

# IELTS



## **NOAH'S NEST EDUHUB PRIVATE LIMITED**

LANGUAGE STUDIES & RESEARCH ACADEMY

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# IELTS



**International English Language Testing System (IELTS) measures the language proficiency of people who want to study or work where English is used as a language of communication.**

**It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9).**

# IELTS Academic or IELTS General Training



IELTS is available in:

- **Academic** - for people applying for higher education or professional registration,
- **General** - for those migrating to Australia, Canada and the UK, or applying for secondary education, training programs and work experience in an English-speaking environment.
- Both versions provide a valid and accurate assessment of the four language skills:

: **Listening,**

: **Writing, and**

: **Reading,**

: **Speaking**



# IELTS TEST



The IELTS test assesses your abilities in

- listening,
- reading,
- writing and
- speaking

in less than three hours.





**The Listening, Reading and Writing sections of all IELTS tests are completed on the same day, with no breaks in between them.**

**The Speaking section, however, can be completed up to a week before or after the other tests.**

**Your test centre will advise.**

**The total test time is 2 hours and 45 minutes**

# IELTS Listening

- 30 min + 10 min transfer time
  - General and Academic
  - Played only once - ext at end of section
  - 4 sections - 10 questions
- |             | speakers | or transaction |
|-------------|----------|----------------|
| - Section 1 | 2        |                |
| Section 2   | 1        |                |
| Section 3   | 2-       | academic situ  |
| Section 4   | 1        | re             |



# Listening is like driving a car.

- Need to use eyes, hands, legs, ears
- Perfection coordinated and integrated
- Skills to simultaneously-
  - **scan (read) question paper**
  - **Listen to recording**
  - **Read and write**
- Concentrate constantly, free from all other thought.
- If spelled by the interviewer, it is spelling sensitive, should be written in CAPITALS (like a name)
- Anticipate your next question category



Listen to **four recordings** of native English speakers and then write your answers to a series of questions.



- **Recording 1** - a conversation between two people set in an everyday social context.
- **Recording 2** - a monologue set in an everyday social context, e.g. a speech about local facilities.
- **Recording 3** - a conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment.
- **Recording 4** - a monologue on an academic subject, e.g. a university lecture.





- The recordings are heard only once. They include a range of accents, including British, Australian, New Zealand, American and Canadian.
- **Approximately 30 minutes (plus 10 minutes transfer time).**
- No. of Questions : 40 (Each question is worth 1 mark)
- **A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion.**
- Write answers on the question paper as they listen and at the end of the test are given 10 minutes to transfer their answers to an answer sheet. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised.

## TASK TYPE - 1



- **In multiple choice tasks**, there is a question followed by three possible answers, or the beginning of a sentence followed by three possible ways to complete the sentence. Test takers are required to choose the one correct answer - A, B or C.
- **Sometimes, a longer list of possible answers are given and told to choose more than one. In this case, they should read the question carefully to check how many answers are required. Answer may be like 'A & B' or 'C & K'**
- Multiple choice questions are used to test a wide range of skills. May be required to have a detailed understanding of specific points or an overall understanding of the main points of the listening text.

## TASK TYPE - 2



- **Match a numbered list of items** from the listening text to a set of options on the question paper. The set of options may be criteria of some kind.
- **Matching assesses the skill of listening for detail and whether a test taker can understand information given in a conversation on an everyday topic, such as the different types of hotel or guest house accommodation.**
- **It also assesses the ability to follow a conversation between two people.**
- **It may also be used to assess test takers' ability to recognise relationships and connections between facts in the listening text.**



## Task type 3 – Plan, map, diagram labelling



- Complete labels on a plan (eg of a building), map (eg of part of a town) or diagram (e.g. of a piece of equipment).
- **The answers are usually selected from a list on the question paper.**
- This type of task assesses the ability to understand, for example, a description of a place, and to relate this to a visual representation. This may include being able to follow language expressing spatial relationships and directions (e.g. straight on/through the far door).

## Task type 4 – Form, Note, Table, Flow-chart, Summary Completion



- **fill in the gaps** in an outline of part or of all of the listening text. The outline will focus on the main ideas/facts in the text. It may be:
  1. *Form*: often used to record factual details such as names
  2. **Set of notes**: used to summarise any type of information using the layout to show how different items relate to one another
  3. *a table*: used as a way of summarising information which relates to clear categories – e.g. place/time/price,
  4. **a flow-chart**: used to summarise a process which has clear stages, with the direction of the process shown by arrows.



- **Select answers from a list on the question paper or identify the missing words from the recording, keeping to the word limit stated in the instructions.**
- **Do not change the words from the recording in any way.**
- **Read the instructions very carefully as the number of words or numbers to be used to fill the gaps will vary.**
- **A word limit is given, for example, 'NO MORE THAN TWO WORDS AND/OR A NUMBER'.**





- Penalty for writing more than the stated number of words.
- Check this word limit carefully for each task.
- Contracted words will not be tested. (Don't, I'm, Can't)
- Hyphenated words count as single words. (co-operate, well-known)
- This focuses on the main points which a listener would naturally record in this type of situation.

## Task type 5 – Sentence completion



- Read a set of sentences summarising key information from all the listening text or from one part of it. They then fill a gap in each sentence using information from the listening text.
- **A word limit is given, for example, 'NO MORE THAN ONE WORD AND/OR A NUMBER'.**
- Test takers are penalised for writing more than the stated number of words. (Test takers should check this word limit carefully for each task: the limit is either ONE, TWO or THREE words).



- **Contracted words will not be tested.**
- Hyphenated words count as single words.
- **Sentence completion focuses on the ability to identify the key information in a listening text.**
- Test takers have to understand functional relationships such as cause and effect.



## Task type 6 – Short-answer questions



- Read a question and then write a short answer using information from the listening text.
- A word limit is given, for example, 'NO MORE THAN THREE WORDS AND/OR A NUMBER'.
- Penalty for writing more than the stated number of words. (Check this word limit carefully for each task.)
- Contracted words will not be tested.



- Hyphenated words count as single words.
- Sometimes a question is given which asks to list two or three points.
- Sentence completion focuses on the ability to listen for concrete facts, such as places, prices or times, within the listening text.



# IELTS

## READING



## **TIME FRAME**

- **TOTAL : 60 MINUTES**
- **3 PARTS / PASSAGES (20 + 20 + 20 MINUTES)**
- **40 QUESTIONS**
- **11 – 12 QUESTIONS FROM EACH PASSAGE**





# SKIPPING STRATEGY

**READ > UNDERSTAND > LOCATE ANSWER > WRITE**

- **90 SECONDS PER QUESTION**
- **SKIP AND GO TO NEXT QUESTION IF YOU CAN NOT FIND THE ANSWER IN 90 SECONDS.**
- **ANSWER THE SKIPPED QUESTIONS AT THE END**
- **ALWAYS LOOK FOR THE KEY WORD OR SYNONYMS**

# LOOK AT THE HEADINGS



## **Example** : AIR HEADS

- **ASSUME FROM THE HEADING WHAT IS GOING TO BE THERE IN THE PASSAGE**
- **SEE THROUGH WHAT IS THE AUTHOR'S PURPOSE OF WRITING THE PASSAGE / AUTHOR'S POINT OF VIEW**
- **LOOK FOR SIGNPOST WORDS**

**The Reading section consists of 40 questions, designed to test a wide range of reading skills.**



**These include –**

- **reading for gist,**
- **reading for main ideas,**
- **reading for detail,**
- **skimming,**
- **understanding logical argument and recognizing writer's opinions, attitudes and purpose.**

# Question Types

## List of headings



- 7 or 8 paragraphs in each passage
- Read the given list
- 15 – 16 Choices of answers in the list
- Go to 1<sup>st</sup> paragraph – Read carefully the first and last sentence
- Then, read the list given and choose appropriate heading
- Repeat for each paragraph
- Leave out the already used heading





- YES | NO | NOT GIVEN  
TRUE | FALSE | NOT GIVEN

- Statement agrees fully with Passage : YES | TRUE
- Statement contrasting with Passage : NO | FALSE
- Statement is neither confirmed nor contradicted by the information in the passage : NOT GIVEN
- Write the sure answers First
- Use the strategy of group answer
- The questions are in the same order as the information in the text answer sheets



- ***FILLING THE BLANKS***  
**(Number of words limitation)**
- **Read the first & last sentence carefully, scan the remaining portion.**



- ***FLOW CHART & BOX REPRESENTATION***
  - Read instructions carefully
  - Number of words limitation
  - Skim and Scan the passage for answer
- ***STATEMENTS***
  - Use Reverse Strategy (Select the person and look for his contribution in the passage)



- ***Common & Universal Strategy***
  - **Skimming & Scanning for key word**



# Test format – Academic Writing

## Writing Task -1



**Presented with a graph, table, chart or diagram and asked to describe, summarize or explain the information in your own words.**

**You may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.**



- **Answers must be given on the answer sheet**
- **Answers must be written in full.**
- **Notes or bullet points are not acceptable as answers.**
- **May write on the question paper but this cannot be taken from the examination room and will not be seen by the examiner.**



**Will be penalized for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.).**

**They will be severely penalized for plagiarism (i.e. copying from another source).**

**Must write their answers on the answer booklet.**



- **May be asked to describe facts or figures presented in one or more graphs,**
- **Charts or tables on a related topic; or**
- **Diagram of a machine, a device or a process and asked to explain how it works.**
- **They should write in an academic or semi-formal/neutral styles and include the most important and the most relevant points in the diagram.**
- **Some minor points or details may be left out.**





- **Answers must be given on the answer sheet**
- **Answers must be written in full.**
- **Notes or bullet points are not acceptable as answers.**
- **May write on the question paper but this cannot be taken from the examination room and will not be seen by the examiner.**



- **Should spend no more than 20 minutes on this task.**
- **write at least 150 words**
- **Will be penalised if their answer is too short or writing more than 150 words**
- **Remember that a longer Task 1 answer may mean that less time to spend on Task 2, which contributes twice as much to the Writing band score.**

# IELTS

## WRITING

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**60 Minutes**

**2 Tasks**

**Write in Formal Style**





For candidates entering

Undergraduate

or

Postgraduate studies

or

seeking Professional Registration.



# Task – 1 (150 words)



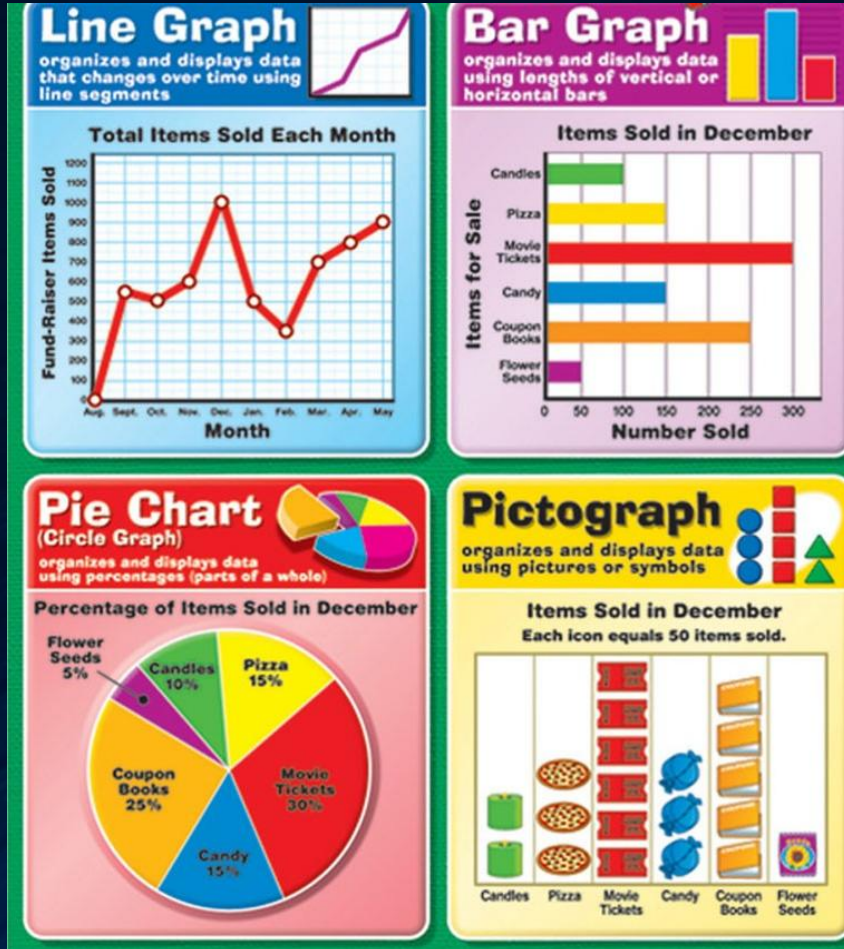
Presented with a

- : Graph
- : Table
- : Chart or
- : Diagram

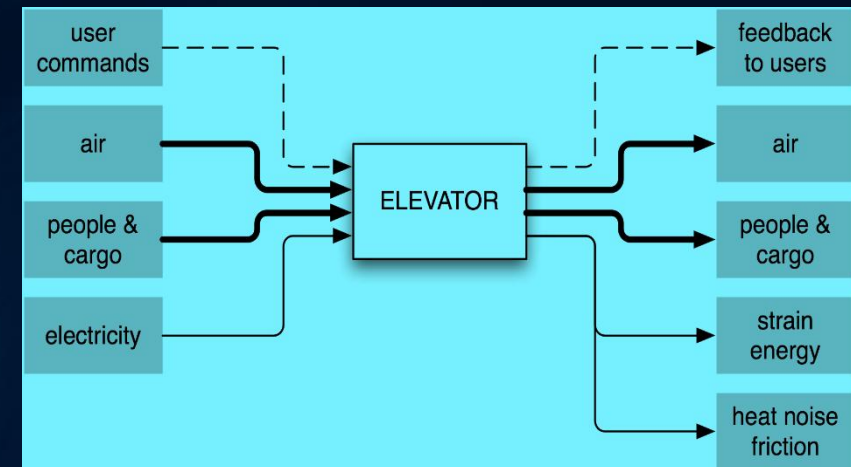
and asked to

- : describe,
- : summarise or
- : explain

the information in your own words.



Varsity Sport	Males	Females	Total Participants
Baseball	29	0	29
Basketball	14	14	28
Cross Country	16	18	34
Lacrosse	35	19	54
Soccer	29	24	53
Swimming	29	33	62
Tennis	10	10	20
Track and Field	34	23	57
Wrestling	37	0	37
Softball	0	16	16
Volleyball	0	16	16





## May be asked to

- describe and explain data,
- describe the stages of a process,
- how something works or
- describe an object or event.



- should write in an academic or semi-formal/neutral style
- **include the most important and the most relevant points in the diagram. Some minor points or details may be left out.**
- spend no more than 20 minutes on this task
- **in at least 150 words and will be penalized if their answer is too short.**



- While you will not be penalized for writing more than 150 words, remember that a longer Task 1 answer may mean less time to spend on Task 2, which contributes twice as much to the Writing band score.
- also note that you will be penalized for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.).
- will be severely penalized for plagiarism (i.e. copying from another source).
- Write your answers directly on the answer booklet.





## Task Focus

This task assesses the ability to identify the most important and relevant information and trends in a graph, chart, table or diagram, and to give a well-organized overview of it using language accurately in an academic style.





## Task – 2

You will be asked to write an essay in response to

- a point of view
- argument *or*
- problem.

Response to task must be in a formal style.



- Given a topic to write about an academic or semi-formal/neutral style.
- **Answers should be a discursive consideration of the relevant issues. Include facts and opinions.**
- make sure that they read the task carefully and provide a full and relevant response.

***For example, if the topic is a particular aspect of computers, you should focus on this aspect in your response. You should not simply write about computers in general.***



- You should spend no more than 40 minutes on this task.
- **You are asked to write at least 250 words and will be penalized if their answer is too short.**
- While you will not be penalized for writing more than 250 words, if you write a very long answer, you may not have time for checking and correcting at the end and some ideas may not be directly relevant to the question.



## Task 2 Writing Exercise

**Time: 40 Minutes**

**Time allocation:**

<b>Planning</b>	<b>-</b>	<b>5 minutes</b>
<b>Writing</b>	<b>-</b>	<b>30 minutes</b>
<b>Proofing</b>	<b>-</b>	<b>5 minutes</b>

**No. of words : 250 + 20 maximum**

**No of Sentences : 16 – 18 (Avg. 16 words/sentence)**

**No. of Paragraphs :**

<b>5</b>	<b>Introduction</b>	<b>- 1</b>
	<b>Body Paragraph</b>	<b>- 3</b>
	<b>Conclusion</b>	<b>- 1</b>



## *Fixation of sentences:*

- **Introductory Paragraph : 2 sentences**
- **Body Paragraph 1 : 6 sentences**
- **Body Paragraph 2 : 4 sentences**
- **Body Paragraph 3 : 4 sentences**
- **Concluding Paragraph : 2 sentences**





## *Contents of a Paragraph*

- **Argument**
- **Elaboration**
- **Substantiation**



## *Connective/ Linking words*

- **Progressive connective**
- **Contrasting connective**



- *Firstly*
- *Secondly*
- *Importantly*
- *Further*
- *Furthermore*
- *Moreover*
- *In addition*
- *In the meantime*



- *Of equal importance*
- *Equally important*
- *To put it in another way*
- *At this point*
- *To illustrate further*
- *For instance*
- *To be specific*
- *In the same way*



- *With this in mind*
- *However*
- *On the contrary*
- *On the other hand*
- *At the same time*
- *But*





## Collection of information

- Logical thinking
- Brainstorming
- 'WH' questions [ What / Why / Where / When / Who ]
- Relating with immediate circle of influence
  - Economic
  - Environment
  - Politics
  - Culture
  - Social .....

# IELTS™

## SPEAKING TEST





- ***ONE TO ONE INTERVIEW***
- ***DEMONSTRATE SPOKEN ENGLISH SKILLS***
- ***USE LANGUAGE ON VARIETY OF TOPICS***
- ***TAKES ABOUT 11 TO 14 MINUTES***
- ***THREE PARTS***



## ***PART -1***

### ***INTRODUCTION & INTERVIEW [ 4 – 5 MINUTES ]***

- ***Chance to speak on familiar topics***
- ***Straightforward questions about yourself***
- ***Familiar topics, easy to answer questions***
- ***Overcome nervousness***
- ***Demonstrate basic fluency***



## ***PART -2***

### ***SHORT TALK [ 3-4 minutes ]***

- ***Talk for 1 or 2 minutes on a topic without stopping***
- ***Topic based on your personal experiences and feelings***
- ***Cue Card to support the talk***
- ***One minute to prepare before the talk***
- ***Talk with enthusiasm and interest***



## ***PART -3***



### ***TWO-WAY DISCUSSION [ 4-5 minutes ]***

- ***More abstract questions asked***
- ***Broadly linked to topic in Part-2***
- ***Encouraged to discuss these fully***
- ***Demonstrate control of language, ability to express abstract ideas, and to support your opinions appropriately***
- ***Aim to give longer replies than you did in Part-1***



## *Speaking Tips*

- *Be formal, behave seriously, professionally*
- *Give full answer*
- *Be polite, cultured*
- *Maintain good posture*
- *Speak clearly*
- *Use descriptive language*



- *Speak up*
- *Keep a steady pace*
- *Explain foreign words*
- *Stay on topic*
- *Do not use slang*
- *Do not memorize answers*



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