. You can use and understand fairly complex language, particularly in familiar situations.
Band 5	Modest user	You have a partial command of the language, and cope with overall meaning in most situations, although you are likely to make many mistakes. You should be able to handle basic communication in your own field.
Band 4	Limited user	Your basic competence is limited to familiar situations. You frequently show problems in understanding and expression. You are not able to use complex language.

Band 3	Extremely limited user	You convey and understand only general meaning in very familiar situations. There are frequent breakdowns in communication.
Band 2	Intermittent user	You have great difficulty understanding spoken and written English.
Band 1	Non-user	You have no ability to use the language except a few isolated words.
Band 0	Did not attempt the test	You did not answer the questions.

Common Myths About IELTS

1. You must use big or academic words
 Many students believe that using long or difficult words will give them a higher score.
Truth: High scores come from using words correctly and naturally, not from using complicated vocabulary. (ውስብስብ ወይም ያልተለመዱ ቃላትን መጠቀም ብቻ ከፍተኛ ነጥብ ለማምጣት አይረዳም :: ቃላትን በትክክል እንደየአስፈላጊነታቸው መጠቀም ግን የተሻለ ነው።)
2. You must have a British or American accent
 Some learners think they must sound native to score well.
Truth: Any accent is acceptable as long as the examiner can clearly understand you. (በብሪቲሽ ወይም በአሜሪካን ዘዴ መናገር አስፈላጊ አይደለም :: ሆኖም ግልፅና ለመረዳት ቀላል በሆነ አነጋገር መናገር አለብን።)
3. You must always tell the truth in Speaking
 Students sometimes panic if they have no real experience to talk about.
Truth: IELTS tests your English ability, not your life story. You can create reasonable examples if needed. (IELTS የሚፈትነው የእንግሊዝኛ ቋንቋ ክህሎትን በመሆኑ እውነተኛ አጋጣሚዎችን ብቻ መናገር ግዴታ አይደለም ::)
4. IELTS is a pass or fail test
 Many people think there is a fixed score to pass IELTS.
Truth: IELTS has no pass or fail. Your score depends on the requirements of the university, job, or visa. (በዚህ ፈተና ማለፍ ወይም መውደቅ የለም። የሚያስፈልገው ነጥብ የሚወሰነው በዩኒቨርሲቲው ፣ በስራው ወይም በቪዛው መስፈርት መሰረት ነው።)
5. IELTS is different or easier in some countries
 Some believe the test changes depending on where you take it.
Truth: IELTS is the same worldwide. The format and difficulty do not change by country. (IELTS ፈተና በሁሉም ሃገራት ተመሳሳይ ነው።)
6. Accent and confidence are marked
 Students think examiners judge personality or confidence.
Truth: Examiners only assess language skills using clear criteria such as fluency, vocabulary, grammar, and pronunciation. (ፈታኞች የአነጋገር ዘዴ ወይም በራስ መተማመንን ሳይሆን የቋንቋ ክህሎትን ብቻ ነው የሚመዘኑት።)

7. Writing more words gives a higher score

Some candidates believe longer answers mean better scores.

Truth: Writing more than required does not increase your score. Quality matters more than quantity. (ከተቀመጠው የቃላት ቁጥር ገደብ በላይ መፃፍ ተጨማሪ ነጥብ አያስገኝም ::)

8. IELTS is harder than other English tests

Many students fear IELTS because they think it is extremely difficult.

Truth: IELTS is not harder, it is simply accurate. It measures real English ability and is widely trusted. (IELTS ከሌሎች የቋንቋ ክህሎት መመዘኛ ፈተናዎች የበለጠ ከባድ አይደለም ::)

9. IELTS is marked only by computers or AI

There is a belief that AI marking is fairer than humans.

Truth: IELTS is marked by trained human examiners who understand meaning, context, and different accents. (IELTS የሚመዘነው በሰለጠኑ ፈታኞች እንጂ በሰው ሰራሽ ቴክኖሎጂ ወይም AI አይደለም ::)

Part II: Level 1 (Beginners)

Goal of this level

This level is designed for students with little or no English background. The goal is to build strong foundations in English and remove the most common mistakes that cause low IELTS scores.

Basic English Building Blocks

This section focuses on the most important foundation of English: building correct and simple sentences. Mastering these basics will help you avoid frequent grammar errors in IELTS Writing and Speaking.

A. Simple Grammar Foundations

1. Sentence Structure

English sentence structure follows a fixed and predictable order.

Subject = ደርጊት ፈፃሚ አካል (አድራጊ)	Verb = ድርጊት	Object = ድርጊት የሚፈጸምበት አካል
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It follows the **S-V-O** pattern: **Subject (Who/What) + Verb (Action) + Object (Receiver)**.

Component	Function	Example (English)	Example (Amharic - ማብራሪያ)
Subject (S)	The person or thing doing the action. (ደርጊት ፈፃሚ አካል)	<u>I</u> read.	<u>እኔ</u> አንባለሁ።
Verb (V)	The action itself. (ድርጊት)	I <u>read</u> books.	እኔ መጻሕፍትን <u>አንባለሁ</u> ።

Object (O)	The person or thing receiving the action.	I read books .	እኔ መጻሕፍትን አንባለሁ።
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2. Subject Verb Agreement

In English, the subject and the verb must match in number. Singular subjects take singular verbs. Plural subjects take plural verbs.

Rule	Subject	Verb Form (Singular)	Example Sentence
Singular (ነጠላ ቁጥር)	He, She, It, A book, The man, Education	Add -s or -es to the base verb. ነጠላ ቁጥር አድራጊ ከሆነ የግሱ (የድርጊቱ) መጨረሻ ላይ s ወይም es እንጨምራለን ።	He learns English. He (እሱ): Singular (ነጠላ ቁጥር) Learn + s = learns
Plural (ብዙ ቁጥር)	We, You, They, Books, The men, Ethiopians	Use the base verb (no change). ብዙ ቁጥር አድራጊ ከሆነ ምንም አንጨምርም ።	They learn English. They (እነሱ): Plural (ብዙ ቁጥር)

The Verb “To Be”

This verb is used very often and must be memorised. እነዚህ "መሆንን" የሚገልጹ የግስ አይነቶች ናቸው።

Subject	Present Form	Example
I	am	I am a student.
He, She, It	is	Ethiopia is beautiful.
We, You, They	are	We are ready for the IELTS.

3. Basic Tenses

The simple tenses help you talk about three different times: now, the past, and the future.

Tense	Use	Key Words	Example
Present Simple አሁን ላይ እየተፈጸመ ያለ ድርጊትን ለመግለጽ	Routines, facts, general truths.	every day, usually, often	I study every day (እኔ በየቀኑ አጠናለሁ ::).
Past Simple ያለፈ ድርጊትን ለመግለጽ	Actions finished in the past.	Yesterday, last week, in 2022	I visited Addis Ababa last year. (እኔ ባለፈው አመት አዲስ አበባን ጎብኜኛኝ ነበር::)
Future Simple ወደፊት የሚመጣ ድርጊትን ለመግለጽ	Predictions, decisions, plans.	Tomorrow, next year, will going to	We will pass the exam. (እኛ ፈተናውን እናልፋለን::)

Essential vocabulary for IELTS

The IELTS exam frequently features topics within specific academic themes. Strengthening your vocabulary in these areas is important.

Use the links below to learn high-level vocabulary for each:

- [Education](#): Schools, learning, and academic systems.
- [Environment](#): Nature, pollution, and climate change.
- [Culture](#): Traditions, society, and the arts.
- [Science](#): Research, technology, and innovation.

Reading

Purpose of this section

The IELTS Reading test checks how well you can understand written English, find information quickly, and answer different types of questions accurately.

In the real IELTS test, you will read **three passages** and answer questions related to them.

Understanding Question Types

In IELTS Reading, you will see different question types. Below are common ones you must learn early.

1. True, False, Not Given Questions

This question type tests your ability to find **specific facts** in the passage. The answers always follow the **order of the text**, so the information for Question 1 appears before Question 2, and so on.

What the answers mean

- **TRUE** if the statement agrees with the information in the passage
 - **FALSE** if the statement contradicts the information in the passage
 - **NOT GIVEN** if the information is not mentioned at all
-

Step by step approach

1. Read the statements first

Before reading the passage, read each statement carefully.

2. Underline key words in the statement

Focus on names, numbers, dates, actions, and reasons. These words guide you to the correct part of the text.

3. Scan the passage for the key words or synonyms

Look for the same words or words with similar meaning. IELTS often uses synonyms instead of repeating exact words.

4. Read the matching sentence carefully

Do not read the whole passage in detail. Only read the sentence that contains matching information.

5. Decide the answer carefully

- If the text clearly agrees, choose **TRUE**
- If the text clearly says the opposite, choose **FALSE**
- If the idea is not mentioned, choose **NOT GIVEN**

Important reminders

- Do not use your own knowledge or assumptions
- Do not guess based on logic or background information
- If the passage does not clearly state the information, the answer is **NOT GIVEN**
- Words like *sole*, *only*, *because this*, and *they* are important clues

Practice tip

Always ask yourself: 'Is this information clearly stated in the passage?' If the answer is no, the correct choice is **NOT GIVEN**.

2. Multiple Choice Questions

Multiple choice questions are common in the IELTS Reading test. You may be asked to choose the correct answer to a question or complete a sentence using one or more options. Always read the instructions carefully to know how many answers are required.

This question type tests your ability to find specific information, understand paraphrased ideas, and avoid distractors that may look correct but are not supported by the passage.

Tips for Answering Reading Multiple Choice Questions

1. Read the instructions carefully

Always check how many answers you need to choose. Some questions require only one answer, while others ask for two or more.

2. Read the question before the passage

Focus on what the question is asking. Underline or highlight important words such as names, actions, reasons, numbers, or comparisons.

3. Think of synonyms and paraphrases

IELTS rarely repeats the same words from the question in the passage. Be ready to recognize similar meanings, not exact vocabulary.

4. Scan the passage to find the correct location

The questions follow the order of the text. Scan quickly for keywords or their synonyms to locate the relevant paragraph.

5. Read that section carefully

Once you find the correct part of the text, read it slowly and carefully. Do not choose an answer just because a word looks familiar. Focus on the meaning of the sentence.

6. Eliminate distractors

Wrong options often include words from the text but change the meaning slightly. Remove answers that are clearly incorrect to make the correct choice easier.

7. Manage your time wisely

Do not spend too long on one question. If you are unsure, move on and return later. There is no penalty for guessing, so always choose an answer.

Exercise 1**Read the following passage and answer the questions below****Injera: The Staple of Ethiopian Cuisine**

Injera is an Ethiopian flatbread, typically made from a batter of fermented *teff* (*Eragrostis tef*) flour, and is known for its spongy texture and sour taste.

Injera is a staple of traditional Ethiopian cuisine. It is usually made with flour ground from the seeds of *teff*, a grain that was domesticated as many as 6,000 years ago in Ethiopia and Eritrea and is the smallest known grain in the world. Its small size prevents the removal of the bran and germ, and as a result, when ground, *teff* produces a whole grain flour containing both bran and germ. *Injera* can also be made using barley, millet, or wheat flour.

Injera functions as both a plate and a utensil. Salads, meats, vegetables, and stews (*wot*, meaning “stew” in Amharic) are spooned onto the *injera*, which absorbs the sauces in which the foods are prepared. The *injera* itself is used to pick up various foods.

In a practice called *gursha*, an individual prepares an *injera* wrapped morsel and feeds it to another person at the table as a way of showing love, hospitality, or respect. Another sign of respect, especially in Ethiopia, is to eat all of the *injera* that is served. By the end of the meal, the *injera* is soaked in sauce and falling apart, but nothing is wasted.

Injera is also part of a dish called *firfir*, in which leftover bread is torn into pieces and stir fried with tomatoes, ginger, onion, garlic, and *berbere* sauce, a hot spice blend. Meats such as beef or lamb can also be added. *Firfir* can be eaten as a main dish for breakfast, lunch, or dinner, or as a snack or side dish.

True/False/Not Given Questions 1- 5

Are the following statements true, false or not given according to the information in the passage above?

Write

TRUE if the statement agrees with the passage

FALSE if the statement contradicts the passage
NOT GIVEN if the information is not mentioned

Remember: Attempt the questions using the steps provided above before checking the answers.

1. Injera is usually served as a plate before the food is placed on it.
2. Teff is the only type of grain that can be used to make Injera.
3. The tradition of *gursha* is only practiced on special holidays in Ethiopia.
4. The word *wot* is the Amharic term for a hot spice blend.
5. The small size of the teff grain means that the flour produced is whole grain.

Answer Key and Explanations for Questions 1 to 5

1. **TRUE:** The text states, "Injera functions as both a plate and a utensil," and "Salads, meat, vegetables, and stews... are spooned onto the injera."
2. **FALSE:** The text states, "Injera can also be made using barley, millet, or wheat flour," which contradicts the idea that teff is the *only* grain used.
3. **NOT GIVEN:** The passage describes *gursha* as showing respect, hospitality, or love, but it **does not mention** the specific frequency or holidays on which it is practiced.
4. **FALSE:** The text explicitly states that *wot* means "**stew**" in Amharic. The hot spice blend is called *berbere*.
5. **TRUE:** The passage explains that its "small size prevents the removal of bran and germ, and thus, when ground, teff produces a **whole-grain flour**."

Multiple-Choice Questions 6 - 10

Instructions: Choose the correct letter, **A, B, C, or D**.

6. What is the main characteristic of teff that leads to it being whole-grain flour?

- A. Its long history of domestication.
- B. It is the smallest known grain in the world.
- C. Its bitter taste when fermented.
- D. It absorbs sauces easily.

7. What is the purpose of *gursha* mentioned in the passage?

- A. To ensure nothing is wasted by the end of the meal.
- B. To make sure the stew (*wot*) is properly absorbed by the injera.
- C. To demonstrate feelings of love, hospitality, or respect.

D. To ensure the bread is torn into pieces.

8. Which of the following ingredients is NOT listed as a possible alternative to teff flour?

- A. Barley
- B. Millet
- C. Wheat
- D. Corn

9. What is a sign of respect shown at the end of a meal in Ethiopia?

- A. Eating all of the served injera.
- B. Folding the injera into a clean roll.
- C. Preparing *firfir* for the guests.
- D. Spooning all the sauces onto the plate.

10. *Firfir* is a dish that is primarily made by combining leftover injera with:

- A. Lamb, beef, and *wot*.
- B. Stir-fried vegetables and *berbere* sauce.
- C. Only sugar and salt.
- D. Whole-grain flour and water.

Answer Key and Explanations for Questions 6 to 10

6. Correct answer: B

The passage explains that teff is the smallest known grain. Because of its small size, the bran and germ cannot be removed, which means the flour remains whole grain.

7. Correct answer: C

The text states that *gursha* is practiced showing love, hospitality, or respect by feeding another person at the table.

8. Correct answer: D

The passage lists barley, millet, and wheat as alternatives to teff flour. Corn is not mentioned anywhere in the text.

9. Correct answer: A

According to the passage, eating all the injera that is served is considered a sign of respect, especially in Ethiopia.

10. Correct answer: B

Firfir is described as made from leftover injera that is torn into pieces and stir fried with vegetables and *berbere* sauce.

Skimming and Scanning Skills for IELTS Reading

In the IELTS Reading test, you do not need to read every word carefully. Two essential skills will help you save time and find answers accurately: **skimming** and **scanning**.

Skimming means reading quickly to understand the **main idea** or general meaning of a passage. **Scanning** means moving your eyes quickly through the text to find **specific information**, such as numbers, names, or key words.

You will use scanning most often in sentence completion, multiple choice, and True, False, Not Given questions.

How to Skim Effectively

1. Read the title and the first sentence of each paragraph
2. Notice important content words, especially those that are bold, italic, capitalised, or repeated in the text.
3. Focus on the first and last sentences of each paragraph, as they often show the main idea.
4. Do not stop understanding every word
5. Focus on the general meaning, not details

Exercise 2: Skimming Practice

Instruction

Skim the passage and match each term (1–3) with the correct description (A–D). Focus on important keywords to locate the information quickly.

Term	Description
1. Teff	

2. Wot	
3. Gursha	

Description Options

- A. A term in Amharic that is used to mean “stew”.
- B. A type of spice blend is often used with tomatoes and onions.
- C. The smallest well-known grain, often used to make the flatbread.
- D. Practice is used to show hospitality, love, or respect to another person.

Answers

1. **1. Teff – C**

How to find it:

Skim the passage for the word *teff*. Focus on the first paragraph where ingredients are explained. You will quickly see that teff is described as the smallest known grain, which matches option C.

2. **2. Wot – A**

How to find it:

Skim the paragraph that talks about stews and meals. The word *wot* is immediately explained in brackets as meaning “stew” in Amharic, which matches option A.

3. **3. Gursha – D**

How to find it:

Skim for the word *gursha* and read only that sentence. It explains that *gursha* is a practice used to show love, hospitality, or respect, which matches option D.

How to Scan Effectively

1. Read the question first, not the passage
2. Underline key words in the question, such as numbers, nouns, or actions
3. Look for the same words or similar words in the passage
4. Read only the sentence where you find the match
5. Copy the answer exactly as it appears in the text

Exercise 2: Scanning Practice**Instruction**

Scan the passage to complete the sentences below.

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

1. Injera is typically known for its spongy texture and _____ taste.
Scan for the phrase spongy texture.
2. Teff was first domesticated in Ethiopia and Eritrea as many as _____ years ago.
Scan for a number.
3. The injera helps the meal by absorbing the _____ in which the foods are prepared.
Scan for the verb absorbs.
4. The dish firfir is made using _____ injera that is torn into pieces.
Scan for the word firfir.
5. Firfir can be eaten as a _____ dish for any meal of the day.
Scan for how firfir is described.

Answers

1. **sour**
Keyword to scan for: spongy texture
Look for the sentence that describes the texture of injera. In the same sentence, the taste is mentioned, which leads you directly to the word *sour*.
 2. **6,000**
Keyword to scan for: years ago,
Scan the passage for numbers. The sentence about when teff was domesticated contains the number *6,000*.
 3. **sauces**
Keyword to scan for: absorbs
Find the sentence that explains what injera does during the meal. The verb *absorbs* leads you to the word *sauces*.
 4. **leftover**
Keyword to scan for: firfir
-

Locate the paragraph that explains what firfir is. The sentence clearly states that it is made from *leftover* injera.

5. **main**

Keyword to scan for: eaten as

Scan for how firfir is described at the end of the paragraph. The phrase *main dish* tells you the correct word to complete the sentence.

Writing

Purpose of this Section

The IELTS Writing test measures how clearly and accurately you can express ideas in written English. You are assessed on task achievement, coherence, vocabulary, and grammar.

The Writing test has two tasks, and both must be completed.

Task 1: Describing Charts

In IELTS Academic Writing Task 1, you write a short report based on visual information such as graphs, charts, tables, or diagrams. You do not give opinions. You describe and compare information objectively.

You should spend about 20 minutes on this task.

Basic Structure of Task 1

Every Task 1 response follows the same three-part structure:

1. Introduction
2. Overview
3. Details

Let's see this in practice with the following task.

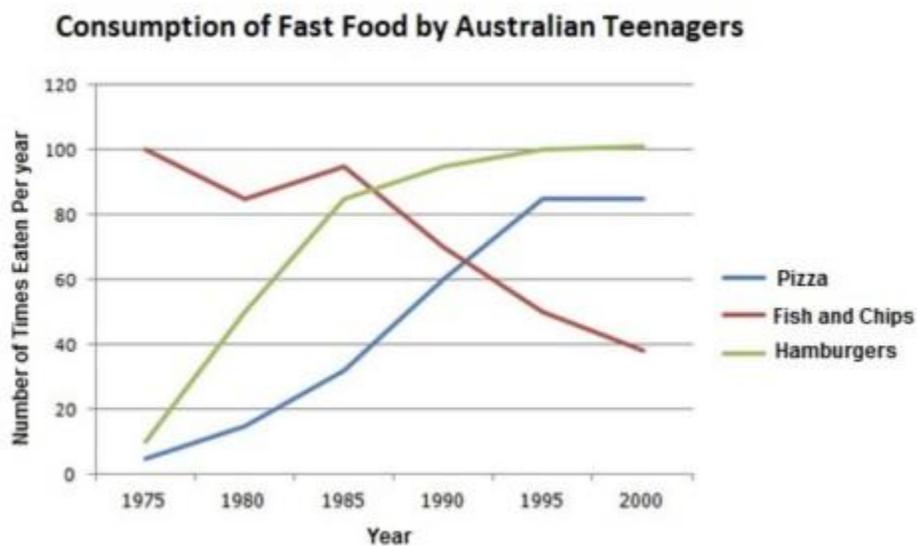
Instructions

You should spend about 20 minutes on this task.

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.

Summarize the information by selecting and reporting the main features and making comparisons where relevant.

Write at least 150 words.

**Step 1: Introduce the Graph**

Start with one or two sentences explaining **what the graph shows**.

Do this by paraphrasing the title and including the time period if one is given.

Do not copy the title directly. Here is an example:

The line graph illustrates the amount of fast food consumed by teenagers in Australia between 1975 and 2000, a period of 25 years.

Step 2: Give an Overview

The overview describes the **main trends or patterns** in the data.

Do not include numbers here. Focus only on what is happening overall.

An overview often answers questions like:

- What increases?
- What decreases?
- What changes the most?

Here is an example:

Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased. This covers the main changes that took place over the whole period. You may sometimes see this overview as a conclusion. It does not matter if you put it in the conclusion or the introduction when you do an IELTS writing task 1, but you should provide an overview in one of these places.

Step 3: Give the Details

In the body paragraphs, you describe the data in more detail.

To organize your details clearly, group information by **similar trends**.

First, identify similarities and differences in the graph.

Then, describe each group in a separate paragraph.

As we have already identified in the overview, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

So, it is clear that pizza and hamburgers followed a similar pattern, but fish and chips were different. On this basis, you can use these as your 'groups' and focus one paragraph on fish and chips and the other one on pizza and hamburgers.

Here is an example of the first paragraph:

In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from

1980 to 1985, the consumption of fish and chips gradually declined over the 25-year timescale to finish at just under 40 times per year.

As you can see, the focus is on fish and chips.

The second body then focuses on the other foods:

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then leveled off from 1995 to 2000. The biggest rise was seen in hamburgers, increasing sharply throughout the 1970's and 1980's, exceeding fish and chips consumption in 1985. It finished at the same level that fish and chips began, with consumption 100 times a year.

Task 2: Opinion Essays

In Writing Task 2, you write an essay responding to a question or statement. You are expected to present ideas clearly and support them with reasons and examples.

You should spend **about 40 minutes** on this task and write **at least 250 words**.

Basic Structure of Task 2

An IELTS essay follows the same structure as a standard academic essay:

1. Introduction
2. Body Paragraphs
3. Conclusion

Let's take a look at this using the following task.

Instructions

You should spend about 40 minutes on this task. Present a written argument to an educated reader with no specialist knowledge of the following topic.

In the last 20 years there have been significant developments in the field of information technology (IT), for example the World Wide Web and communication by email. However, future developments in IT are likely to have more negative effects than positive. To what extent do you agree with this view?

Give reasons for your answer and include any relevant examples from your own experience or knowledge. You should write at least 250 words.

Step 1: Introduction

Your introduction should do **two things only**:

- Paraphrase the essay question
- Clearly state your position or what the essay will discuss

Remember: Do not copy the question directly. Here's an example:

The last two decades have seen enormous changes in the way people's lives are affected by IT, with many advances in this field. However, while these technological advances have brought many benefits to the world, it can be argued that future IT developments will produce more negative effects than positive ones.

Step 2: Body Paragraphs

You should write **two or three body paragraphs**.

Each body paragraph should contain:

- One main idea
- An explanation of that idea
- An example or supporting detail

Remember: Do not include multiple ideas in one paragraph.

Step 3: Conclusion

The conclusion should be short, usually one or two sentences.

You can:

- Restate your main idea in different words
- Add a brief comment about the future

Remember: Do not introduce new ideas here.

Speaking

Purpose of this Section

The IELTS Speaking test evaluates how well you can communicate ideas clearly and naturally in spoken English. You are assessed on fluency, pronunciation, grammar, and vocabulary.

There is **only one version** of the IELTS Speaking test. It is the same for both Academic and General Training candidates.

The IELTS Speaking test is a face-to-face interview with a certified examiner. It lasts **between 11 and 14 minutes** and is recorded.

The session begins with an ID check, which is not assessed. Let's see how it goes.

Part 1: Introduction and Interview

Step 1: Greeting the Examiner

The examiner will call your name or candidate number.

You can say:

- "Yes, that's me."
- "Hello." or "Hi, how are you?"

Step 2: Sitting Down and Getting Ready

The examiner will start the recording and prepare their paperwork. Place your passport on the table in front of you.

Step 3: Identity Check

The examiner will ask for your passport. Have it open on the photo page and hand it over smoothly.

You can say:

- "Yes, here you go."
-

Step 4: Basic Personal Information

The examiner will confirm your details and ask simple questions about you, such as where you are from. Answer briefly and clearly.

Example:

- “I’m from Ethiopia.”

Step 5: Work, Study, or Daily Life

The examiner will ask about what you do or where you live. Choose one option only. If you work and study, select one and stick with it.

Example:

- “I work as a Civil Engineer.”
- or
- “I’m studying Civil Engineering.”

If you do not work or study, you can say:

- “Actually, I don’t work or study at the moment. I’m a stay-at-home parent.”

Your answer controls the topic the examiner will continue with.

Step 6: Pay Attention to Verb Tenses

Listen carefully to the tense in the question and match it in your answer.

Examples:

- Present: “What do you study?”
“I’m studying Civil Engineering at Addis Ababa University.”
- Past: “What did you study?”
“I studied Civil Engineering when I was at university.”
- Future: “What will you study?”
“I’m planning to study Civil Engineering in the future.”

Step 7: Extend Your Answers Naturally

Add one extra piece of information to your answer before the examiner asks “why”.

Examples:

- “I’m studying Civil Engineering at university because I’ve always been interested in construction.”
- “I studied Civil Engineering at university, and now I’m preparing for further studies.”
- “I’m planning to study Civil Engineering in the future, as I believe it plays an important role in a country’s development.”

Keep it short and relevant.

Step 8: Prepare Common Topics

Make sure you can talk comfortably about:

- Your work or studies
- Your future plans
- Where you live
- Your country

Use simple linking words such as:

- and
- because
- but
- so

Step 9: Speak Clearly and Naturally

Speak at a steady pace, not too fast and not too slow.

Step 10: Asking for Clarification

If you do not understand a question, ask politely.

You can say:

- “Could you repeat that, please?”
- “Sorry, could you say that again?”

This is completely acceptable in the test.

Part 2: Short Talk Practice

In Part 2 of the IELTS Speaking test, you may be asked to speak about a familiar topic such as your hometown, accommodation, or daily life.

The examiner expects you to give clear, connected answers, not single words.

Below are common topics and the types of questions you should practice answering.

Common Part 2 Topics and Questions

Topic: Your Hometown or Village

You may be asked questions such as:

- What kind of place is it?
- What is the most interesting part of your town or village?
- What kind of jobs do people do there?
- Would you say it is a good place to live? Why?

Topic: Your Accommodation

You may be asked questions such as:

- What kind of accommodation do you live in?
- How long have you lived there?
- What do you like about living there?
- What kind of accommodation would you most like to live in?

Using Filler Words for Fluency

Fluency does not mean speaking fast. It means speaking **smoothly without long silent pauses**.

Instead of saying sounds like “uh” or “umm”, use filler words or phrases to give yourself time to think while still sounding natural.

Useful Filler Words and Phrases

Filler Word or Phrase	When to Use It	Amharic Explanation (ማብራሪያ)
<i>Well...</i>	To start an answer while thinking	መልሱን ጀምሮ ትንሽ የማሰብያ ጊዜ ለማግኘት
<i>Actually...</i>	To add a detail or correct yourself	ተጨማሪ ማብራሪያ ለመስጠት ወይም ስህተትን ለማረም
<i>To be honest...</i>	To give a personal opinion	እውነቱን ለመናገር... የራስን አስተያየት ለመግለጽ
<i>Let me see...</i>	When you need a moment to remember	ለማስታወስ የተወሰነ ጊዜ ሲያስፈልገን
<i>That's an interesting question...</i>	To gain a few seconds to plan	ጥሩ ጥያቄ ነው... ይህም ተጨማሪ ጊዜ ለማግኘት ይረዳል

5. Listening

Purpose of this Section

The IELTS Listening test checks how well you can understand spoken English in different situations. In Part 1, you often have to fill in a form with names, dates, and numbers. This section helps you practice predicting answers, recognizing numbers, and using context and grammar clues to fill gaps accurately.

1. Predict Answers

Before listening, look at the words around the gap to guess what type of word is missing: a noun (boy, toy, truck), an adjective (small, pretty, shiny), or a verb (stands, looks, moves).

- Example: "The boy is ____." The missing word could be an adjective ("The boy is small") or a verb ("The boy is smiling").
- Write your predicted word above the gap, then read the full sentence to ensure it makes sense.

2. Use Grammar and Context Clues

- Special symbols help: If a blank follows a "\$" sign, write a number; if after "Name:", write a proper noun.
- Prepositions indicate the type of information: "at _____" usually signals a time or a place.

የድምፅ ቅጂው ከመጀመሩ በፊት ባሉት 30 ሰከንዶች ውስጥ ክፍት ቦታዎችን በማየት ምን ዓይነት መረጃ እንደሚሰጥ መገመት አስፈላጊ ነው (ለምሳሌ: ስም፣ ስልክ ቁጥር፣ ቀን) ።

3. Section 1 Tips

- Names and addresses are usually spelled out.
- Watch letters that sound similar, like A and E, or G and J.
- Zero (0) is often spoken as "Oh."
- Double letters are announced: "Apple" → "A, double P, L, E."

4. Listening for Numbers

Numbers appear frequently, especially in Part 1, often in fill-in-the-blank tasks such as phone numbers, dates, prices, or addresses. Accuracy is crucial.

A. "-teen" vs. "-ty"

- Teens (13–19) stress the second syllable: fif-TEEN.
- Ties (30, 40, 50...) stress the first syllable: FIF-ty.
- Practice: 15 (fif-TEEN) vs. 50 (FIF-ty), 19 (nine-TEEN) vs. 90 (NINE-ty).

B. Common Number Formats

- **Phone Numbers:** Speakers usually say "O" instead of zero; repeating numbers sometimes use "double" (22 → "double two").

- **Dates and Years:**

- Years before 2000: split into two parts (1995 = "Nineteen ninety-five").
- Years after 2000: spoken as full numbers or split ("2010" = "Two thousand ten" or "Twenty-ten").
- Days: listen for ordinals (1st, 2nd, 3rd), e.g., "the fourth of May" → write "4 May."

- **Currency and Decimals:**

- Write currency symbols before money amounts: £, \$, €.
- Decimals are spoken as "point," e.g., \$10.50 → "Ten dollars fifty" or "Ten point five zero."

5. Strategic Tips

- Follow the symbol already given in the question; do not repeat it.
- Write numbers as digits to save time and reduce mistakes.
- Watch for self-corrections: speakers may change their answers mid-sentence. Always be ready to cross out the first number.

6. Practice Exercise

Say these numbers out loud, focusing on stress:

- 17 (seven-TEEN) vs. 70 (SEVEN-ty)
- 19 (nine-TEEN) vs. 90 (NINE-ty)

Part III: Level 2 (Intermediate)

Goal of This Level

This level is designed for learners who already understand the basics of English and are ready to focus on IELTS exam skills. The main aim is to build familiarity with the test format, strengthen confidence, and improve performance through regular practice with exam style tasks.

Reading

In this section, you will practice common IELTS Reading question types such as matching headings and sentence completion. The focus is on exam-oriented techniques. You will learn practical tips and strategies to help you approach reading passages more efficiently under test conditions.

Matching Headings Questions

In this task, you must match a list of headings (identified by Roman numerals like **i, ii, iii**) to the correct paragraphs or sections of the text. Each heading represents the main idea or theme of that specific section.

Recommended Strategy

Use the following three step approach to handle matching headings questions effectively:

Step 1: Analyze the Headings

Read all the headings first and underline the key words in each one. Focus on their meaning rather than the exact wording, as the passage usually uses synonyms or paraphrased expressions instead of the same words.

Step 2: Identify the Topic Sentence

Skim each paragraph quickly to locate its topic sentence. This is often found in the first or second sentence, though it may sometimes appear at the end. Avoid reading the entire paragraph in detail. Your goal is to understand the main idea only.

Step 3: Match Meaning, Not Words

Compare the meaning of each heading with the meaning of the topic sentence. Do not look for exact word matches. Instead, identify synonyms and related ideas to find the best match.

Instructions

Choose the correct heading for each section from the list of headings below. Write the correct number, i-x, in boxes 14-20 on your answer sheet.

List of Headings

- i Getting the finance for production
- ii An unexpected benefit
- iii From initial inspiration to new product
- iv The range of potential customers for the device
- v What makes the device different from alternatives
- vi Cleaning water from a range of sources
- vii Overcoming production difficulties
- viii Profit not the primary goal
- ix A warm welcome for the device
- x The number of people affected by water shortages

The Desolenator: Producing Clean Water**A**

Travelling around Thailand in the 1990s, William Janssen was impressed with the basic rooftop solar heating systems that were on many homes, where energy from the sun was absorbed by a plate and then used to heat water for domestic use. Two decades later Janssen developed that basic idea he saw in Southeast Asia into a portable device that uses the power from the sun to purify water.

B

The Desolenator operates as a mobile desalination unit that can take water from different places, such as the sea, rivers, boreholes and rain, and purify it for human consumption. It is particularly valuable in regions where natural groundwater reserves have been polluted, or where seawater is the only water source available.

Janssen saw that there was a need for a sustainable way to clean water in both the developing and the developed countries when he moved to the United Arab Emirates and saw large-scale water processing. 'I was confronted with the enormous carbon footprint that the Gulf nations have because of all of the desalination that they do,' he says.

C

The Desolenator can produce 15 liters of drinking water per day, enough to sustain a family for cooking and drinking. Its main selling point is that unlike standard desalination techniques, it doesn't require a generated power supply: just sunlight. It measures 120 cm by 90 cm, and it is easy to transport, thanks to its two wheels. Water enters through a pipe, and flows as a thin film between a sheet of double glazing and the surface of a solar panel, where it is heated by the sun. The warm water flows into a small boiler (heated by a solar-powered battery) where it is converted to steam. When the steam cools, it becomes distilled water. The device has a very simple filter to trap particles, and this can easily be shaken to remove them. There are two tubes for liquid coming out: one for the waste – salt from seawater, fluoride, etc. – and another for the distilled water. The performance of the unit is shown on an LCD screen and transmitted to the company which provides servicing when necessary.

D

A recent analysis found that at least two-thirds of the world's population lives with severe water scarcity for at least a month every year. Janssen says that by 2030 half of the world's population will be living with water stress – where the demand exceeds the supply over a certain period of time. 'It is really important that a sustainable solution is brought to the market that is able to help these people,' he says. Many countries 'don't have the money for desalination plants, which are very expensive to build. They don't have the money to operate them, they are very maintenance intensive, and they don't have the money to buy the diesel to run the desalination plants, so it is a really bad situation.'

E

The device is aimed at a wide variety of users – from homeowners in the developing world who do not have a constant supply of water to people living off the grid in rural parts of the US. The first commercial versions of the Desolenator are expected to be in operation in India early next year, after field tests are carried out. The market for the self-sufficient devices in developing countries is twofold – those who cannot afford the money for the device outright and pay through microfinance, and middle-income homes that can lease their own equipment. 'People in India don't pay for a fridge outright; they pay for it over six months. They would put the

Desolenator on their roof and hook it up to their municipal supply and they would get very reliable drinking water on a daily basis,' Janssen says. In the developed world, it is aimed at niche markets where tap water is unavailable – for camping, on boats, or for the military, for instance.

F

Prices will vary according to where it is bought. In the developing world, the price will depend on what deal aid organisations can negotiate. In developed countries, it is likely to come in at \$1,000 (£685) a unit, said Janssen. 'We are a venture with a social mission. We are aware that the product we have envisioned is mainly finding application in the developing world and humanitarian sector and that this is the way we will proceed. We do realise, though, that to be a viable company there is a bottom line to keep in mind,' he says.

G

The company itself is based at Imperial College London, although Janssen, its chief executive, still lives in the UAE. It has raised £340,000 in funding so far. Within two years, he says, the company aims to be selling 1,000 units a month, mainly in the humanitarian field. They are expected to be sold in areas such as Australia, northern Chile, Peru, Texas and California.

Solutions

Section A

Passage:

"Travelling around Thailand in the 1990s, William Janssen was impressed with the basic rooftop solar heating systems... Two decades later Janssen developed that basic idea... into a portable device."

Explanation:

The section shows how an early idea later became a finished product.

Answer: iii, *From initial inspiration to new product*

Section B

Passage:

"The Desolenator operates as a mobile desalination unit that can take water from different places, such as the sea, rivers, boreholes and rain..."

Explanation:

The device can clean water from many different sources.

Answer: vi, *cleaning water from a range of sources*

Section C**Passage:**

“Unlike standard desalination techniques, it doesn’t require a generated power supply, just sunlight.”

Explanation:

This sentence explains how the device differs from other methods.

Answer: v, *what makes the device different from alternatives*

Section D**Passage:**

“At least two thirds of the world’s population live with severe water scarcity for at least a month every year.”

Explanation:

The focus is on how many people are affected by water shortages.

Answer: x, *The number of people affected by water shortages*

Section E**Passage:**

“The device is aimed at a wide variety of users, from homeowners in the developing world to people living off the grid in rural parts of the US.”

Explanation:

The paragraph describes different groups who may use the device.

Answer: iv, *The range of potential customers for the device*

Section F**Passage:**

“We are a venture with a social mission... the product is mainly finding application in the developing world and humanitarian sector.”

Explanation:

The company prioritizes social impact over profit.

Answer: viii, *Profit not the primary goal*

Question 20, Section G**Passage:**

“It has raised £340,000 in funding so far.”

Explanation:

The sentence refers directly to financial support.

Answer: i, *Getting the finance for production*

Sentence Completion

In sentence completion question types, you will be given a number of sentences with gaps in them and asked to complete the sentences with words from the reading text.

Recommended**Strategy**

Use the following step by step approach for sentence completion questions:

Step 1: Read the Instructions Carefully

Check the word limit and whether the answer must be taken directly from the text.

Step 2: Read the Incomplete Sentences

Identify the missing word type, such as a noun, verb, adjective, or number. Try to predict the meaning of the answer.

Step 3: Identify Keywords

Underline key words in the questions and think about possible synonyms or paraphrases.

Step 4: Locate the Information in the Text

Scan the passage to find the relevant section. Remember that answers appear in the same order as the questions.

Step 5: Read for the Exact Answer

Read the sentence in the passage carefully and select the correct words that fit the gap.

Step 6: Check Grammar and Spelling
Make sure your answer is grammatically correct, spelled correctly, and within the word limit.

Passage

The life and work of Marie Curie

The marriage of Pierre and Marie Curie in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiation, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist André-Louis Debierne, one of Pierre Curie's pupils. Based on the results of this research, Marie Curie received her Doctor of Science, and in 1903 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for girls in Sèvres, France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904 she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

British Council is a proud co-owner of IELTS 8 takeielts.org During World War I, Marie Curie, with the help of her daughter Irène, devoted herself to the development of the use of X-

radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irène had joined, began to operate in earnest, and became a center for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium, Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris, and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply of research. The existence in Paris of the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

Instructions

Choose **ONE WORD ONLY** from the passage for each answer

Marie Curie's research on radioactivity

- When uranium was discovered to be radioactive, Marie Curie found that the element called 1had the same property.
- Marie and Pierre Curie's research into the radioactivity of the mineral known as 2..... led to the discovery of two new elements.

- In 1911, Marie Curie received recognition for her work on the element 3
- Marie and Irène Curie developed X-radiography which was used as a medical technique for 4
- Marie Curie saw the importance of collecting radioactive material both for research and for cases of 5

Answers

1. thorium
2. pitchblende
3. radium
4. soldiers
5. illness

Writing

This section focuses on developing IELTS Writing skills through clear structure, appropriate vocabulary, and exam focused strategies. You will practice both Task 1 and Task 2 using examples based on real IELTS style questions.

Recommended Strategy

1. **Graphs & Charts (Line, Bar, Table)**
 - **Movement Vocabulary:**
 - **Up:** increased, climbed, peaked (highest point).
 - **Down:** decreased, dropped, hit a trough (lowest point).
 - **Steady:** remained stable, levelled off.
 - **Speed & Intensity:**
 - **Fast:** rapidly, sharply, dramatically.
 - **Slow:** gradually, steadily, slightly.
-

-
- **Comparison Tip:** Don't just list numbers. Instead of "It was 10, then 20," say "**It doubled**" or "**It rose by 10.**" Use "Similarly" for similarities and "In contrast" for differences.

2. Pie Charts

- **Vocabulary:**
 - **Major Parts:** the majority, a significant proportion, three-quarters (75%), a half (50%).
 - **Minor Parts:** a small minority, a quarter (25%), the lowest number.
- **Comparison:** Use "X is twice as large as Y" or "X is considerably less common than Y."

3. Processes (Flow Charts/Diagrams)

- **Structure:** Describe every stage in order. Do not skip steps.
- **Sequence Words:** Firstly, Then, After that, simultaneously (at the same time), Finally.
- **Grammar Tip:** Use the **Present Simple Passive** (e.g., "The tea is harvested" instead of "They harvest tea").

4. Maps & Plans

Use these to compare a location in the past vs. the present, or present vs. future.

- **Location Vocabulary:**
 - **Directions:** To the North/South/East/West.
 - **Position:** Opposite, next to, across from, in the center of.
- **Describing Change:**
 - **Added:** built, constructed, extended.
 - **Removed:** demolished, knocked down, cleared.
 - **Changed:** converted, relocated, modernized.

5. Tables

- **How to Start**

“The table compares...” followed by what, who, when, and where.
Then highlight the most noticeable feature or overall trend.

- **Tense Use**

If no time period is given, assume the present tense.
If a time period is shown, use the appropriate past or future tense.

- **Key Focus Areas**

- **Finding Key Data:**

Look for the highest and lowest figures first. These are usually the most important points to describe.

- **Comparing Values:**

Compare categories with large differences.
Highlight similarities when numbers are close.

- **Grouping Information:**

Do not describe every number.
Group similar figures or trends together and describe them as a whole.

Useful Language:

Higher than, lower than, similar to, slightly higher, significantly lower, the highest, the lowest.

Exercise for writing task 1

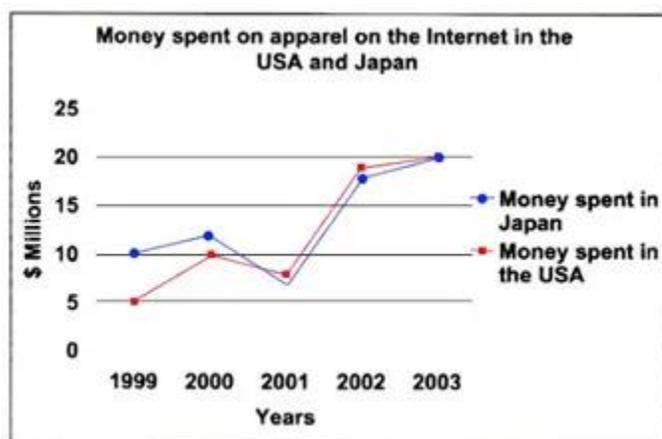
Instructions

You should spend about 20 minutes on this task.

The graph below shows the amounts spent on clothes on the Internet in the USA and Japan between 1999 and 2003.

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

You should write at least 150 words.



Sample Solution

The graph compares amounts of money spent online on clothes in the USA and Japan starting from 1999 and until 2003. It is clear that although at first Japanese buyers were spending much more money than Americans did as the years went by the spending habits of the 2 countries became almost identical.

In 1999 Japan was spending almost twice as much on clothes as the USA (10 versus 5 million dollars). In the following year the expenditure on clothes in both Japan and USA grew even further to 12 and 10 million dollars respectively.

The only year when expenses plunged in both countries was 2001, when the USA spent only 8 and Japan reached its lowest point at 7 million.

The two following years, 2002 and 2003, showed a rapid increase in sales of clothes in both countries. In 2002 the USA spent about 19 million dollars and Japan's numbers were very close (18 million). Online clothes sales became even more popular in 2003, pushing the figures higher to its peak of 20 million dollars in both Japan and the USA.

Writing Task 2

Writing Task 2 requires you to present clear ideas, explain them fully, and support them with reasons and examples.

This section introduces a simple and effective approach.

The Think, Plan, Write Strategy

Success in Writing Task 2 depends on your ability to **develop and explain ideas**, rather than listing points without depth.

Step 1: Focused Brainstorming

Instead of writing random ideas, create **focus questions** directly from the essay prompt. These questions guide your thinking and keep your answer relevant.

Example Prompt:

"The crime rate among teenagers has increased. Discuss the reasons and suggest solutions."

Focus Questions:

Why has teenage crime increased?

What can be done to reduce it?

Answering these questions ensures that you fully address all parts of the task.

Step 2: Extending Ideas Using the Ask Why Method

After identifying a basic idea, develop it by asking to follow up questions such as:

Why is this happening?

What are the effects?

Can I give a clear example?

Example Development:

Basic idea: Breakdown of the nuclear family.

Why: High divorce rates reduce parental supervision.

Effect: Many boys grow up without strong male role models.

Result: They become more vulnerable to negative influences such as drugs and crime.

This method helps transform simple ideas into strong, detailed arguments.

Step 3: Creating a Simple Essay Plan

Before writing, organize your ideas into a clear structure.

Recommended 4 Paragraph Structure:

Introduction:

Introduce the topic and clearly state what the essay will discuss.

Body Paragraph 1, Reasons:

Explain the main causes, such as family breakdown or lack of constructive activities for teenagers.

Body Paragraph 2, Solutions:

Suggest practical solutions, for example government investment in youth centers and increased parental responsibility.

Conclusion:

Summarize the key points and provide a final thought or recommendation.

Linking Words

Linking words (also called *connectors* or *transition words*) are phrases that connect ideas and sentences. They help your writing flow logically from one point to the next.

Why they are used

In IELTS Writing Task 2, linking words help examiners follow your argument clearly. They show relationships between ideas, such as cause and effect, comparison, contrast, sequence, and conclusion. Using them correctly makes your essay easier to read and can improve your coherence and cohesion score.

Examples of common linking words by function

- **Showing two sides:** some people believe... others argue...
 - **Adding a point:** furthermore, moreover, in addition
 - **Contrasting ideas:** however, on the other hand, although
 - **Giving examples:** for example, for instance, such as
 - **Showing results:** therefore, as a result, thus
 - **Concluding:** in conclusion, to summarize, finally
-

For a longer list of linking words organized by function, [click here](#).

Speaking

The IELTS Speaking test is a face-to-face interview with a trained examiner. It is divided into three parts and lasts between 11 and 14 minutes in total. The test assesses your ability to communicate ideas clearly, naturally, and effectively in English.

Speaking Part 1: Introduction and Interview

In this part the examiner introduces themselves and checks your identity. You are then asked general questions about familiar, everyday topics such as your home, hometown, family, work, studies, hobbies, or interests.

This part lasts **4 to 5 minutes**.

You are assessed on your ability to give personal information, express simple opinions, and talk about daily life experiences clearly and naturally.

The examiner usually asks around 12 questions based on 2 or 3 topics

- Each answer should be one or two sentences
- Avoid answering with only “yes” or “no”
- Aim to speak for about 15 to 20 seconds per question

Practice tip

Practice common Part 1 questions. time your answers. Set a 20 second timer and record yourself to improve fluency and confidence.

Sample Part 1 Questions

Let's talk about your hometown or village.

- What kind of place is it?
- What is the most interesting part of your town or village?
- What kind of jobs do people do there?
- Would you say it is a good place to live? Why?

Now let's move on to accommodation.

- What kind of accommodation do you live in?
- How long have you lived there?
- What do you like about living there?
- What type of accommodation would you most like to live in?

Click [here](#) to find Part 1 practice questions with model answers

Speaking Part 2: The Long Turn

In this part, you are given a task card with a topic and a few guiding points. You have **one minute** to prepare and make notes. Then you must speak for **one to two minutes** without interruption.

The examiner may ask one or two short follow up questions after you finish.

This part lasts **3 to 4 minutes**, including preparation time.

This part tests your ability to speak at length, organize ideas logically, and use appropriate vocabulary and grammar while talking about your own experiences.

The challenge is to continue to speak smoothly for the full two minutes while developing your ideas.

Practice tip

Use a timer at home and practice speaking for two minutes on common topics. Record yourself and review your fluency, structure, and clarity.

Sample Task Card

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

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

You can make notes if you wish.

Describe something you own that is very important to you.

You should say:

- where you got it from
- how long you have had it
- what you use it for

Rounding off questions

- Is it valuable in terms of money?
- Would it be easy to replace?

Click [here](#) to find Part 2 practice question with model answers

Speaking Part 3: Discussion

Here you and the examiner discuss broader and more abstract issues often related to the topic from Part 2. The questions require deeper thinking and more developed answers.

This part lasts **4 to 5 minutes**.

You are assessed on your ability to explain opinions, analyze ideas, discuss advantages and disadvantages, and speculate about future or general issues.

Click [here](#) to find Part 3 practice questions with model answers

Marking

Certified IELTS examiners assess your speaking performance throughout the test using four criteria.

- **Fluency and Coherence:** How smoothly you speak, how well you organize ideas, and how effectively you use linking words and cohesive devices so your speech is easy to follow.
- **Lexical Resource:** The range and accuracy of vocabulary you use, including your ability to paraphrase or use alternative words when needed.
- **Grammatical Range and Accuracy:** How well you use different grammatical structures and how accurately you use them.
- **Pronunciation:** How clearly you speak and how easy it is for the examiner to understand you without extra effort.

Additional Resource: This video compares IELTS Speaking answers across different band scores, from Band 5 to Band 8. Click [here to watch](#).

Listening

The IELTS Listening test assesses your ability to understand spoken English in a range of everyday and academic contexts. You will listen to **four recordings**, which include both conversations and monologues spoken by native speakers. Each recording is played **once only**.

There are **40 questions in total**, with **10 questions in each section**. The difficulty increases as the test progresses.

The Listening test measures your ability to understand:

- Main ideas and specific factual information
- Speakers' opinions and attitudes
- The purpose of what is being said
- How ideas are developed and connected

You must answer the questions while listening. The recording is never paused. Different accents are used, including British, Australian, New Zealand, and North American.

Overview of the Four Listening Sections

Sections 1 and 2: Social Contexts

These sections focus on everyday situations.

- **Section 1:** A conversation between two people in a social setting. Examples include booking a course, asking for directions, reporting something lost, or ordering in a restaurant.
- **Section 2:** One person speaking in a social context. Examples include a tour guide explaining a place, an introduction to a gym or hotel, city attractions, or an event overview.

Sections 3 and 4: Educational Contexts

These sections focus on academic or training situations and use more complex language.

- **Section 3:** A discussion between two to four people, usually students and sometimes a tutor.

Examples include discussing a project, a course, or facilities in an educational setting. This section is more challenging because of multiple speakers and higher language level.

- **Section 4:** A lecture delivered by one speaker on an academic topic.

Examples include lectures on science, history, architecture, or psychology. This is the most challenging section, but lectures are usually well structured, which helps you follow the ideas.

Section 1 Tips

1. **Check the word limit:** Always read the instructions carefully. Writing more words than allowed makes the answer incorrect, even if the information is right.
 2. **Pay attention to singular and plural forms:** This section frequently tests plural endings. Match the form exactly and use correct spelling.
 3. **Be confident with spelling names:** Names are often spelled aloud. Focus on similar sounding letters and common spelling patterns.
-

4. **Be accurate with numbers and dates:** Listen carefully for prices, times, phone numbers, and dates. Make sure you write them clearly and accurately.
5. **Listen for corrections:** Speakers often correct themselves. The correct answer is usually the revised information, not the first version mentioned.

Click [here](#) to practice.

Section 2 Tips

1. **Master directional language:** Section 2 often includes maps or floor plans. You must quickly understand words like opposite, next to, west of, and in the corner.
2. **Visualize the layout before listening:** Use preparation time to study the map. Identify the entrance and fixed landmarks to avoid getting lost.
3. **Listen for signposting language:** The speaker will guide you using phrases like “moving on to” or “if you look at your map”. These signals tell you when to move to the next question.

Click [here](#) to practice.

Section 3 Tips

1. **Identify speakers early:** Listen carefully to the introduction so you know who is speaking. Questions often ask for a specific person’s opinion.
2. **Listen for agreement and disagreement:** The answer often depends on whether an idea is accepted or rejected. Focus on intention, not just keywords.
3. **Scan long multiple choice options:** Underline unique keywords in each option. Listen for paraphrased meaning rather than exact wording.

Click [here](#) to practice.

Section 4 Tips

1. **Predict the word type:** Before listening, decide whether the missing word is likely to be a noun, verb, or adjective.
 2. **Do not panic about academic topics:** You do not need subject knowledge. Focus on keywords in the questions to track the lecture.
-

3. **Prepare for continuous listening:** There is no break in this section. If you miss one answer, move on immediately to avoid missing others.

Click [here](#) to practice.

Note Taking Strategies for IELTS Listening

In the IELTS Listening test, you only hear the audio once. This makes fast and accurate note-taking a vital skill. By learning how to jot down key details quickly, you won't miss important answers while the recording is playing. This section will show you how to capture the right information and use it to get a higher score.

Strategy 1: Active Listening and Intent

- Avoid making assumptions about what the speaker will say
- Listen for synonyms and paraphrasing
- Stay focused from the moment the audio begins

Strategy 2: Tracking Verbal Signposts

Signposts guide you through the recording and signal changes in ideas.

- **Ordering**
Firstly, afterwards, finally, to conclude
- **Relationships**
In addition, similarly, as a result
- **Contrast**
However, on the other hand, nevertheless
- **Emphasis**
In fact, especially, moreover

Also listen for changes in tone, speed, or volume, as emphasis often signals the answer.

Strategy 3: Smart Note Taking Techniques

- **Use abbreviations and symbols**
Examples include w for with, govt for government, arrows for cause and effect.
-

- **Focus on keywords only**
Write key nouns and verbs, not full sentences.
- **Use structure**
Bullet points help separate main ideas from details.
- **Practice visual methods**
Mind maps and outlines are useful during practice to understand idea connections.

How to Apply Note Taking in the Test

Step 1: Read and underline keywords: Before listening, underline key nouns, verbs, numbers, and connectors.

Step 2: Listen and write selectively: Use symbols and short forms. Focus on meaning, not exact words.

Step 3: Match notes to answers: Use the short review time to compare meaning and eliminate incorrect options.

Common note taking challenges you must avoid include:

- Writing too slowly
- Writing too much unnecessary detail
- Notes that are unclear later
- Overusing abbreviations

Remember: The audio always follows the order of the questions. If you miss an answer, let it go immediately and focus on the next signpost. One missed word should never cause multiple missed answers.

This video provides section by section practice with answers and explanations. Click [here](#) to find.

Part IV: Level 3

Goal of This Level

This level is designed for learners who already have a strong command of English and are aiming for a higher IELTS band score.

Reading

This section focuses on full Cambridge IELTS Reading tests, complete with detailed answers and clear explanations. It also includes strategies and practical tips to help you manage your time effectively and maximize your score in the Reading test.

Passage 1

Nutmeg - a valuable spice

The nutmeg tree, *Myristica fragrans*, is a large evergreen tree native to Southeast Asia. Until the late 18th century, it only grew in one place in the world: a small group of islands in the Banda Sea, part of the Moluccas – or Spice Islands – in northeastern Indonesia. The tree is thickly branched with dense foliage of tough, dark green oval leaves, and produces small, yellow, bell-shaped flowers and pale yellow pear-shaped fruits. The fruit is encased in a flesh husk. When the fruit is ripe, this husk splits into two halves along a ridge running the length of the fruit. Inside is a purple-brown shiny seed, 2-3 cm long by about 2 cm across, surrounded by a lacy red or crimson covering called an ‘aril’. These are the sources of the two spices nutmeg and mace, the former being produced from the dried seed and the latter from the aril.

Nutmeg was a highly prized and costly ingredient in European cuisine in the Middle Ages, and was used as a flavouring, medicinal, and preservative agent. Throughout this period, the Arabs were the exclusive importers of the spice to Europe. They sold nutmeg for high prices to merchants based in Venice, but they never revealed the exact location of the source of this extremely valuable commodity. The Arab-Venetian dominance of the trade finally ended in 1512, when the Portuguese reached the Banda Islands and began exploiting its precious resources.

Always in danger of competition from neighbouring Spain, the Portuguese began subcontracting their spice distribution to Dutch traders. Profits began to flow into the Netherlands, and the Dutch commercial fleet swiftly grew into one of the largest in the world. The Dutch quietly gained control of most of the shipping and trading of spices in Northern Europe. Then, in 1580, Portugal

fell under Spanish rule, and by the end of the 16th century the Dutch found themselves locked out of the market. As prices for pepper, nutmeg, and other spices soared across Europe, they decided to fight back.

In 1602, Dutch merchants founded the VOC, a trading corporation better known as the Dutch East India Company. By 1617, the VOC was the richest commercial operation in the world. The company had 50,000 employees worldwide, with a private army of 30,000 men and a fleet of 200 ships. At the same time, thousands of people across Europe were dying of the plague, a highly contagious and deadly disease. Doctors were desperate for a way to stop the spread of this disease, and they decided nutmeg held the cure. Everybody wanted nutmeg, and many were willing to spare no expense to have it. Nutmeg bought for a few pennies in Indonesia could be sold for 68,000 times its original cost on the streets of London. The only problem was the short supply. And that's where the Dutch found their opportunity.

The Banda Islands were ruled by local sultans who insisted on maintaining a neutral trading policy towards foreign powers. This allowed them to avoid the presence of Portuguese or Spanish troops on their soil, but it also left them unprotected from other invaders. In 1621, the Dutch arrived and took over. Once securely in control of the Bandas, the Dutch went to work protecting their new investment. They concentrated all nutmeg production into a few easily guarded areas, uprooting and destroying any trees outside the plantation zones. Anyone caught growing a nutmeg seedling or carrying seeds without the proper authority was severely punished. In addition, all exported nutmeg was covered with lime to make sure there was no chance a fertile seed which could be grown elsewhere would leave the islands. There was only one obstacle to Dutch domination. One of the Banda Islands, a sliver of land called Run, only 3 km long by less than 1 km wide, was under the control of the British. After decades of fighting for control of this tiny island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island, the Dutch offered a trade: if the British would give them the island of Run, they would in turn give Britain a distant and much less valuable island in North America. The British agreed. That other island was Manhattan, which is how New Amsterdam became New York. The Dutch now had a monopoly over the nutmeg trade which would last for another century.

Then, in 1770, a Frenchman named Pierre Poivre successfully smuggled nutmeg plants to safety in Mauritius, an island off the coast of Africa. Some of these were later exported to the Caribbean where they thrived, especially on the island of Grenada. Next, in 1778, a volcanic eruption in the Banda region caused a tsunami that wiped out half the nutmeg groves. Finally, in 1809, the British returned to Indonesia and seized the Banda Islands by force. They returned the islands to the

Dutch in 1817, but not before transplanting hundreds of nutmeg seedlings to plantations in several locations across southern Asia. The Dutch nutmeg monopoly was over.

Today, nutmeg is grown in Indonesia, the Caribbean, India, Malaysia, Papua New Guinea and Sri Lanka, and world nutmeg production is estimated to average between 10,000 and 12,000 tonnes per year.

Instructions

Questions 1-4

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes 1-4 on your answer sheet.

The nutmeg tree and fruit

- the leaves of the tree are **1** in shape
- the **2** surrounds the fruit and breaks open when the fruit is ripe
- the **3** is used to produce the spice nutmeg
- the covering known as the aril is used to produce **4**
- the tree has yellow flowers and fruit

Questions 5-7

Do the following statements agree with the information given in Reading Passage 1?
In boxes 5-7 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 5. In the Middle Ages, most Europeans knew where nutmeg was grown.
- 6. The VOC was the world’s first major trading company.
- 7. Following the Treaty of Breda, the Dutch had control of all the islands where nutmeg grew.

Questions 8-13

Complete the table below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes **8-13** on your answer sheet.

Middle Ages	Nutmeg was brought to Europe by the 8
16th century	European nations took control of the nutmeg trade
17th century	<p>Demand for nutmeg grew, as it was believed to be effective against the disease known as the 9</p> <p>The Dutch</p> <ul style="list-style-type: none"> - took control of the Banda Islands - restricted nutmeg production to a few areas - put 10on nutmeg to avoid it being cultivated outside the islands - finally obtained the island of 11 from the British

Late 18th century	1770 - nutmeg plants were secretly taken to 12 1778 - half the Banda Islands' nutmeg plantations were destroyed by a 13
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PASSAGE 2

Driverless cars

The automotive sector is well used to adapting to automation in manufacturing. The implementation of robotic car manufacture from the 1970s onwards led to significant cost savings and improvements in the reliability and flexibility of vehicle mass production. A new challenge to vehicle production is now on the horizon and, again, it comes from automation. However, this time it is not to do with the manufacturing process, but with the vehicles themselves.

Research projects on vehicle automation are not new. Vehicles with limited self-driving capabilities have been around for more than 50 years, resulting in significant contributions towards driver assistance systems. But since Google announced in 2010 that it had been trialling self-driving cars on the streets of California, progress in this field has quickly gathered pace.

There are many reasons why technology is advancing so fast. One frequently cited motive is safety; indeed, research at the UK's Transport Research Laboratory has demonstrated that more than 90 percent of road collisions involve human error as a contributory factor, and it is the primary cause in the vast majority. Automation may help to reduce the incidence of this.

Another aim is to free the time people spend driving for other purposes. If the vehicle can do some or all of the driving, it may be possible to be productive, to socialise or simply to relax while automation systems have responsibility for safe control of the vehicle. If the vehicle can do the driving, those who are challenged by existing mobility models - such as older or disabled travellers - may be able to enjoy significantly greater travel autonomy.

Beyond these direct benefits, we can consider the wider implications for transport and society, and how manufacturing processes might need to respond as a result. At present, the average car spends more than 90 percent of its life parked. Automation means that initiatives for car-sharing become much more viable, particularly in urban areas with significant travel demand. If a

significant proportion of the population choose to use shared automated vehicles, mobility demand can be met by far fewer vehicles.

The Massachusetts Institute of Technology investigated automated mobility in Singapore, finding that fewer than 30 percent of the vehicles currently used would be required if fully automated car sharing could be implemented. If this is the case, it might mean that we need to manufacture far fewer vehicles to meet demand.

However, the number of trips being taken would probably increase, partly because empty vehicles would have to be moved from one customer to the next.

Modelling work by the University of Michigan Transportation Research Institute suggests automated vehicles might reduce vehicle ownership by 43 percent, but that vehicles' average annual mileage would double as a result. As a consequence, each vehicle would be used more intensively, and might need replacing sooner. This faster rate of turnover may mean that vehicle production will not necessarily decrease.

Automation may prompt other changes in vehicle manufacture. If we move to a model where consumers are tending not to own a single vehicle but to purchase access to a range of vehicles through a mobility provider, drivers will have the freedom to select one that best suits their needs for a particular journey, rather than making a compromise across all their requirements.

Since, for most of the time, most of the seats in most cars are unoccupied, this may boost production of a smaller, more efficient range of vehicles that suit the needs of individuals. Specialised vehicles may then be available for exceptional journeys, such as going on a family camping trip or helping a son or daughter move to university.

There are a number of hurdles to overcome in delivering automated vehicles to our roads. These include the technical difficulties in ensuring that the vehicle works reliably in the infinite range of traffic, weather and road situations it might encounter; the regulatory challenges in understanding how liability and enforcement might change when drivers are no longer essential for vehicle operation; and the societal changes that may be required for communities to trust and accept automated vehicles as being a valuable part of the mobility landscape.

It's clear that there are many challenges that need to be addressed but, through robust and targeted research, these can most probably be conquered within the next 10 years. Mobility will change in such potentially significant ways and in association with so many other technological developments, such as telepresence and virtual reality, that it is hard to make concrete predictions about the future.

However, one thing is certain: change is coming, and the need to be flexible in response to this will be vital for those involved in manufacturing the vehicles that will deliver future mobility.

Questions 14-18

Reading Passage 2 has seven sections, **A-G**.

Which section contains the following information?

*Write the correct letter, **A-G**, in boxes 14-18 on your answer sheet.*

- 14. reference to the amount of time when a car is not in use
- 15. mention of several advantages of driverless vehicles for individual road-users
- 16. reference to the opportunity of choosing the most appropriate vehicle for each trip
- 17. an estimate of how long it will take to overcome a number of problems
- 18. a suggestion that the use of driverless cars may have no effect on the number of vehicles manufactured

Questions 19-22

Complete the summary below.

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

your answers in boxes 19-22 on your answer sheet.

The impact of driverless cars

Figures from the Transport Research Laboratory indicate that most motor accidents are partly due to **19**, so the introduction of driverless vehicles will result in greater safety. In addition to the direct benefits of automation, it may bring other advantages. For example, schemes for **20** will be more workable, especially in towns and cities, resulting in fewer cars on the road.

According to the University of Michigan Transportation Research Institute, there could

be a 43 percent drop in **21** of cars. However, this would mean that the yearly **22** of each car would, on average, be twice as high as it currently is. This would lead to a higher turnover of vehicles, and therefore no reduction in automotive manufacturing.

Questions 23 and 24

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

Write the correct letters in boxes 23 and 24 on your answer sheet.

Which **TWO** benefits of automated vehicles does the writer mention?

- A** Car travellers could enjoy considerable cost savings.
- B** It would be easier to find parking spaces in urban areas.
- C** Travellers could spend journeys doing something other than driving.
- D** People who find driving physically difficult could travel independently.
- E** A reduction in the number of cars would mean a reduction in pollution.

Questions 25 and 26

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

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** challenges to automated vehicle development do the writer mention?

- A** making sure the general public has confidence in automated vehicles
- B** managing the pace of transition from conventional to automated vehicles
- C** deciding how to compensate professional drivers who become redundant
- D** setting up the infrastructure to make roads suitable for automated vehicles
- E** getting automated vehicles to adapt to various different driving conditions

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.

What is exploration?

We are all explorers. Our desire to discover, and then share that new-found knowledge, is part of what makes us human – indeed, this has played an important part in our success as a species. Long before the first caveman slumped down beside the fire and grunted news that there were plenty of wildebeest over yonder, our ancestors had learnt the value of sending out scouts to investigate the unknown. This questing nature of ours undoubtedly helped our species spread around the globe, just as it nowadays no doubt helps the last nomadic Penan maintain their existence in the depleted forests of Borneo, and a visitor negotiates the subways of New York.

Over the years, we've come to think of explorers as a peculiar breed – different from the rest of us, different from those of us who are merely 'well-travelled', even; and perhaps there is a type of person more suited to seeking out the new, a type of caveman more inclined to risk venturing out. That, however, doesn't take away from the fact that we all have this enquiring instinct, even today; and that in all sorts of professions – whether artist, marine biologist or astronomer – borders of the unknown are being tested each day.

Thomas Hardy set some of his novels in Egdon Heath, a fictional area of uncultivated land, and used the landscape to suggest the desires and fears of his characters. He is delving into matters we all recognise because they are common to humanity. This is surely an act of exploration, and into a world as remote as the author chooses. Explorer and travel writer Peter Fleming talks of the moment when the explorer returns to the existence he has left behind with his loved ones. The traveler 'who has for weeks or months seen himself only as a puny and irrelevant alien crawling laboriously over a country in which he has no roots and no background, suddenly encounters his other self, a relatively solid figure, with a place in the minds of certain people'.

In this book about the exploration of the earth's surface, I have confined myself to those whose travels were real and who also aimed at more than personal discovery. But that still left me with another problem: the word 'explorer' has become associated with a past era. We think back to a golden age, as if exploration peaked somehow in the 19th century – as if the process of discovery is now on the decline, though the truth is that we have named only one and a half million of this planet's species, and there may be more than 10 million – and that's not including bacteria. We have

studied only 5 per cent of the species we know. We have scarcely mapped the ocean floors, and know even less about ourselves; we fully understand the workings of only 10 per cent of our brains.

Here is how some of today's 'explorers' define the word. Ran Fiennes, dubbed the 'greatest living explorer', said, 'An explorer is someone who has done something that no human has done before – and also done something scientifically useful.' Chris Bonington, a leading mountaineer, felt exploration was to be found in the act of physically touching the unknown: 'You have to have gone somewhere new.' Then Robin Hanbury-Tenison, a campaigner on behalf of remote so-called 'tribal' peoples, said, 'A traveller simply records information about some far-off world, and reports back; but an explorer changes the world.' Wilfred Thesiger, who crossed Arabia's Empty Quarter in 1946, and belongs to an era of unmechanised travel now lost to the rest of us, told me, 'If I'd gone across by camel when I could have gone by car, it would have been a stunt.' To him, exploration meant bringing back information from a remote place regardless of any great self-discovery.

Each definition is slightly different – and tends to reflect the field of endeavour of each pioneer. It was the same whoever I asked: the prominent historian would say exploration was a thing of the past, the cutting-edge scientist would say it was of the present. And so on. They each set their own particular criteria; the common factor in their approach being that they all had, unlike many of us who simply enjoy travelling or discovering new things, both a very definite objective from the outset and also a desire to record their findings.

I'd best declare my own bias. As a writer, I'm interested in the exploration of ideas. I've done a great many expeditions and each one was unique. I've lived for months alone with isolated groups of people all around the world, even two 'uncontacted tribes'. But none of these things are of the slightest interest to anyone unless, through my books, I've found a new slant, explored a new idea. Why? Because the world has moved on. The time has long passed for the great continental voyages – another walk to the poles, another crossing of the Empty Quarter. We know how the land surface of our planet lies; exploration of it is now down to the details – the habits of microbes, say, or the grazing behaviour of buffalo. Aside from the deep sea and deep underground, it's the era of specialists. However, this is to disregard the role the human mind has in conveying remote places; and this is what interests me: how a fresh interpretation, even of a well-travelled route, can give its readers new insights.

Questions 27-32

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

Write the correct letter in boxes 27-32 on your answer sheet.

27. The writer refers to visitors to New York to illustrate the point that
- A. exploration is an intrinsic element of being human.
 - B. most people are enthusiastic about exploring.
 - C. exploration can lead to surprising results.
 - D. most people find exploration daunting.
28. According to the second paragraph, what is the writer's view of explorers
- A. Their discoveries have brought both benefits and disadvantages.
 - B. Their main value is in teaching others.
 - C. They act on an urge that is common to everyone.
 - D. They tend to be more attracted to certain professions than to others.
29. The writer refers to a description of Egdon Heath to suggest that
- A. Hardy was writing about his own experience of exploration.
 - B. Hardy was mistaken about the nature of exploration.
 - C. Hardy's aim was to investigate people's emotional states.
 - D. Hardy's aim was to show the attraction of isolation.
30. In the fourth paragraph, the writer refers to 'a golden age' to suggest that
- A. the amount of useful information produced by exploration has decreased.
 - B. fewer people are interested in exploring than in the 19th century.
 - C. recent developments have made exploration less exciting.
 - D. we are wrong to think that exploration is no longer necessary.
-

31. In the sixth paragraph, when discussing the definition of exploration, the writer argues that

- A. people tend to relate exploration to their own professional interests.
- B. certain people are likely to misunderstand the nature of exploration.
- C. the generally accepted definition has changed over time.
- D. historians and scientists have more valid definitions than the general public.

32. In the last paragraph, the writer explains that he is interested in

- A. how someone's personality is reflected in their choice of places to visit.
- B. the human ability to cast new light on places that may be familiar.
- C. how travel writing has evolved to meet changing demands.
- D. the feelings that writers develop about the places that they explore.

Questions 33 – 37

Look at the following statements (Questions 33-37) and the list of explorers below.

Match each statement with the correct explorer, A-E.

Write the correct letter, A-E, in boxes 33-37 on your answer sheet.

NB You may use any letter more than once.

33. He referred to the relevance of the form of transport used.

34. He described feelings on coming back home after a long journey.

35. He worked for the benefit of specific groups of people.

36. He did not consider learning about oneself an essential part of exploration.

37. He defined exploration as being both unique and of value to others.

List of Explorers

- A. Peter Fleming
- B. Ran Fiennes
- C. Chris Bonington
- D. Robin Hanbury-Tenison
- E. Wilfred Thesiger

Questions 38 – 40

Complete the summary below.

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

Write your answers in boxes 38-40 on your answer sheet.

The writer's own bias

The writer has experience of a large number of 38 and was the first stranger that certain previously 39 people had encountered. He believes there is no need for further exploration of Earth's 40, except to answer specific questions such as how buffalo eat.

Reading Passage 1**Answers and Explanations****Question 1, oval**

The passage describes the leaves as dark green oval leaves. The question asks for one word only, and oval is directly used in the text to describe the shape.

Question 2, husk

The passage states that the fruit is encased in a fleshy husk. This matches the note exactly.

Question 3, seed

The text explains that nutmeg comes from the dried seed. Therefore, seed is the correct answer.

Question 4, mace

The passage explains that mace is produced from the aril. This directly answers the question.

True, False, Not Given**Question 5, FALSE**

The passage clearly says the Arabs never revealed the exact location of where nutmeg came from. This means most Europeans did not know where it grew, so the statement is false.

Question 6, NOT GIVEN

Although the passage says the VOC was extremely rich and powerful, it does not state that it was the world's first major trading company. Since this information is not mentioned, the correct answer is Not Given.

Question 7, TRUE

After the Treaty of Breda, the Dutch gained control of Run, which was the last island not under their control. This means they controlled all nutmeg producing islands.

Table Completion**Question 8, Arabs**

The passage states that during the Middle Ages, Arabs were the exclusive importers of nutmeg to Europe.

Question 9, plague

Demand increased because people believed nutmeg could cure the plague. This is clearly stated in the text.

Question 10, lime

The Dutch covered exported nutmeg with lime to prevent it from growing elsewhere.

Question 11, Run

The island obtained from the British was Run, as mentioned in the treaty description.

Question 12, Mauritius

Pierre Poivre smuggled nutmeg plants to Mauritius in 1770.

Question 13, tsunami

A tsunami caused by a volcanic eruption destroyed half the nutmeg plantations in 1778.

Reading Passage 2

Answers and Explanations

Question 14, C

Section C mentions that cars spend more than 90 percent of their time parked, which refers to how long vehicles are not in use.

Question 15, B

Section B lists benefits such as safety, productivity, and mobility for older or disabled travellers.

Question 16, E

Section E discusses choosing different vehicles depending on journey needs.

Question 17, G

Section G estimates that challenges could be overcome within the next ten years.

Question 18, D

Section D explains that increased usage and faster replacement may mean manufacturing does not decrease.

Summary Completion

Question 19, human error

The passage states that over 90 percent of accidents involve human error.

Question 20, car sharing

Automation makes car sharing more practical, especially in cities.

Question 21, ownership

The study predicts a 43 percent reduction in vehicle ownership.

Question 22, mileage

Each vehicle's annual mileage would double due to increased usage.

Multiple Choice**Questions 23 and 24, A and C**

The writer mentions that travelers could spend time doing other activities and that people with physical difficulties could travel independently.

Questions 25 and 26, D and E

The challenges mentioned include adapting vehicles to different conditions and gaining public trust.

Reading Passage 3**Answers and Explanations****27. A – Exploration is an intrinsic element of being human**

The writer uses the New York visitor example to show that curiosity and the desire to discover are natural human traits, not limited to famous explorers.

28. C – Explorers act on an urge that is common to everyone

The second paragraph explains that while some people may be more inclined to explore, the instinct to investigate is universal across all humans.

29. C – Hardy's aim was to investigate people's emotional states

Egdon Heath is used symbolically to explore universal human desires and fears, not for geographical exploration.

30. D – We are wrong to think that exploration is no longer necessary

The 'golden age' comment highlights the misconception that exploration peaked in the 19th century, whereas the writer emphasizes ongoing discoveries.

31. A – People tend to relate exploration to their own professional interests

Different explorers define exploration based on their own field, showing that personal perspective shapes the definition.

32. B – The human ability to cast new light on familiar places

The writer is interested in how fresh interpretation and insight can reveal new aspects, even of well-known locations.

33. E – He referred to the relevance of the form of transport used

Wilfred Thesiger mentions that using camels instead of cars is part of the exploration experience.

34. A – He described feelings on coming back home after a long journey

Peter Fleming talks about the sense of reconnecting with his ordinary self and loved ones after an expedition.

35. D – He worked for the benefit of specific groups of people

Robin Hanbury-Tenison focuses on helping remote tribal peoples, emphasizing impact on others.

36. C – He did not consider learning about oneself an essential part of exploration

Chris Bonington emphasizes physically going somewhere new, rather than self-discovery.

37. B – He defined exploration as being both unique and of value to others

Ran Fiennes defines an explorer as someone who does something unprecedented and scientifically useful.

38. expeditions

The writer mentions he has taken many unique expeditions in his career.

39. uncontacted / isolated

He lived with previously uncontacted or isolated groups of people.

40. (land) surface

He notes there is no need for further exploration of Earth's surface except for specific studies like animal behaviour.

Reading Time Management Tips

Effective time management is essential in the IELTS Reading test. You have 60 minutes to answer 40 questions, which means you cannot afford to read everything in detail. The strategies below will help you work faster, stay focused, and avoid panic.

1. Skim for Gist First

Each Reading test contains three passages. Begin by quickly skimming each passage to understand the general idea. Do not read every sentence. Focus on headings, subheadings, topic sentences, and repeated ideas. This overview will help you locate answers faster later.

2. Focus on Introductions and Conclusions

The writer's main viewpoint or purpose is often stated in the introduction and reinforced in the conclusion. Reading these parts carefully can help you answer many global questions without reading the full passage in detail.

3. Identify and Mark Keywords

As you skim, underline or mentally note key words related to the topic. These words act as anchors and help you quickly find relevant sections when answering questions.

4. Read Questions in Groups

Questions usually come in groups related to the same part of the text. Before answering, read the entire group and underline important information words. This prevents unnecessary rereading of the passage.

5. Work One Paragraph at a Time

Read only one paragraph carefully, then immediately check which questions relate to it. Answer what you can and move on. Avoid reading ahead, as this often leads to confusion and wasted time.

6. Use Question Order to Your Advantage

Most question types follow the order of the passage. If you find the answer to Question 3 and then Question 5, the answer to Question 4 must be between them. If it is not there, it is likely Not Given. This saves valuable searching time.

7. Stop Reading Once You Find the Answer

As soon as you locate the required information, stop reading and move to the next question. Do not finish the paragraph unnecessarily.

8. Skip Difficult Questions Immediately

If an answer does not appear quickly, skip it and continue. Do not get stuck. You can return later if time allows. This helps you secure easy marks first.

9. Focus on Meaning, Not Difficult Words

Do not waste time trying to understand unfamiliar vocabulary. IELTS rarely tests single unknown words. Instead, focus on surrounding words and overall meaning.

10. Copy Words Exactly from the Text

For gap fill and summary questions, copy the answer exactly as it appears in the passage. Do not change tense, form, or plural endings. This avoids careless mistakes.

11. Answer Every Question

There is no penalty for wrong answers. If you are running out of time, make an educated guess. Leaving a question blank guarantees zero marks.

12. Accuracy Comes Before Speed

This approach may feel slow at first, but it reduces rereading and confusion. With practice, your speed will increase naturally while accuracy improves.

Reading Strategies & Tips

To manage your time effectively, follow this sequence for every passage:

1. **Skim the Passage:** Spend 2–3 minutes reading the title, subheadings, and the first sentence of each paragraph to understand the "big picture."
2. **Analyze the Questions:** Read the questions before you read the text in detail. Identify the question type (e.g., True/False/Not Given) and underline keywords (names, dates, or unique nouns).
3. **Scan for Keywords:** Run your eyes quickly over the text to find those keywords or their synonyms (different words with the same meaning).
4. **Read in Detail:** Once you find the location of a keyword, read the sentences before and after it carefully to find the answer.
5. **Move On:** If you can't find an answer in 1 minute, guess and move to the next. Every question is worth only **1 point**. Don't waste 5 minutes on a single point.

Essential Reading Tips

1. Master Skimming and Scanning

- **Skimming:** Reading for the "gist" or main idea.
- **Scanning:** Looking for a specific "needle in a haystack" (like a phone number or a specific name).

2. Watch for "The Synonym Trap"

The question might use the word "*Global*," but the text might say "*International*." Do not just look for exact words; look for matching meanings.

3. Follow the Order

In most question types (like Multiple Choice or Gap Fill), the answers appear in the text in the same order as the questions. If you find the answer to Question 1, the answer to Question 2 will be below it.

4. Read the Instructions Carefully

If the instructions say "**NO MORE THAN TWO WORDS**," writing three words will make your answer wrong, even if the information is correct.

5. Manage Your Time

You have 60 minutes for 3 passages. Aim for:

- **20 minutes** per passage (including transferring your answers to the answer sheet).
- Unlike the Listening test, you do **not** get extra time at the end to transfer your answers.

6. Guess from Context

If you see a difficult word you don't know, don't panic. Look at the words around it to make an "educated guess." Usually, you don't need to know every single word to find the right answer.

Writing

This section focuses on developing the advanced writing skills required to achieve a high band score in the IELTS Writing test. At this level, the emphasis is on accuracy, clarity, logical structure, and the ability to present and support ideas in a sophisticated way.

Task 1: Academic graphs

Example 1

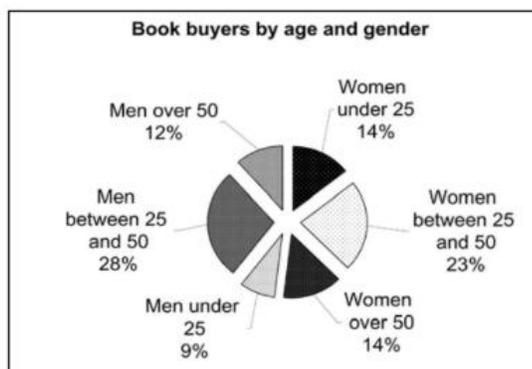
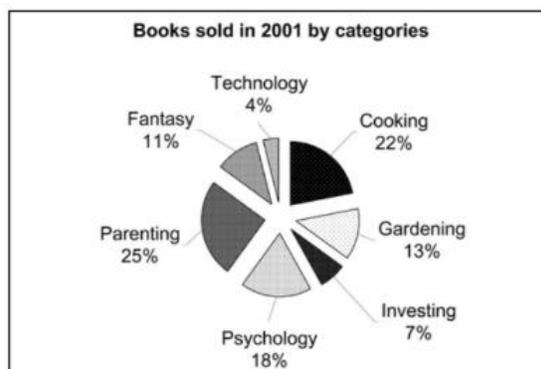
Instructions

You should spend about 20 minutes on this task.

The charts below describe books sales of Famous Book Store in 2001.

Write a report for a university tutor describing the information shown.

You should write at least 150 words.



Sample answer:

The pie charts compare quantities of books of various categories sold to customers belonging to different age groups and gender during 2001 by Famous Book Store. It can be clearly seen that parenting books are the most popular and that the biggest proportion of books was sold to men between the ages of 25 and 50.

The two dominant categories, parenting (25 %) and cooking (22 %) are followed very closely by psychology, with only 4 percent less sales than for cooking books. Sales of fantasy and gardening literature recorded much smaller figures, 11 and 13 percent respectively. Books on Technology or Investment were the two least popular categories, with only seven percent of sales being on books about Investment and 4 percent on books on Technology.

Most of the books were sold to women and men from 25 to 50 years old (23 and 28 percent respectively). Sales figures amongst women older than 50 or younger than 25 as well as among men over 50 were very similar, 12 and 14 percent. Only 9 % of the books were purchased by men under 25.

Here is a clear and simple list you can include in the guide.

What Makes This Essay Strong

- It clearly explains what the charts show in the introduction
- It includes a strong overview highlighting the main trends
- Ideas are well organized into clear paragraphs
- Each paragraph has a clear purpose
- Information is grouped logically instead of listing every detail
- Comparisons are made where relevant
- Key data is selected carefully, not everything is included
- Language is clear, formal, and appropriate for academic writing
- Vocabulary for describing data is used accurately
- The essay is easy to follow and easy for the examiner to understand

Example 2

You should spend about 20 minutes on this task.

The table below describes victims by age group and offence category in Venezuela, 1999.

Write a report for a university lecturer describing the information shown. You should write at least 150 words

Age group\Offence	Murder	Negligence	Kidnapping	Robbery	Blackmail
0-14	14	39	110	523	4
15-24	25	4	56	4558	46
25-44	72	0	48	3312	89
45-64	38	2	16	1067	76
65+	13	9	3	220	8
Total victims	162	54	233	9680	223

Sample answer

The table shows statistics of people in five age groups who became victims of various crimes in Venezuela in 1999. It can be clearly seen that robbery was the most common type of offence across all of the age groups.

The largest numbers of citizens were victims of either robbery or kidnapping, with over 4500 and 56 cases respectively for people over 15 and under 24 years old. These numbers reduce though by 25% (to 3312 and 48 respectively) as we move to age group 25 to 44 and reduce even more for ages 45 - 64, dropping to 1067 cases of robbery and 16 kidnappings. Figures for blackmail and murder victims show a very similar tendency to increase as we move from the 0-14 to the 25-44 age group, where they peak at 89 and 72 respectively.

Another noticeable feature is that the majority of the victims belonged to ages from 15 up to 64 for all kinds of offences, with the exceptions of negligence and kidnapping, where most of the victims belonged to the 0-14 age group.

What makes this essay strong

- **Clear introduction that paraphrases the task**

The opening sentence accurately restates the task without copying it directly, for example, “The table shows statistics of people in five age groups who became victims of various crimes in Venezuela in 1999.”

- **Strong overview highlighting the main trend**

The overview is clear and immediate, stating the most important feature, “It can be clearly seen that robbery was the most common type of offence across all of the age groups.” This shows good Task Achievement.

- **Effective grouping of data instead of listing numbers**

The essay groups age ranges logically, comparing 15 to 24, 25 to 44, and 45 to 64, rather than describing each row separately.

- **Clear comparisons with accurate data selection**

Specific comparisons are made using key figures, such as “over 4500” robbery cases for ages 15 to 24, compared with “3312” for ages 25 to 44, showing controlled and relevant use of numbers.

- **Use of trend language to describe changes**

Phrases like “reduce though by 25%” and “reduce even more” clearly describe trends rather than repeating raw figures.

- **Identification of peaks and patterns**

The essay highlights peak values effectively, for example, “where they peak at 89 and 72 respectively,” which demonstrates good analytical skill.

- **Clear identification of exceptions**

The final paragraph points out important exceptions, such as “with the exceptions of negligence and kidnapping,” showing attention to detail.

- **Formal academic tone throughout**

The language is neutral and appropriate for Task 1, using phrases like “another noticeable feature” and avoiding opinions or informal expressions.

- **Logical paragraphing and flow**

Each paragraph has a clear purpose, overview, details, and final comparison, making the report easy to follow and well organized.

Task 2: Argumentative Essays

What Is an Argumentative Essay

An argumentative essay is an academic essay in which you present and defend your personal opinion on a given issue. Your goal is to persuade the reader that your viewpoint is reasonable by using clear logic, relevant ideas, and well chosen examples. Your position may fully agree, fully disagree, or partially agree with the statement.

How to Identify an Argumentative Essay in IELTS

You can recognize this essay type by opinion focused questions such as:

- What is your opinion
- Do you agree or disagree
- To what extent do you agree or disagree

These questions require you to clearly state and support your own view.

Argumentative Essay vs Discussion Essay

Argumentative Essay	Discussion Essay
<p>You are asked to give your own opinion and support it throughout the essay.</p> <p>Example: Children watch too much TV nowadays and this is bad for their education and development. To what extent do you agree or disagree?</p>	<p>You must discuss two opposing views objectively before giving your own opinion.</p> <p>Example: Some people think that competition should be encouraged in children. Others believe cooperation is more important. Discuss both views and give your opinion.</p>

Structure for an Argumentative Essay

Here's a clear structure that helps you organize your essay in a way that allows examiners to follow your ideas easily. A strong argumentative essay usually has four paragraphs:

- Introduction
- Main Body Paragraph 1
- Main Body Paragraph 2
- Conclusion

Introduction

Write 2 to 3 sentences. Paraphrase the topic, state your position, and mention what you will discuss.

Sample topic:

Some people think that the influence of news media on people's lives is a negative development. Do you agree or disagree?

Sample introduction:

For many people, news is a regular part of daily life. There is ongoing debate about whether the strong influence of news media is a negative development. In my view, the news media benefits society more than it causes harm.

Main Body Paragraph 1

Start with a clear topic sentence, explain your idea, and support it with an example.

Example focus:

The news media helps people stay informed and make better decisions.

Main Body Paragraph 2

Present another strong reason that supports your opinion and develop it clearly.

Example focus:

News media plays an essential role during emergencies by providing timely information.

Conclusion

Summarize your arguments and restate your opinion without adding new ideas.

Sample conclusion:

In conclusion, the news media plays a vital role in informing the public and protecting lives during emergencies. Despite its limitations, its overall impact on society is positive.

Tips for Writing a High Scoring Argumentative Essay

- Make your main argument clear in every paragraph
- Place the main idea at the beginning of each body paragraph
- Acknowledge opposing views where relevant and explain why your position is stronger
- Support every claim with a clear explanation or example
- Use topic specific vocabulary accurately and naturally
- Avoid overly complex language that may reduce clarity

Click the link to view [Sample Band 7 vs. Band 9 essays side by side.](#)

Click the link to find essential [vocabulary for IELTS across common themes.](#)

Speaking

This section focuses on full IELTS Speaking practice, including Parts 1–3, with strategies and tips to improve fluency, coherence, and pronunciation. It also covers cue card topics, high-band idioms, and practical advice to help you speak confidently and achieve a higher score.

Strategies for Higher Fluency and Coherence

Fluency and coherence measure how smoothly you speak, how clearly your ideas are organised, and how naturally you connect them. High-scoring candidates speak at length without long pauses, repeat fewer words, and develop their ideas effectively.

1. Extend your answers naturally

Avoid short or direct answers. Always aim to add at least one extra detail using this pattern: **statement → reason → example or result.**

Example:

- Instead of: “I like my hometown.”
- Say: “I like my hometown because it is quiet and affordable, and it is a good place for students to focus on their studies.”

This approach helps you speak longer and demonstrates control of language.

2. Organise ideas logically

- **Part 2:** Use the bullet points on the cue card to structure your answer. During the one-minute preparation, write only keywords, not full sentences, and follow the order of the prompts when speaking.
- **Part 3:** Structure your answers clearly:
 1. State your opinion
 2. Explain why
 3. Add an example or comparison

This shows coherence and strong idea development.

3. Use signposting language

Signposting words guide the listener and make your speech easier to follow. Examples:

- “In my view, there are two main reasons...”
- “I agree with this because...”
- “In contrast...”
- “As a result...”

Vary your linking expressions to improve both fluency and lexical range.

4. Speak at length without memorising

Memorised answers reduce fluency and sound unnatural. Prepare ideas for common IELTS themes such as education, technology, people, places, and experiences, then adapt them to different questions. This helps you respond confidently without sounding rehearsed.

5. Handle pauses smoothly

Pauses are natural, but long silence lowers your score. Use natural fillers when thinking, such as:

- “That’s an interesting question...”
- “I haven’t thought about this before, but I think...”
- “I’m not very familiar with this topic, however...”

6. Avoid repetition of words and ideas

Try not to repeat vocabulary or sentence structures. If you cannot remember a word, explain it instead:

- “It’s the thing that people use to...”
- “It’s someone who helps others by...”

7. Practise speaking continuously

Fluency improves with regular practice. Record yourself answering questions and review:

- Did you speak smoothly?
- Did you connect ideas clearly?
- Did you extend answers naturally?

Popular IELTS Cue Card Topics

Practice on everyday life, personal experiences, and general knowledge topics. Examples:

- Describe a place you have visited and liked
 - Describe your favourite book or movie
 - Describe a person who influenced your life
 - Describe an important event in your life
 - Describe your favourite hobby or leisure activity
 - Describe a memorable journey
 - Describe a historical building or monument in your country
 - Describe a famous person from your country
 - Describe a festival or celebration in your culture
 - Describe a meal you enjoyed recently
-

Click the link to find [a list of cue card topics](#)

Tips for IELTS Speaking Task 2 (Cue Card):

1. Read the cue card carefully and understand the task.
2. Use the 1-minute prep time to jot down key points.
3. Structure your answer: introduction → 2–3 main points → conclusion.
4. Speak fluently using linking words like “Firstly,” “Furthermore,” and “In addition.”
5. Use varied vocabulary to show language skills.
6. Give specific examples to enrich your response.
7. Maintain eye contact to show confidence.
8. Avoid memorised answers; speak naturally.
9. Aim to speak for the full 2 minutes.
10. Be ready for follow-up questions and practice regularly.

Common High-Band Idioms

Idioms are phrases with meanings that aren’t obvious from the individual words, like “hit the nail on the head” (to be exactly right) or “a blessing in disguise” (something good that seems bad at first). Using idioms helps you express ideas with the nuance and natural style of a native speaker, turning simple sentences into more polished responses. In IELTS, this is part of **Lexical Resource**, where using less common expressions is key to achieving Band 7 and above.

Click here to find [Top 20 English Idioms to be more fluent in IELTS Speaking](#).

Tips for Pronunciation

Pronunciation accounts for 25% of your IELTS Speaking score. Examiners look for:

- **Intelligibility** (how easily your speech is understood) and
- **Range** (variety in pronunciation features).

1. Analyse your speech

- Listen to someone whose pronunciation you admire (e.g., Vogue interviews on YouTube).
 - Record yourself repeating their speech line by line.
 - Compare your pronunciation with theirs and note mistakes or problems.
-

2. Minimal pairs

Focus on words that differ by only one sound, e.g., *southern* /'sʌð.ən/ vs *sudden* /'sʌd.ən/. Use English Club for practice.

3. Tongue twisters

Practice sounds in a fun way:

- /s/ and /ʃ/: She sells seashells by the seashore
- /i:/ and /ɪ/: I slit a sheet, a sheet, I slit
- /r/: Round and round the rugged rocks the ragged rascal ran

4. Word stress

Focus on stressed syllables to convey meaning clearly. Examples:

- REcord (verb) vs reCORD (noun)
- OBject (noun) vs obJECT (verb)

5. Sentence stress

Emphasise important words to make sentences meaningful:

- “I want to go to the cinema” → stress *want, go, cinema*

6. Intonation: It refers to the way the pitch of your voice rises and falls while you speak. Rather than changing the meaning of an individual word, intonation changes the *emotional meaning* or the *intention* of the entire sentence.

In the IELTS Speaking test, using varied intonation shows the examiner that you are a confident, expressive speaker rather than a robotic one.

- **Rising Intonation:** Your voice goes higher at the end of the sentence. This signals uncertainty, a question, or that you have more to say and aren't finished yet.
- **Falling Intonation:** Your voice goes lower and deeper at the end of the sentence. This signals certainty, confidence, and that you have completed your thought.

7. Shadowing and recording

- **Method 1:** Listen, pause, and imitate.
 - **Method 2:** Listen and imitate simultaneously.
Choose the method that suits your schedule and goals.
-

Click the link to improve your pronunciation [Pronunciation video series and activities](#)

Listening

In this section, you should practice using full IELTS Listening tests under exam conditions. Listen only once, do not pause or reply, answer questions while listening, and check your spelling carefully.

Click the link to [Practice full IELTS Listening tests.](#)

Outsmarting Tricky Questions

Dealing with Distractors

A distractor is information that sounds correct but is actually wrong.

- Self-Correction Trap:** The speaker gives an answer and immediately changes it.
Example: “We should meet at 10:00 AM... oh wait, the office doesn’t open until 10:30, so let’s say then.”
Answer: 10:30
- All-Options Trap:** In multiple-choice questions, all options may be mentioned. Listen for context.
Example: “We used to have a pool, and we’re building a gym, but currently, we only have a track.”

Synonym Mapping

Words in the questions rarely match the audio exactly. Listen for meaning, not exact words. Take a look at the following examples.

Question Keyword	Audio Synonym (What You Hear)
On a budget / Cheap	Low-cost, inexpensive, affordable

Contemporary	Modern, current, up-to-date
The whole year	All year round, annually, 12 months
Mandatory	Compulsory, required, you must...

Strategy for Handling Unfamiliar Accents

1. **Daily exposure to diverse accents:** Listen to English from different regions:
 - British: BBC News, BBC Radio, UK podcasts
 - American/Canadian: News channels, university lectures, podcasts
 - Australian/New Zealand: News, blogs, podcasts
 - South African: Documentaries or interviews if available
2. **Shadowing and pronunciation practice:** Listen to short clips (30–60 seconds) and repeat immediately, mimicking rhythm, intonation, and pace. Focus on training your ear rather than perfect accent imitation.
3. **Mixed-accent practice tests & real-world audio:** Practice with faster, natural audios including dialogues, lectures, announcements, and conversations.
4. **Focus on meaning, not perfection:** Missing a word is okay. Concentrate on gist, key information, and speaker's intention.

Handling difficult question types

1. Listening: Map Labeling

Map questions test your ability to follow **spatial directions** in real-time. The difficulty lies in "tracking" the speaker while looking at the map. If you lose your place for five seconds, you might miss the next three answers.

The Strategy: The Pencil-Trace Method

-
1. **Find the Orientation:** Locate the "Entrance," "You are here," and the Compass (North, South, East, West) immediately during the 30-second prep time.
 2. **The Starting Point:** Place your pencil tip on the "Entrance" or the starting landmark mentioned.
 3. **Trace the Path:** As the speaker says, "*Go past the library and turn left,*" physically move your pencil on the paper.
 4. **Listen for Advanced Prepositions:** Don't just listen for "next to." Focus on phrases like:
 - "*Tucked away behind...*"
 - "*Facing the pond...*"
 - "*On the bend of the road...*"
 - "*Diagonally opposite...*"

2. Reading: Yes / No / Not Given (Y/N/NG)

This is a test of Writer's Opinion. Unlike True/False/Not Given (which deals with facts), this asks if the statement matches the specific claims or views of the author.

The Strategy: The "Contradiction" Test

- **YES:** The statement matches the writer's opinion exactly.
- **NO:** You can find a specific sentence where the writer says the **opposite** of the statement.
- **NOT GIVEN:** The writer mentions the topic, but doesn't give a clear opinion, or the specific detail is missing.

Pro Tip: Look for "Hidden Qualifiers." If the text says "People **usually** prefer tea" and the question says "People **always** prefer tea," the answer is **NO**. One word changes the entire meaning.

3. Writing Task 1: The Process Diagram

A process diagram (e.g., how paper is recycled or how a bee produces honey) requires you to describe a sequence of events you might be unfamiliar with. It tests your ability to use objective, technical language.

The Strategy: Passive Voice & Sequencing

- **The Overview:** Always count the number of stages first. Start your summary with: *"The process consists of [Number] distinct stages, beginning with [Step 1] and culminating in [Final Step]."*
- **The Passive Voice:** In a process, the "actor" is rarely important. Use the passive voice: *"The glass is crushed,"* instead of *"The machine crushes the glass."*
- **Sequencing Connectors:** Avoid using "then" repeatedly. Use advanced transitions: *"Subsequently," "Simultaneously," "Following this,"* or *"Once the initial stage is complete..."*

Part V: Extra Resources

This section brings together carefully selected external resources to support independent study and extra practice. Students are encouraged to use these resources alongside their main study plan.

Writing

- [Understanding Academic IELTS writing task 1](#)
- [IELTS Task 1 Tips, Model Answers and More](#)
- [Academic Writing Practice](#)

Reading

- [Reading Time Saving Strategy](#)
- Familiarize yourself with the test format:
 - [Cambridge IELTS 14 Reading Passage](#)
 - [Cambridge IELTS 13 practice test](#)

Listening

- [Tips for IELTS Listening Part 3](#)

Speaking

- [Familiarize Yourself with IELTS speaking test](#)
- [Find Resources from British Council Official YouTube Channel](#)

Additional resources

- [IELTS Practice tests](#)
- [Comprehensive IELTS Preparation Material](#)
- [Additional Resource for IELTS Preparation](#)
- [IELTS Strategy on Instagram](#)

Vocabulary wordlists

- [Click here to refer to curated list of vocabulary per topic](#)
- [Additional vocabularies](#)

Study Plan

This section provides clear study plans based on how much time you have before your IELTS test. Choose the plan that matches your schedule and follow it consistently.

4 Week Crash Course

Best for: Students with limited time who already have a basic to intermediate level.

Goal: Quick familiarisation with the exam format, key strategies, and intensive practice.

Weekly Breakdown

Week 1: Understand the Test

Focus on learning how the exam works.

- Study the format of all four sections: Listening, Reading, Writing, and Speaking
- Learn common question types in Reading and Listening
- Review the structure for Writing Task 1 and Task 2
- Practice Speaking Part 1 questions every day
- Learn essential linking words and basic academic vocabulary

By the end of this week, you should clearly understand what each section requires.

Week 2: Build Core Skills

Start applying strategies with timed practice.

- Complete one full Reading test every two days under time limits
 - Practice skimming and scanning techniques
 - Write 3 Task 1 reports and 2 Task 2 essays
 - Record yourself answering Speaking Part 2 cue cards
 - Practice Listening Sections 1 and 2 daily
-

Focus on identifying mistakes and improving weak areas.

Week 3: Practice Under Exam Conditions

Simulate real test experience.

- Take 2 full mock tests in exam conditions
- Carefully review all mistakes after each test
- Practice more difficult Reading questions
- Improve Task 2 essay development and coherence
- Practice Listening Sections 3 and 4

Work on timing, accuracy, and clear structure.

Week 4: Final Preparation

Strengthen performance and build confidence.

- Take at least 2 additional full mock tests
- Review vocabulary lists and model answers
- Practice full Speaking tests with timing
- Focus on improving accuracy, not learning new material
- Rest properly and manage stress before test day

The final week should be about confidence and control, not overload.

8 Week Balanced Preparation

Best for: Students who want steady improvement without intense time pressure.

Goal: Build strong skills, confidence, and consistency in all four sections.

Weeks 1 and 2: Build the Foundation

Focus on understanding the exam and learning core strategies.

- Study the IELTS format and marking criteria for each section
 - Learn Reading question types and basic strategies
 - Review the structure of Writing Task 1 and Task 2
 - Start building topic-based vocabulary wordlists
-

- Practice Speaking Part 1 daily and basic Part 2 answers

By the end of Week 2, you should clearly understand what examiners expect.

Weeks 3 and 4: Develop Your Skills

Apply what you have learned with structured practice.

- Complete Reading practice tests with time control
- Write 2 Task 1 reports and 2 Task 2 essays each week
- Focus on grammar accuracy and clear paragraph structure
- Practice Listening Sections 1 to 3 regularly
- Learn and use linking words and common collocations

Concentrate on improving clarity and reducing repeated mistakes.

Weeks 5 and 6: Practice for Performance

Start working under exam conditions.

- Take one full mock test each week
- Review mistakes carefully and rewrite weak Writing answers
- Practice more challenging Speaking Part 3 questions
- Improve fluency, coherence, and pronunciation
- Continue expanding academic vocabulary

This stage is about strengthening weak areas and increasing confidence.

Weeks 7 and 8: Final Exam Readiness

Focus on timing, consistency, and confidence.

- Take 2 to 3 full mock tests under real exam timing
- Review common errors and improve time management
- Practice all sections with strict time limits
- Lightly review vocabulary and key strategies
- Reduce study intensity in the final days before the exam

The final two weeks should focus on control, calmness, and steady performance.

12 Week Advanced Preparation

Best for: Students aiming for Band 7 or higher.

Goal: Develop strong language control, advanced strategies, and consistent high-level performance.

Weeks 1 to 3: Strengthen Your Language

Focus on improving the quality of your English.

- Review and strengthen grammar, especially complex sentences
- Practice using a variety of sentence structures
- Build detailed topic-based vocabulary lists with example sentences
- Practice Speaking fluency and pronunciation every day
- Read academic articles to improve reading speed and understanding

By the end of Week 3, your language should be more accurate and more flexible.

Weeks 4 to 6: Master Strategy and Structure

Focus on exam techniques and high-level writing skills.

- Learn advanced Reading strategies and improve time management
- Master Writing Task 2 argumentative essay structure
- Compare Band 7 and Band 9 model answers to see the differences
- Practice Listening with unfamiliar accents
- Improve coherence and logical flow in Writing and Speaking

This stage is about understanding what separates a good score from a high score.

Weeks 7 to 9: Intensive Exam Practice

Start applying your skills under real conditions.

- Take one full mock test every week
 - Focus on more difficult Reading and Listening tasks
 - Write high level Task 2 essays and get feedback if possible
 - Practice full Speaking tests regularly
-

Work on consistency and maintaining quality under time pressure.

Weeks 10 to 12: Final Polishing

Refine performance and build confidence.

- Take 2 to 3 full mock tests under strict exam timing
- Improve vocabulary precision, examples, and grammar accuracy
- Focus on clarity and avoiding small mistakes
- Practice staying calm and confident during timed practice
- Do only light revision in the final week before the exam

The final stage is about control, confidence, and delivering your best performance on test day.

Key Advice for All Plans

- Study a little every day rather than cramming
- Always review mistakes, not just answers
- Practice under time limits regularly
- Quality practice is more important than quantity

Exam Day Checklist

Being prepared for the exam format is important. Being prepared for the exam environment is equally important. Knowing what to expect reduces stress and helps you perform at your best.

Before You Leave Home

- Bring a valid passport or approved identification
- Check your test time and location the day before
- Arrive at least 30 minutes early
- Get enough sleep the night before
- Eat a light meal so you can focus
- Dress comfortably

Do not bring unnecessary items. Most personal belongings will not be allowed in the test room.

Understanding the Test Setting

The Listening, Reading, and Writing sections are usually taken in the same room on the same day, without long breaks between them. The total time is approximately 2 hours and 40 minutes.

The Speaking test may take place on the same day or on a different day. It is conducted in a private room with an examiner and lasts about 11 to 14 minutes.

The test environment is formal but quiet and controlled. Follow instructions carefully and listen to the invigilator at all times.

During the Listening Test

- Check that your headphones or speakers are working properly
- Listen carefully to instructions before each section
- Write answers clearly
- Stay focused even if you miss one question
- Move quickly if you lose track

Remember, there is no extra time to rewrite answers in some formats, so manage your time carefully.

During the Reading Test

- Keep track of time from the beginning
- Aim to spend about 20 minutes per passage
- Transfer answers carefully and check spelling
- Do not spend too long on one question
- Answer every question, even if you need to guess

During the Writing Test

- Spend about 20 minutes on Task 1 and 40 minutes on Task 2
 - Plan briefly before you start writing
 - Leave time at the end to check grammar and spelling
 - Write clearly and stay within the task requirements
-

During the Speaking Test

- Greeting the examiner naturally
- Listen carefully to each question
- Speak clearly and at a natural pace
- Expand your answers, especially in Part 3
- If you make a mistake, correct yourself calmly and continue

The examiner is not there to trick you. They are there to assess your communication skills.

Final Reminders

- Stay calm and focused
- Follow instructions carefully
- Trust your preparation
- Manage your time wisely
- Keep going even if one section feels difficult

Familiarity with the exam setting reduces anxiety. When you know what to expect, you can concentrate fully on showing your true ability.

Time Management

Effective time management is crucial for every section of the IELTS exam. Each part of the test has strict time limits, so planning ahead and sticking to a strategy will help you stay calm, avoid mistakes, and complete all questions. Here's a breakdown of how to manage your time in each section.

Listening

In the Listening test, you will hear four recordings and answer 40 questions. You only hear each recording once, so focus and preparation are essential.

Time Management Tips

- Use the brief period before each recording to read the questions and predict the type of information you will hear.
-

- Focus on key details and avoid dwelling on questions you miss. Move on and return if necessary.
- Use the 10-minute transfer period wisely: double-check spelling, grammar, and clarity of your answers. Accuracy counts, not just correct content.
- Stay fully attentive during the recordings; even a brief distraction can lead to missed answers.

Reading

The Reading section contains three long passages with 40 questions. Speed, comprehension, and accuracy are all important.

Suggested Time Per Passage

- Passage 1: 15–17 minutes
- Passage 2: 20 minutes
- Passage 3: 20–23 minutes

Time Management Tips

- Skim each passage to understand the main ideas before focusing on details.
- Review the questions to identify keywords, then scan the text for relevant information.
- Allocate slightly more time to harder passages later in the test. Aim for roughly 1.5 minutes per question.
- If a question is difficult, move on and return later if time allows. Avoid getting stuck on a single passage.

Writing

The Writing section consists of two tasks, with Task 2 carrying more weight.

Suggested Time Allocation

- Task 1: 20 minutes (150 words)
 - Task 2: 40 minutes (250 words)
-

Time Management Tips

- Spend 3–5 minutes planning each task to organize your ideas and outline your response. This prevents wasting time rewriting midway.
- Stick to word limits. Writing excessively can lower quality, increase errors, and waste precious time.
- Focus on clarity, coherence, and relevant content rather than attempting to impress with unnecessary length.

Speaking

The Speaking test has three parts: an introduction, a monologue, and a discussion.

Suggested Time Per Part

- Part 1: 4–5 minutes
- Part 2: 3–4 minutes (includes 1-minute prep)
- Part 3: 4–5 minutes

Time Management Tips

- During the 1-minute prep in Part 2, quickly jot down key points and examples. Avoid writing full sentences.
- Avoid long pauses. If unsure, continue speaking using examples or related ideas. Pauses can hurt fluency scores.
- Follow recommended response lengths: Part 1 answers can be brief (25–35 seconds), while Part 3 should be longer (about 1 minute).
- If you run out of ideas during Part 2, expand on your examples or tell a short story related to the topic.

Time management is essential across all IELTS sections. By planning your approach, allocating time wisely, and maintaining focus under pressure, you can avoid running out of time and maximize your performance. Following these strategies will help you answer questions efficiently and improve your overall score.

Final Words of Confidence

If you have reached this page, take a moment to recognize what that means. You are committed to improving. You stayed consistent. You put in the effort. That already sets you apart from many test takers.

IELTS is not about having native level English. It is about communicating clearly, accurately, and effectively. Throughout this guide, everything has been broken step by step so you understand exactly what the exam requires. If you have worked through it thoroughly, you now understand the format clearly. You are familiar with the strategies, and you know how to approach each section.

The exam is not bigger than you. It follows rules and patterns. You have learned how to manage your time, organize your writing, listen carefully, read strategically, and speak with confidence. You have built these skills through practice.

On test day, focus on being clear rather than impressive. If a question feels difficult, stay calm. Every test has challenging moments. Move forward one question at a time and trust your preparation.

If you make a mistake, don't panic. One answer does not decide your score. What matters is your overall performance and consistency.

Most importantly, believe that you belong there. Millions of candidates take this test every year, from all backgrounds and levels. You are not different. You are prepared.

This guide may end here, but your progress does not. Review when necessary. Practice with purpose. Rest well before your exam. Walk into the test room focused and confident.

You are now ready. Wishing you the best of luck!

ለIELTS ተፈታኞች የቀረበ መልዕክት

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IELTS የቋንቋውን ህጎች መከተል እንዲሁም የፈተና አወሳሰድ ስልቶች መጠቀም ይጠይቃል ። ስለሆነም በዚህ መመሪያ ግዜያችሁን በአግባቡ መጠቀም ፣ ፅሁፋችሁን ማዘጋጀት ፣ በጥንቃቄ ማዳመጥ ፣ በተለያዩ የአነባበብ ስልቶች ማንበብ እንዲሁም በግልፅ መናገር ተምራችኋል።

በፈተና ቀን የሚከብድ ጥያቄ ቢያጋጥማችሁም ሁሉም ፈተና ላይ የሚያጋጥም መሆኑን በመረዳት በእርጋታ ወደቀጣዩ ጥያቄ ተሸጋገሩ።

ከአለም ዙሪያ በሚልዩን የሚቆጠሩ ተፈታኞች የሚወስዱት ፈተና እንደመሆኑ ማንም ሰው በቂ ዝግጅት ካደረገ ጥሩ ውጤት ማምጣት እንደሚችል በማወቅ በራስ መተማመን ጠቃሚ ነው።

ይህ መመሪያ አዚህ ጋር ቢያልቅም የእናንተ ዝግጅት እና የቋንቋውን ክህሎት ለማዳበር የምታደርጉት ጥረት እዚህ ጋር ማብቃት የለበትም። ከፈተናው በፊት በቂ እረፍት ማድረግና በፈተናው ቀን በራስ በመተማመን በዝግጅታቸው ወቅት የተማራችሁትን ዘዴዎች ለመተግበር ዝግጁ ሆናችሁ ለፈተና መቅረብ ያስፈልጋል ።

መልካም ዕድል!