

# IELTS

# Speaking and Writing Guide

**Mark Griffiths**

**Smashwords Edition**

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**IELTS Speaking and Writing Guide – February 2015**

**Mark Griffiths**

**Smashwords Edition**

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**General Introduction**

**This book has 3 sections. Section 1 is ‘The IELTS Descriptors Decoded’, a book giving a basic idea about what is needed to achieve various IELTS Speaking and Writing band scores.**

**Also in Section 1 there are my top twelve tips for the speaking and writing tests’. These are a little ‘old and simple’ but many candidates still find them useful.**

Section 2 is a showcase of my other books, both for IELTS candidates and for general students of English as a foreign language. Simply click on the links provided to go to websites where you can buy the books.

Section 3 contains some Part 1, Part 2 and Part 3 questions for the speaking test, with suggestions on how to answer them, and some sample questions and model answers for the writing test – Task 1 and Task 2, academic and general training.

At the end of the book there are links so that you can find me online.

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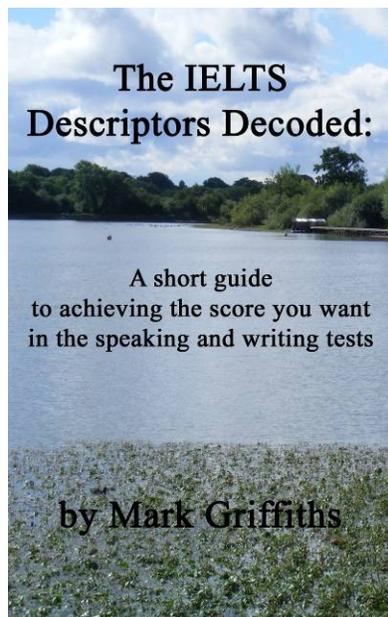
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[Section 1 – The IELTS Descriptors Decoded](#)



So, you've decided to take IELTS. You've found out what band score you need to achieve in the speaking and writing parts of the test (almost certainly it's between 5 and 7.5) and you are now asking yourself a very simple, yet very important, question. 'What do I need to do to get that band score?'

I've been involved in IELTS since first qualifying as an IELTS examiner at the beginning of 2001. Let me tell you an interesting fact. Many newly-qualified IELTS examiners are asking a similar question. 'What does a candidate need to do to get that band score?'

That's what this short book began life as. It was originally a guide for examiners who felt that the IELTS examiner training had not provided them with the essential pointers that they needed in order to give accurate band scores to candidates. The starting points for this short book are the public band descriptors for speaking and writing, as published by the organisations that administer IELTS.

Therefore, this book is divided into two parts – speaking and writing. Each of those parts is then subdivided into three sections – bands 5 and 5.5, bands 6 and 6.5, and bands 7 and 7.5. In IELTS speaking and writing, the differences between band 5 and band 5.5 are less significant than those between band 5.5 and band 6. It's the same with bands 6, 6.5 and 7. Think of moving from .0 to .5 as a small step and from .5 to .0 as a bigger step.

If you want to get band 6.5, and you are in a desperate hurry, feel free to skip the sections relating to bands 5 and 5.5 and bands 7 and 7.5. However, I do strongly recommend that you read those other sections, if only for comparison purposes.

Please remember that the points and tips made in this book are by no means exhaustive. This is only an introductory guide. There is no single fixed way to achieve a particular band score. However, there are certain things that every candidate needs to bear in mind. Those things are presented here.

To achieve band 6 or higher, you almost certainly need more than this book can offer in terms of detailed information and skills. Check out the samples of my other books. Four of my books contain up-to-date detailed information for candidates.

60 Topics for IELTS Speaking  
60 Topics for IELTS Speaking with Model Answers  
IELTS Speaking: A Comprehensive Guide  
IELTS Writing: A Comprehensive guide

The English 101 Series contains useful information and exercises for candidates aiming for band 6 or higher.

Let's begin ...

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## **I need to get band 5 in my IELTS speaking test**

Band 5 – Fluency and Coherence

What does the band descriptor say?

Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going. May overuse certain connectives and discourse markers. Produces simple speech fluently, but more complex communication causes fluency problems.

What does that mean?

You can create long answers, but in order to do so you repeat your points word-for-word, correct your own mistakes and/or speak a little slowly. By repeating your points, you are not developing the answer or giving details. Self-correction 'breaks up' your speech. Slow speech can send the examiner to sleep! Connectives are words like 'and' and 'however'. Discourse markers are words like 'well' at the start of a sentence. You only need a limited number of these to achieve band 5 for fluency and coherence, but don't use a few repeatedly. Your fluency may be fine when you are making simple sentences or talking about familiar topics (e.g. your hobbies), but you have fluency problems when you make more complex sentences or talk about less familiar topics.

Band 5 – Lexical Resource

What does the band descriptor say?

Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility. Attempts to paraphrase but with mixed success.

What does that mean?

You can talk about any topic in the IELTS speaking module, but you are not able to give many details and you often use the same words in different topics. You may reword points, but sometimes the rewording makes them hard to understand.

Band 5 – Grammatical Range and Accuracy

What does the band descriptor say?

Produces basic sentence forms with reasonable accuracy. Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems.

What does that mean?

You don't make too many mistakes when using short, simple sentence structures, such as the present simple. You use a few complex structures, such as those containing clauses or conditionals, but they are not accurate and the examiner may not clearly understand what you are trying to say.

## Band 5 – Pronunciation

What does the band descriptor say?

Shows all the positive features of band 4 and some, but not all, the positive features of band 6.

What does that mean?

The band descriptors for pronunciation are less helpful than the others. Pronunciation ‘features’ are frequently mentioned but not explained. Basically, for band 5, the examiner can understand you much of the time, but you are not using intonation and/or you are not clearly making the sounds of English (particularly vowel sounds). Often, this is a result of your first language (L1) pronunciation influencing the way you pronounce words in English.

So, to summarise, what do I do to get band 5?

1. You make answers that are longer than a few short sentences.
2. Some repetition, self-correction or slow speech is acceptable, but avoid these problems when giving answers on easy topics (especially in part 1).
3. Use a variety of connectives and discourse markers. Avoid using a few again and again.
4. Make sure you can say something about every topic in the test, even if it is limited to a few simple sentences or points.
5. Your basic grammar should be okay. You can actually make numerous mistakes.
6. Use a few complex structures and don’t worry about making mistakes with them.
7. With regard to pronunciation, make sure that the examiner can understand most of what you say. Don’t worry about intonation or getting sounds exactly right.

But I need to get band 5.5!

To get band 5.5, you need to achieve band 6 in one of the four criteria. Most candidates do this by getting band 6 for pronunciation, so check out that section below.

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## **I need to get band 6 in my IELTS speaking test**

### Band 6 – Fluency and Coherence

What does the band descriptor say?

Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation. Uses a range of connectives and discourse markers but not always appropriately.

What does that mean?

You can create long answers with little repetition, self-correction or pausing. This means that you are devoting more time to developing your answers rather than just filling time. Connectives are words like 'and' and 'however'. Discourse markers are words like 'well' at the start of a sentence. You can use many of these kinds of words, but you may make mistakes with them.

#### Band 6 – Lexical Resource

What does the band descriptor say?

Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inaccuracies. Generally paraphrases successfully.

What does that mean?

You can talk about any topic in the IELTS speaking module and you are able to give details. The examiner knows what you mean even if you sometimes use the wrong words. You are good at rewording points.

#### Band 6 – Grammatical Range and Accuracy

What does the band descriptor say?

Uses a mix of simple and complex structures, but with limited flexibility. May make frequent mistakes with complex structures, though these rarely cause comprehension problems.

What does that mean?

You use complex structures like clauses or conditionals, but you don't use a wide variety of them. Although your complex structures contain mistakes, the examiner knows what you mean.

#### Band 6 – Pronunciation

What does the band descriptor say?

Uses a range of pronunciation features with mixed control. Shows some effective use of features but this is not sustained. Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.

What does that mean?

The band descriptors for pronunciation are less helpful than the others. Pronunciation ‘features’ are frequently mentioned but not explained. Basically, for band 6, the examiner can understand almost every word you say. You are using some intonation and you are clearly making the correct sounds of English (particularly vowel sounds). First language (L1) pronunciation influences the way you pronounce words in English, but this does not create a problem for the listener (i.e. the examiner).

So, to summarise, what do I do to get band 6?

1. You make answers that are quite long and contain good points.
2. A little repetition, self-correction or slow speech is still acceptable, but avoid these problems when giving answers on easy topics (especially in part 1).
3. Use a wide variety of connectives and discourse markers. Avoid using a few again and again.
4. You might make vocabulary mistakes, but the examiner knows what you mean.
5. Your basic grammar should be good. Avoid making numerous basic mistakes.
6. Use complex structures often and don’t worry about making mistakes with them. As long as the examiner can understand you, you’re okay.
7. With regard to pronunciation, make sure that the examiner can understand you clearly. Make sure that you use intonation and get sounds right.

But I need to get band 6.5!

To get band 6.5, you need to achieve band 7 in one of the four criteria. Most candidates do this by getting band 7 for lexical resource, so check out that section below.

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### **I need to get band 7 in my IELTS speaking test**

Band 7 – Fluency and Coherence

What does the band descriptor say?

Speaks at length without noticeable effort or loss of coherence. May demonstrate language-related hesitation at times, or some repetition and/or self-correction. Uses a range of connectives and discourse markers with some flexibility.

What does that mean?

You can create long answers without any major problems. Minor fluency problems will not adversely affect your score. Connectives are words like ‘and’ and ‘however’. Discourse markers are words like ‘well’ at the start of a sentence. You can use many of these kinds of words.

Band 7 – Lexical Resource

What does the band descriptor say?

Uses vocabulary resource flexibly to discuss a variety of topics. Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices. Uses paraphrase effectively.

What does that mean?

You can talk about any topic in the IELTS speaking module and you are able to give details using a variety of words. You can use some specialised words, idioms, sayings and perhaps even slang terms. You are able to create collocations like 'deep blue sea'. You are good at rewording points.

Band 7 – Grammatical Range and Accuracy

What does the band descriptor say?

Uses a range of complex structures with some flexibility. Frequently produces error-free sentences though some grammatical mistakes persist.

What does that mean?

You use a variety of complex structures, i.e. you don't repeatedly use a limited number of structures. Although your structures contain mistakes, there are numerous instances of structures used without errors.

Band 7 – Pronunciation

What does the band descriptor say?

Shows all the positive features of band 6 and some, but not all, the positive features of band 8.

What does that mean?

The band descriptors for pronunciation are less helpful than the others. Pronunciation 'features' are frequently mentioned but not explained. Basically, for band 7, the examiner can understand every word you say. You are using intonation and stress to help emphasise your points and you are clearly making the correct sounds of English (particularly vowel sounds). First language (L1) pronunciation has little influence on the way you pronounce words in English.

So, to summarise, what do I do to get band 7?

1. You make answers that are quite long and contain good, developed points.

2. Rare instances of repetition, self-correction or slow speech are still acceptable.
3. Use a wide variety of connectives and discourse markers correctly.
4. Using less common vocabulary and phrasing in addition to a wide variety of common words will enhance your score.
5. You can use a lot of different complex structures.
6. A lot of your structures contain no grammatical mistakes.
7. With regard to pronunciation, use stress and intonation to make your points clear.
8. Make sure that the way you pronounce words in your first language has little influence on how you speak English.

But I need to get band 7.5!

To get band 7.5, you need to achieve band 8 in one of the four criteria. Candidates should consult with an expert to see which of the four criteria they can most easily achieve this in, since moving up from a band 7 to a band 8 in any single criteria generally requires a lot of focussed work.

### **Top Twelve Tips for the IELTS Speaking Module**

Here are some tips to help you improve your IELTS Speaking result.

1. Speak clearly and try to speak at about the same speed as an English teacher.
2. Answer the questions that you are asked, not the questions that your book, your friend or the Internet says the examiner is going to ask!
3. If you don't understand a question, ask "Could you repeat that please?" in part 1 or "Could you rephrase that please?" in part 3.
4. Don't say phrases like "You know" and "As you know" at the beginning of every answer. Similarly, don't say "That's all" at the end of answers.
5. Check the meaning of the words 'always' and 'never' in your dictionary. Use them very carefully.
6. Don't pause too much, especially in the middle of sentences.
7. Don't make basic mistakes, e.g. "She go ...", "Yesterday he see ...", "There are many car ...". The examiner cannot give you a good grammar score if you make lots of mistakes from textbooks for beginners.
8. You will almost certainly make mistakes when using complex English. It is usually better to focus on fluency, coherence, vocabulary and pronunciation before focusing on advanced grammar.

9. Be careful not to repeat points or words. Answer the question directly, then give a few details and end.

10. Use connectives (link words, e.g. however, in contrast, although) often and correctly. Be especially careful with giving causes and reasons.

11. Do not ask the examiner questions such as “Do you know my hometown?” It wastes time.

12. Aim to answer for about 30 seconds per question in part one, one and a half or two minutes in part two and one minute per question in part three.

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### **I need to get band 5 in my writing test**

Band 5 – Task Achievement (used for assessing Task 1)

What does the band descriptor say?

Addresses the task only partially. The format may be inappropriate in places. (Academic) Recounts detail mechanically with no clear overview. There may be no data to support the description. (General Training) May present a purpose for the letter that is unclear at times. The tone may be variable and sometimes inappropriate. (Both A and GT) Presents, but inadequately covers, key features/bullet points. There may be a tendency to focus on details.

What does that mean?

The writing doesn't answer all the points or doesn't include all required information. The writing doesn't make a connection between details and the overall view. The level of formality may be wrong. The candidate may not use an appropriate layout.

Band 5 – Task Response (used for assessing Task 2)

Addresses the task only partially. The format may be inappropriate in places. Expresses a position but the development is not always clear and there may be no conclusions drawn. Presents some main ideas but these are limited and not sufficiently developed. There may be irrelevant detail.

What does that mean?

The writing doesn't answer all the points raised in the question. The candidate doesn't clearly develop arguments, might not have a conclusion, might not use an appropriate layout and/or might include irrelevant points in the writing.

## Band 5 – Coherence and Cohesion

What does the band descriptor say?

Presents information with some organisation but there may be a lack of overall progression. Makes inadequate, inaccurate or over-use of cohesive devices. May be repetitive because of lack of referencing and substitution. (T2) May not write in paragraphs or paragraphing may be inadequate.

What does that mean?

Organisation is insufficient and points and/or paragraphs may not follow on from each other. There are problems with the use of connectives. The candidate may be using the same words again and again instead of using other words or words like 'it', 'they' and 'this'.

## Band 5 – Lexical Resource

What does the band descriptor say?

Uses a limited range of vocabulary, but this is minimally adequate for the task. May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader.

What does that mean?

The candidate has just enough vocabulary to answer the question.

## Band 5 – Grammatical Range and Accuracy

What does the band descriptor say?

Uses only a limited range of structures. Attempts complex sentences but these tend to be less accurate than simple sentences. May make frequent grammatical errors and punctuation may be faulty. Errors can cause some difficulty for the reader.

What does that mean?

Mostly uses simple structures, with a few complex structures (e.g. those containing clauses, conditional sentences). Lots of grammar mistakes which can make it hard for the reader (i.e. the examiner) to understand points. There may also be problems with common punctuation marks, such as commas and full stops.

So, to summarise, what do I do to get band 5?

1. Make sure that you answer at least part of the question.

2. Try to get the organisation and paragraphing right, but don't worry about it too much.
3. At least make sure that your main points are reasonably clear.
3. Use a variety of connectives. Avoid using a few again and again. Don't worry too much about making mistakes with them.
4. Make sure you have enough vocabulary to make basic points. Repeat the vocabulary throughout your writing if you have to.
5. Your basic grammar should be okay. You can actually make numerous mistakes. Use simple structures for most of your writing.
6. Use a few complex structures and don't worry about making mistakes with them.
7. Don't worry too much about punctuation.

But I need to get band 5.5!

To get band 5.5, you need to achieve band 6 in one of the four criteria. This is probably easiest to achieve in Task Achievement (Task Response) or Coherence and Cohesion. Check out the criteria below.

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### **I need to get band 6 in my writing test**

Band 6 – Task Achievement (used for assessing Task 1)

What does the band descriptor say?

Addresses the requirements of the task. (Academic) Presents an overview with information appropriately selected. (General Training) Presents a purpose that is generally clear. There may be inconsistencies in tone. (Both A and GT) Presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate.

What does that mean?

The writing covers all the main points and includes necessary details. The writing makes a connection between details and the overall view. The level of formality may be wrong sometimes. Some information may be unnecessary or wrong.

Band 6 – Task Response (used for assessing Task 2)

Addresses all parts of the task, although some parts may be more fully covered than others. Presents a relevant position, although the conclusions may become unclear or repetitive. Presents relevant main ideas but some may be inadequately developed/unclear.

What does that mean?

The writing covers all the points raised in the question, but certain points may be dealt with in more detail than others. The candidate's arguments are clear, but the conclusions might not be or the conclusions may be repeated. Some points might be presented but not developed.

#### Band 6 – Coherence and Cohesion

What does the band descriptor say?

Arranges information and ideas coherently and there is a clear overall progression. Uses cohesive devices effectively but cohesion within and/or between sentences may be faulty or mechanical. May not always use referencing clearly or appropriately. (T2) Uses paragraphing but not always logically.

What does that mean?

Paragraphing is reasonable and paragraphs are connected. Connectives are used reasonably well but there may be mistakes and/or connectives may be used repetitively. The candidate uses referencing words (e.g. 'it', 'they' and 'this') with some mistakes.

#### Band 6 – Lexical Resource

What does the band descriptor say?

Uses an adequate range of vocabulary for the task. Attempts to use less common vocabulary but with some inaccuracy. Makes some errors in spelling and/or word formation, but they do not impede communication.

What does that mean?

Basic vocabulary is reasonable and the candidate uses a few pieces of less common vocabulary (or perhaps some sayings or phrases) incorrectly. There are spelling mistakes but these do not cause any communication problems.

#### Band 6 – Grammatical Range and Accuracy

What does the band descriptor say?

Uses a mix of simple and complex sentence forms. Makes some errors in grammar and punctuation but they rarely reduce communication.

What does that mean?

Mixes simple structures and complex structures (e.g. those containing clauses, conditional sentences). Not too many grammar mistakes. Such mistakes do not have a big impact on communication. There may be minor punctuation problems.

So, to summarise, what do I do to get band 6?

1. Make sure that you answer all aspects of the question.
2. Make sure that the purpose of your writing is clear.
3. Include relevant details. Develop points where necessary.
4. Make sure that the organisation and paragraphing are reasonable.
5. Use as large a variety of connectives as you can. Avoid using them again and again. Avoid making mistakes with them.
6. Make sure you have enough vocabulary to make points and develop those points with some details.
7. Use referencing words as often as you can.
8. You may try to use less common vocabulary if you wish, but make sure that what you write is understandable.
9. Use a mix of simple and complex structures.
10. Don't worry about making some grammatical errors, as long as they do not affect the meaning of your sentences.

But I need to get band 6.5!

To get band 6.5, you need to achieve band 7 in one of the four criteria. This is probably easiest to achieve in Task Achievement (Task Response), Coherence and Cohesion or Lexical Resource. Check out the criteria below.

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### **I need to get band 7 in my writing test**

Band 7 – Task Achievement (used for assessing Task 1)

What does the band descriptor say?

Covers the requirements of the task. (Academic) Presents a clear overview of main trends, differences or stages. (General Training) Presents a clear purpose, with the tone consistent and appropriate. (Both A and GT) Clearly presents and highlights key features/ bullet points but could be more fully extended.

What does that mean?

The writing covers all the points and includes all necessary details. The writing makes a clear connection between details and the overall view. The level of formality is correct. Some information could be more detailed.

Band 7 – Task Response (used for assessing Task 2)

Addresses all parts of the task. Presents a clear position throughout the response. Presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus.

What does that mean?

The writing covers all the points required by the question, in the required level of detail. The candidate's arguments are clear, developed and supported, despite minor problems.

#### Band 7 – Coherence and Cohesion

What does the band descriptor say?

Logically organises information and ideas. There is clear progression throughout. Uses a range of cohesive devices appropriately although there may be some under-/over-use. (T2) Presents a clear central topic within each paragraph.

What does that mean?

There is a logical progression which flows through the writing. Each paragraph concentrates on a given theme. Connectives are used well, with only minor problems in the frequency of use.

#### Band 7 – Lexical Resource

What does the band descriptor say?

Uses a sufficient range of vocabulary to allow some flexibility and precision. Uses less common lexical items with some awareness of style and collocation. May produce occasional errors in word choice, spelling and/or word formation.

What does that mean?

The range of vocabulary is enough to allow the candidate to express more exact meaning. The candidate uses some pieces of less common vocabulary (or perhaps some sayings or phrases) correctly. There are only a few mistakes word choice and spelling mistakes but these do not create any problems for the reader.

#### Band 7 – Grammatical Range and Accuracy

What does the band descriptor say?

Uses a variety of complex structures. Produces frequent error-free sentences. Has good control of grammar and punctuation but may make a few errors.

What does that mean?

Many complex structures (e.g. those containing clauses, conditional sentences) are used appropriately. Many sentences have no grammatical error in them. There may be a few, minor punctuation problems.

So, to summarise, what do I do to get band 7?

1. Make sure that you answer all aspects of the question and develop and support your points well.
2. Make sure that the purpose of your writing is absolutely clear.
3. Make sure that organisation and paragraphing are very good and clear to the reader.
4. Use as large a variety of connectives as accurately and precisely as you possibly can.
5. Make sure you use a wide range of vocabulary to make precise points and develop those points with plenty of details.
6. Take great care with spelling.
7. Use referencing words as often as you can and as accurately as you can.
8. Use less common vocabulary when you can, but make sure that you use it correctly and that what you write is very clear to the reader.
9. Use a lot of complex structures. However, remember that simple structures can often convey meaning more clearly.
10. Make sure that a lot of your sentences have no grammatical errors whatsoever.
11. Take care with your punctuation.

But I need to get band 7.5!

To get band 7.5, you need to achieve band 8 in one of the four criteria. This is probably easiest to achieve in Task Achievement (Task Response), Coherence and Cohesion or Lexical Resource. Consult an expert to find out your personal strengths and weaknesses.

### **Top 12 Tips for IELTS Writing**

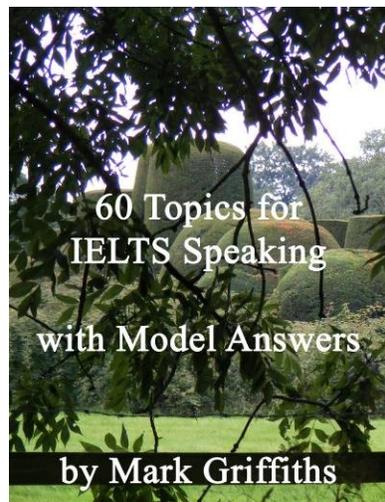
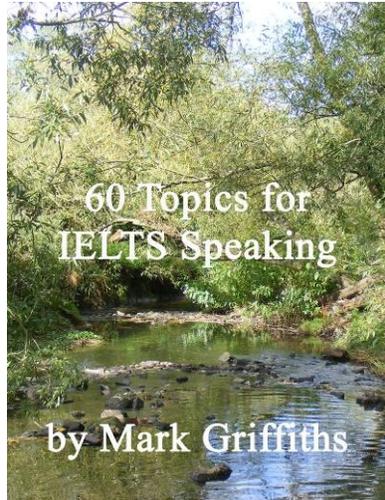
1. Only use words when you are sure of their meaning. If you use words incorrectly, you may confuse the reader (the examiner).
2. Avoid basic grammar mistakes. Examiners dislike seeing them.
3. Don't worry too much about making mistakes when you use complex grammar structures. As long as the meaning is clear, the penalty for these mistakes is low.
4. Read the Task 2 question carefully. Answer the specific question, not the general topic.
5. In Task 1, make sure that you have included all the necessary information.
6. There are many ways to answer a Task 2 question. Be wary of anyone who tells you that there is only one possible format.
7. It is a good idea to make the main paragraphs (not including the introduction and conclusion) roughly the same length.
8. With Task 1 data questions, make sure that you are clear which units are being used (e.g. total numbers, percentages).
9. Develop your points in Task 2 so that they are clear.
10. Comparisons are excellent in both Task 1 and Task 2.

11. Be careful about making absolute statements – there are often exceptions.
12. In Task 2, make personal examples into general ones. For instance, ‘Many people have low paid jobs’ is better than ‘My father has a low paid job’.

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### **Samples from other books by Mark Griffiths**

**Full descriptions of the following books are available via the Internet links provided.**



### **60 Topics for IELTS Speaking**

**Please be aware that much of the content in this book is similar to ‘IELTS Speaking: A Comprehensive Guide’! This book has fewer topics and questions, but more suggestions on how to answer the questions.**

**Available at:**

[Apple iTunes/iBooks](#)

[Kindle \(Amazon\)](#)

[Kobo](#)

[Flipkart](#)

[Barnes and Noble](#)

[Smashwords](#)

**Cover photograph by Mark Griffiths:** The River Cole near Sarehole Mill, Birmingham. This is the area on which J.R.R. Tolkien is believed to have based 'The Shire' in the 'Lord of the Rings' trilogy and 'The Hobbit'.

### **60 Topics for IELTS Speaking with Model Answers**

**Each of the questions not only includes suggestions but also models to illustrate how answers can be constructed.**

**Available at:**

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**Cover Photograph by Mark Griffiths:** A view of the gardens at Packwood House in the countryside south of Birmingham.

### **Sample pages:**

Ability and Success

Part 1

1. What kinds of abilities did you learn from your parents?

practical – driving, swimming, reading, computer

musical – guitar, piano, violin

sports – basketball, table tennis, badminton

Which parent? When? Time?

2. Do you find it easy to learn new abilities?

Depends on which field/area – manual, languages, sport, practical

Degrees of difficulty – very, quite, really, not very, quite hard

Depends on how – watching, doing, playing, reading

Depends on teacher – strict, lenient, fun

3. What new abilities would you like to learn?

Refer to question 1 for ideas

Why? Easy to learn? Take classes?

4. What things can you do better than other people you know?

Use comparative forms (better, faster)

Mention what others do better – use “I’m not as good/fast as”

5. Is success important to you?

Are you ambitious or not?

Do you want to impress others or make them happy (e.g. parents)?

Do you want something very much (e.g. money, status, job)?

Part 2

Describe something you are good at.

You should say:

what it is that you are good at

whether you know other people who are good at this

why being good at this is useful to you

and explain how you became good at this.

What? (painting, music, football, giving presentations, remembering names)

Others? (family, friends, colleagues, classmates)

Why useful? (at work, for studies, making friends)

How? (practise, classes, learn from others)

Describe a successful person who you admire.

You should say:  
who the person is  
why he/she is considered successful  
how his/her lifestyle is different to yours  
and explain why you admire this person.

Who? (family member, friend, colleague, classmate, famous person)  
Why considered successful? (money, fame, possessions, position)  
Lifestyle? (large home, more/less work, travel, hobbies/interests)  
Why admired? (success, hard working, determined, confident, energetic)

### Part 3

#### Ability

1. What are the most important abilities for people to learn in your country?

Use a computer? Drive a car? Speak English?  
Explain why these are so important (work, social status)  
Compare with less important abilities (X is much more important than Y)

2. Why are some children better at doing things than other children?

Natural ability?  
Physical attributes (e.g. taller than other children)?  
Learn (early) from parents?  
Classes (evenings, weekends, holidays)?  
More practise?  
Greater personal interest?

3. If people want to develop their abilities, who should pay for it?

Depends on who (e.g. children, adults)  
Depends on ability (e.g. work/study, hobby/interest)  
Depends on level (beginner, intermediate, advanced)  
Depends on reason (personal, work related)  
Consider individuals, employers, government

#### Success

4. Why do many people want to be successful?

Status/prestige  
Money/possessions  
Self-fulfilment/happiness  
Make the world better

5. How do people in your country define success?

Refer to question 4

If you met a stranger, how could you assess their level of success? (e.g. car, house, clothes, jewellery, friends, family, job)

6. Do parents and children usually have the same ideas about success?

For the same ideas, you could use 'in common'

For different ideas, you could use connectives like 'whereas', 'whilst' and 'on the other hand'

Does it depend on social status, income level, gender?

Achieving Success

7. What factors can lead to a person becoming successful?

Personality (e.g. ambitious, self-confident, outgoing)

Abilities (refer to previous questions)

Education (level, subject/specialisation, school/university)

Parents (social status, connections, wealth, personality)

Friends (connections, friends' abilities)

8. Do you think some people achieve success in the wrong ways?

Crime/corruption

Cheating/misleading people

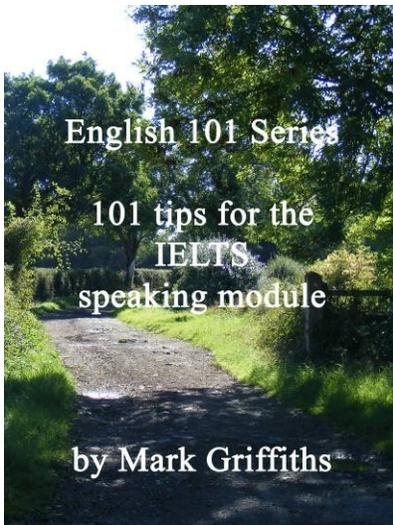
Having others do the hard work

9. Can a balance be achieved between success and a happy personal life?

It may depend on different factors (time, personality, field of work)

Are the factors that make for success and a happy personal life the same, similar or different?

**101 Tips for the IELTS Speaking Module**



Please be aware that much of the content in this book is similar to ‘60 Topics for IELTS Speaking (with model answers)’ and ‘IELTS Speaking: A Comprehensive Guide’! **This book is a much shorter version** without sample topics, questions, suggested answers, or model answers.

Available at:

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**Cover Photograph by Mark Griffiths:** A small road leading to a farm near the village of Austrey in the countryside east of Birmingham.

#### **Tip 14: Giving your opinion**

In part 3, you will be asked to give your opinion. You can do this in many ways.

**(Personally,) I think / don't think** cars are a good way to travel in cities.

**It might / may be better to** invest more money in education.

**It might / may be better if we** invested more money in education.

**In my opinion,** we need to change the way we think about this issue.

**As far as I'm concerned,** they can do what they like – it's their country.

**I reckon** (that) the situation will improve in the next few weeks. (informal)

**I doubt** (that) the situation will improve in the next few weeks. (= I don't believe)

**I agree entirely** with what you say.

**I disagree strongly** with what you say.

### Tip 15: Giving the opinion of others

You can also give the opinion of others, regardless of whether you agree or disagree with them.

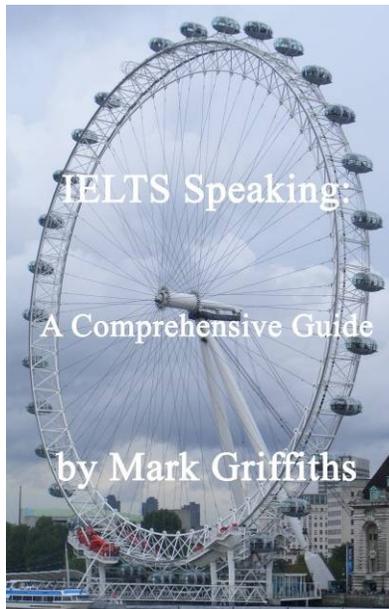
“**According to** the latest government figures, inflation is rising.” (Note that we cannot say ‘*according to me*’.)

“It is said that he killed his wife.” People think this, but it is not proven.

“**It is /has been reported** that there has been an accident at a factory in Shanghai.” (used with the media)

“Many (most, a lot of, a few) young people often (sometimes, frequently) **say / think / believe / agree / suggest** that something should be done about this issue.”

### IELTS Speaking: A Comprehensive Guide



**Please be aware that much of the content in this book is similar to '60 Topics for IELTS Speaking (with model answers)'. This book has more topics and questions, but fewer suggestions on how to answer the questions.**

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**Cover Photograph by Mark Griffiths:** The London Eye.

### **Sample of a Part 3 Topic**

Ages (Stages of Life)

1. At what age do young people legally become adults in your country?

In most countries, it is 18, but this age may vary according to different activities.

2. Do you think this age is suitable?

Here is an excellent opportunity to use 'too' and 'enough'. "No, they are too immature and inexperienced." "They are not experienced enough." "Yes, young people are familiar enough with the modern world to make decisions." If you answer 'no', you could also use 'lack + noun', e.g. "Young people lack wisdom."

3. Do you think this age might be changed in the future?

Develop your answer by saying why or why not. Are young people growing up faster?

4. Do any celebrations take place when a young person becomes an adult in your country/culture?

If so, describe what happens.

5. Which other life events are celebrated in your country/culture?

Consider weddings, funerals, graduation ceremonies, etc.

6. Do people celebrate retirement from work in your country/culture?

If so, describe what happens. Is it celebrated at work, at home, or both?

7. When do people usually retire in your country?

The ages may differ for men and women. Do people often retire early?

8. How do retired people spend their time?

Name a few ways and say why these are popular with retired people.

9. How can an aging population affect a society?

Workers may have to pay more taxes to support the elderly. There will be a change in demand for different products and services.

Reaching maturity

1. At what age would you say a person becomes mature?

2. At what age would you say a person becomes responsible for their own actions?

3. Would you say young people today are more mature than young people when your parents were young?

4. Do you think young people should take more family responsibilities than now?

5. At what age should young people should start to take some family responsibilities?

6. If a young person who is not an adult commits a crime, should the parents be held responsible?

7. How do people become more mature?

8. What life experiences help people to mature?

Reaching certain ages in life

9. In your culture, which birthdays, representing reaching a new stage of life, are especially important?

10. In your culture, what are some of the important life events that are celebrated?

11. How do people celebrate these important life events?

12. In what ways might family relationships change when young people reach new stages in their lives?

Preparing for the next stage of life

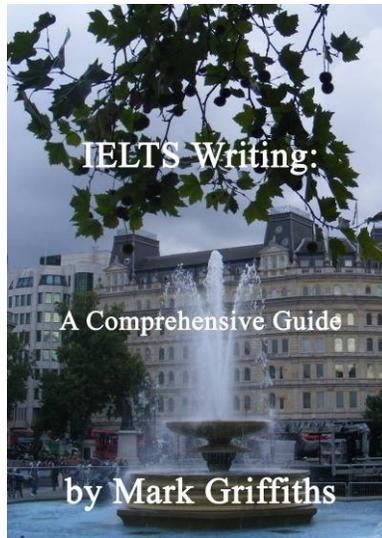
13. How do you think people can prepare themselves for the next stage in their lives?

14. How do you think a person can prepare him or herself for university?

15. How do you think people can best prepare themselves for retirement?

16. How can people get help if they have questions about the next important stage in their lives?

**IELTS Writing: A Comprehensive Guide**



**Some of the essays in this book appear in the 101 model answers for tasks 1 and 2. However the model answers books do not contain information about the writing test or about essay construction.**

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**Cover Photograph by Mark Griffiths:** Trafalgar Square, London.

### **Sample of how to create a Task 2 essay**

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Some people argue that using animals in scientific experiments is cruel and unnecessary, whilst other insist that such experiments are necessary and have many advantages.

What is your opinion on the issue? Give reasons for your answer.

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

### Understanding the Question

The question is fairly clear. If you agree with using animals in experiments, you may need to explain to what extent you think it is acceptable. Opinions need to be supported with appropriate evidence. People who are pro-vivisection need to make a case that it is sometimes or often necessary to use animals in experiments. They should be fairly specific. The argument that such experiments save human lives is the most common. Those people who are anti-vivisection need to demonstrate that alternative methods are available and practical and/or use the moral argument that causing suffering to animals is not justified. Recent advances in bio-technology have strengthened their side of the argument. Generalisations such as “Animals are our friends” are insufficient. Humans have not been very friendly towards animals, certain animals will attack humans and most animals are afraid of humans.

### Organising the Essay

**Introduction** – The introduction should briefly restate the question, using the student’s own words as far as possible. Many students like to place their opinion in the introduction, but this is not strictly necessary.

**Body** – It is best to use a separate paragraph for each argument. There are two ways to write the essay. The ‘classic’ approach is to deal with the causes and then deal with the solutions. Another way of approaching an essay of this type is to look at each of the arguments supporting your opinion and, within the same paragraph, deal with the counter-arguments to this point. In other words, deal with the supporting and opposing arguments together. This is a little tricky, so practise it first and have your essays checked by a native speaker or a non-native speaker with a high level of English. Each paragraph needs a topic sentence and supporting sentences. Examples are desirable. These examples can be general or specific. Of course, few of us have had personal experience of experimenting on live animals, though you may have dissected dead animals at school.

**Conclusion** – In your conclusion, you should clearly state your personal opinion on the issue. Summarise your main reason(s) for taking that viewpoint.

### Model Answer

Discussions about humans and their relationship with animals occur on several different levels. One debate concerns the use of animals in scientific experiments. The animals are sometimes used in order to assess the effect of medicines and cosmetics on humans, but to what extent are they necessary?

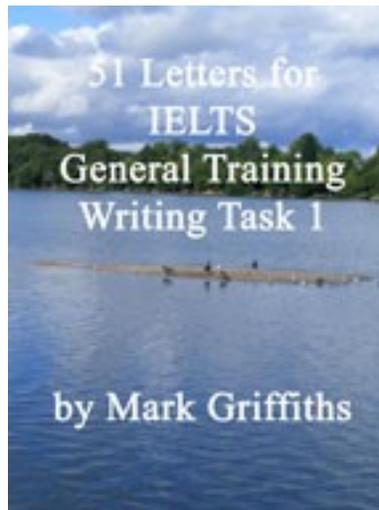
The most common argument against such experiments is that they are cruel. Cruelty suggests that the animals used in the experiments undergo some kind of pain, discomfort or deformity. This is understandably upsetting to many, who imagine the rabbit, mouse or frog that they had and cared for as a child having to endure such things. Most experiments that were carried out on animals do not now require a live animal for realistic results. Results and conclusions can be arrived at using tissue grown from cells or, in the case of genetic experiments, using hair or blood samples, which can be gained with little or no discomfort.

Another argument used by opponents of animal experiments relates to the type of experiment. I find myself in complete agreement with them with regard to experiments for cosmetic purposes. I cannot think of a single item of toiletry which would justify pain or death to an animal. However, there are some medical experiments which need to be done on animals prior to being introduced for humans. In such cases, I do believe that the life of the human is more valuable than the life of a lab rat.

Personally, I am for experiments on animals only for medical reasons where alternative sources of material for the experiments are inappropriate or useless. Scientists should take care to conduct experiments with due care and regard for the animals they are using. Ideally, there should be a body to monitor such experiments, paid for by the companies and organizations conducting them.

(302 words)

**NEW! – 51 Letters for IELTS General Training Writing Task 1 – NEW!**



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**Cover Photograph by Mark Griffiths:** A lake at Earlswood, a village to the south of Birmingham.

**Please note that some (about 25%) of the letters in this book are taken from ‘IELTS Writing: A Comprehensive Guide’!**

You have been offered a place at a university and wish to find suitable accommodation. Write a letter to the accommodation officer including the following information:  
the type of accommodation you wish to find  
some details about yourself  
any special requirements you may have  
and any other relevant information.

Dear Sir or Madam,

I recently received confirmation that I have gained a place on the M.Sc. Microbiology course at your university, starting this September, and am writing to you with regard to arranging for accommodation. My student registration number is 123456.

I understand that you offer accommodation both on and off campus, the latter costing between £15 and £30 per week. I would prefer to live off campus in a house with two or three other students, each student having his/her own room, ideally within a 30-minute walk of the university. I have budgeted for rent of £20 per week. If possible, I would like to remain in the same accommodation for the entire duration of my course, i.e. two academic years.

I do not have any special requirements, but would prefer to share the accommodation with students my age (I am 25) who are actively interested in sport. I myself am a keen rugby player. I do not mind whether the other students are on a similar course to me or not.

I would be grateful if you could send me details of two or three choices at your earliest convenience.

Yours faithfully,

Andrew Scott

197 words

You have recently moved to a different house. Write a letter to an English-speaking friend.

In your letter:

explain why you have moved

describe the new house

invite your friend to come and visit

Dear John,

I'm writing to let you know that I and my family have moved to a new house. The previous one was too small for us now that we have another child. The new one has three bedrooms and a larger garden for us to relax in. The attic has also been converted for use as storage space, which my wife is very happy about because it means there is somewhere convenient to put my collection of books. Downstairs, there is a large living room and the kitchen and dining room are combined into one.

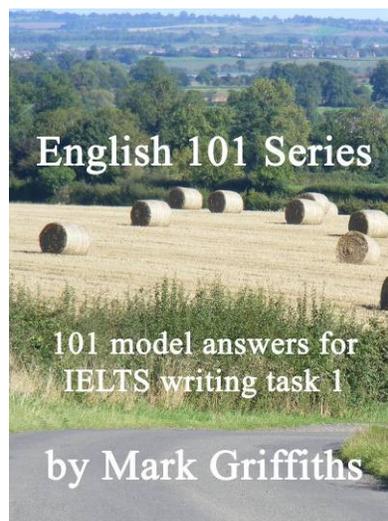
Now, I have to spend some time on redecorating, but I should be able to finish that in about a month. Why don't you come to visit us during the summer, when I have finished? The area is very nice and as we are on the outskirts of town it is easy to get to the country. I'm sure you would enjoy yourself. We all look forward to seeing you soon.

Best wishes,

David

165 words

### **101 Model Answers for IELTS Writing Task 1 (Academic)**



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**Cover Photograph by Mark Griffiths:** Fields near Austrey, a village to the east of Birmingham.

Average earnings

The table below shows women's average earnings in five jobs as a percentage of men's average earnings and men's average weekly earnings in dollars.

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

	women's earnings as a % of men's	men's average weekly earnings
financial managers	66	\$1504
school teachers	92	\$1022
police officers	98	\$948
book keepers	100	\$654
stock clerks	103	\$488

The table shows women's average earnings as a percentage of men's along with the average earnings of men per week in those sectors.

The table tells us that female stock clerks earn, on average, 103% of what men make for that kind of job. Female book keepers earn the same as men in those positions. Female police officers earn slightly less (98%) than their male colleagues. With school teachers, the difference is somewhat greater, with women earning 92% of what their male co-workers earn, on average. However, when it comes to financial managers, the difference in pay between males and females is far larger, with women earning two-thirds (66%) of what men do in that line of work.

The information provided on the average earnings of men indicates that male stock clerks earn \$488 per week. Male book keepers earn, on average, \$654 per week. Male police officers earn \$948 per week, almost twice as much as stock clerks. Male teachers make \$1022 per week and male financial managers earn almost 50% more than that, at \$1504 per week.

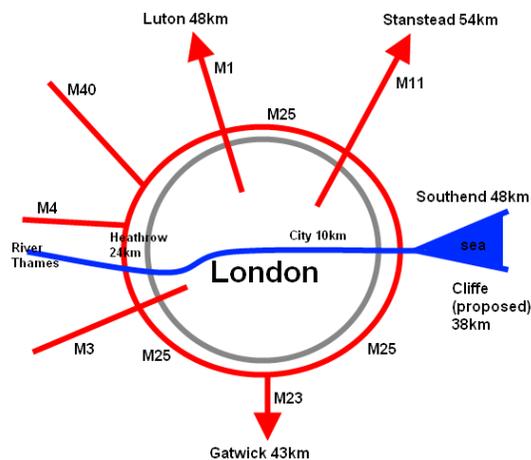
Overall, this tells us that women are paid around the same as men in these jobs, except for financial managers, but that women are paid relatively less than men as average weekly earnings increase.

213 words

### London airports

The map below shows the location of airports in and around London, with the location of a proposed airport at Cliffe.

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



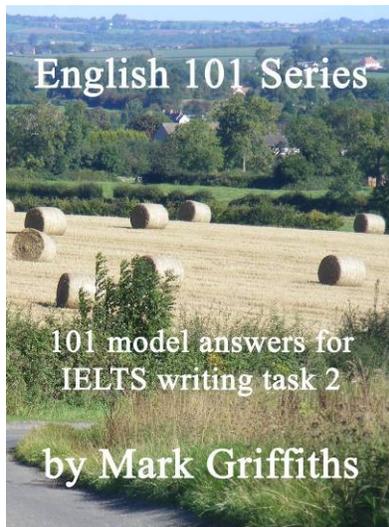
The map shows London and its surrounding area, particularly motorways and the location of airports in the area, as well as the possible site of a new airport. London is surrounded

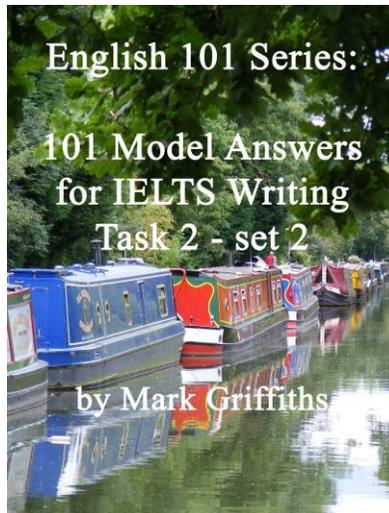
by the M25 motorway, which is intersected at various points by other motorways, several of which lead to airports.

The closest airport to the centre of London is City Airport, which lies 10km east of the centre, near the River Thames. Heathrow airport lies just inside the M25 on the western edge of London, 24km from the centre of the city. The M4 motorway leads directly to it and two others, the M3 and the M40, meet the M25 nearby. Gatwick Airport is 43km to the south of the centre of London and the M23 leads directly to it from the M25. North of London, there are two airports – Luton and Stanstead. They lie 48km and 54km from the centre of London respectively. The M1 leads to Luton Airport and the M11 leads to Stanstead. Both these motorways intersect the M25. To the east of London, there is Southend Airport, which is 48km from the centre, and the proposed Cliffe Airport, which is 38km from the centre. Neither of these places has a motorway nearby.

206 words

### **101 Model Answers for IELTS Writing Task 2**





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**Cover Photograph by Mark Griffiths:** Fields near Austrey, a village to the east of Birmingham.

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**Cover Photograph by Mark Griffiths:** Canal boats near Birmingham.

Some people think that students at school and university can learn more from teachers and lessons than from TV and the Internet. To what extent do you agree or disagree?

In my opinion, students can learn a lot from TV and the Internet, but I still think that teachers and lessons are better. I shall explain why I believe this in this essay.

TV and the Internet are clearly good sources of information, not only for students at schools and universities, but for young children and people who have finished their educations and are in work, looking for it or even in retirement. On TV, there are many excellent documentary programmes, including many that cover the same or similar material to that covered by teachers in lessons at secondary and tertiary level institutions. For example, some of these deal with wildlife and environmental protection whilst others look at the current economic climate. The Internet similarly has many useful websites that students can use to find out information that is taught in schools and universities. Many of these websites are directed specifically at younger students.

It is clear that teachers understand this, since they sometimes use lesson time to show TV documentaries to students and recommend websites that might be helpful for students wishing to discover more information or seeking help with homework assignments. However, I think that teachers and lessons provide an environment where students can discuss the things they have learnt – at school, from TV or from the Internet. In my experience, this is recognised by most educators, most parents and most students as being more useful than simply learning the answers to questions as it involves discovering processes and developing communication skills. In addition, a classroom environment provides the opportunity for students to ask questions and for teachers to correct mistakes.

To summarise, I am in favour of students of all ages and levels using TV and the Internet to help them learn, but that these are best used to supplement teachers and lessons rather than replace them.

310 words

We all work (or will work) in jobs with many different kinds of people. In your opinion, what are some important characteristics of a co-worker?

I think that there are many important characteristics of co-workers and will outline a few of the key ones below.

First of all, I think that co-workers need to be honest with each other, as well as with other people they come into contact with in the course of their work. If co-workers are honest with each other, this means that they can trust each other to work together as a

team to get jobs done efficiently. If there are problems with aspects of the work, then co-workers need to know that they can point out these problems and get support for resolving them.

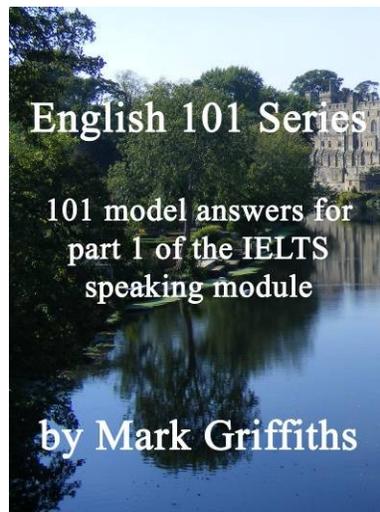
Secondly, I think that co-workers should be able to get on well with a variety of people. As the rubric points out, we work with many different kinds of people and the ability to deal with them is a key one. This may involve being able to communicate with people in different ways, perhaps through use of different language or by having different methods for interacting with various people. This is a skill that often takes many years to develop, though some people may be 'naturals' at it.

Thirdly, I think that a co-worker needs to be diligent. I don't mean that a person needs to spend more time working than other people. I mean that they should be able to work efficiently to get a lot of work done without many problems and mistakes. This requires the ability to concentrate on work and not to succumb to the many distractions around us.

To summarise, though there are many to choose from, I think that the three most important characteristics of a co-worker are honesty, the ability to get on with others and diligence. In my experience, workers with these attributes are successful with co-workers and with clients and other people.

305 words

### **101 Model Answers for Part 1 of the IELTS Speaking Module**



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**Cover Photograph by Mark Griffiths:** Warwick Castle – one of the best castles to visit in England. Warwick University is near the town. This photograph forms part of a panorama with the covers for model answers for parts 2 and 3.

Advertisements

Do you like advertisements?

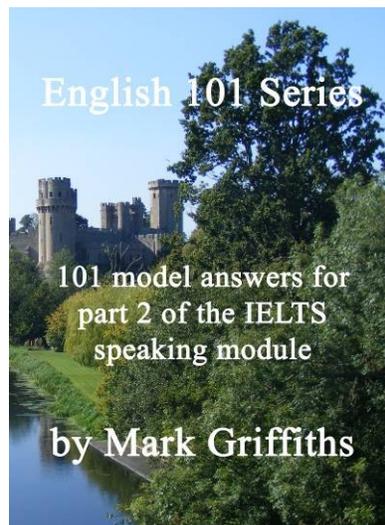
I like certain advertisements, especially those which have cute animals in them. I think that these ads are very effective at getting products and services recognised by the public. However, I think that there are too many ads on TV, in magazines and on the streets, so generally I don't like advertisements very much.

Ages

When do people usually get married in your country?

I think that people generally get married in their late twenties, but there are many people who marry much earlier – even while they are still in their teens. On the other hand, there are some people who marry in their thirties or even do not marry at all. I think that the trend in recent years has been to marry later.

**101 Model Answers for Part 2 of the IELTS Speaking Module**



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**Cover Photograph by Mark Griffiths:** Warwick Castle – one of the best castles to visit in England. Warwick University is near the town. This photograph forms part of a panorama with the covers for model answers for parts 1 and 3.

Describe a member of your family.

You should say:

what the relationship is between you and him/her  
how much time you spend with this person  
whether you think you have similar or different personalities  
and explain why you chose to talk about that person.

I'd like to talk about my brother. He's three years older than me. He's a little shorter than me, but much more muscular. Like me, he has very short hair. His hobbies are making model aircraft, playing pool and cooking. The latter two are also hobbies of mine, so we sometimes do those activities together. For example, in summer we love to prepare a barbecue at his home or at mine for our friends and family. We spend a lot of our free time together, but both of us have to travel a lot because of work, so we sometimes don't see each other for weeks. He works as an engineer in the oil industry, so he earns a pretty good salary. I think that we have similar personalities, but he is much more outgoing than I am. He is also very good at remembering jokes, which I am not.

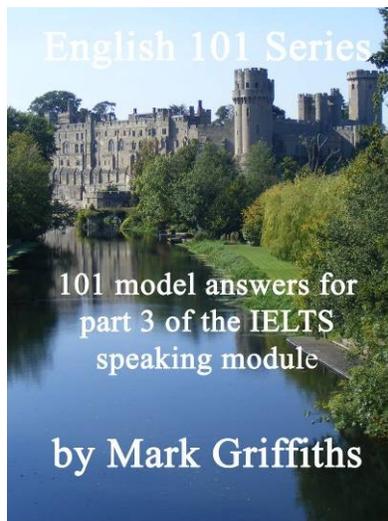
Describe a family (not your own family).

You should say:

who the members of the family are  
how you know them  
what each person in this family does  
and explain how you feel about this family.

I'd like to talk about my neighbours. There are three of them in the family, which is fairly typical in a Chinese city. The father works as an accountant for a foreign company, but I don't know the name of it. He dresses very smartly and clearly takes care of his appearance. It's the same with the mother. She works part-time as a hairdresser. She works part-time because she likes to take their daughter to school and pick her up in the afternoon. The daughter is seven years old and, like most kids of that age, is really cute. She's very polite and always addresses people correctly. She loves running around and is particularly fond of dogs. She just runs up to them and starts playing with them. It makes me a little nervous to see this, but the dogs love her. They've lived next door to us for the last three years and I hope they'll stay for many more.

### **101 Model Answers for Part 3 of the IELTS Speaking Module**



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**Cover Photograph by Mark Griffiths:** Warwick Castle – one of the best castles to visit in England. Warwick University is near the town. This photograph forms part of a panorama with the covers for model answers for parts 1 and 2.

## Ability

Can teaching compensate for a lack of natural ability?

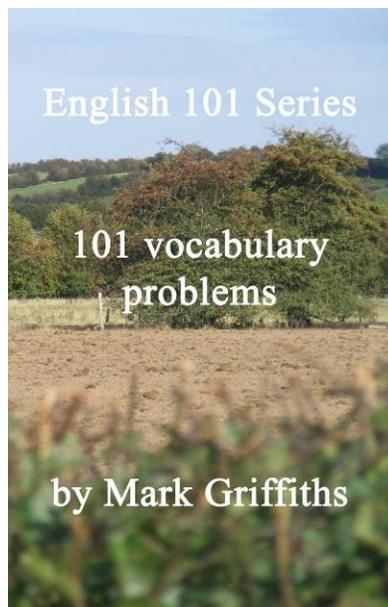
I think it can. Many students have had good teachers who can help them with encouragement and with practical advice on how to deal with problems and where to find information online or in a library. Teachers often spend time in class and after school hours helping children to succeed at subjects even though these children seem lacking in natural ability to handle the subjects. As we spend so much money on educating people, we clearly believe that teaching has benefits and can provide some compensation for a lack of natural ability.

## Advertising

Does advertising make our lives more interesting or more stressful?

I think it does both. It makes our lives more interesting by providing us with information about new products and services, such as computer programmes to make life easier and holidays that we can go on which provide us with exciting experiences. Many products and services are advertised in interesting ways, using cute animals for example. However, advertising also makes life more stressful by trying to persuade us that we need more things and that if we do not have these things, we are somehow not living in the best way possible. It can be very stressful for parents when their children constantly want things that they see on TV, without considering the cost of these items.

## 101 Vocabulary Problems



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**Cover Photograph by Mark Griffiths:** The countryside near Newton Regis, a village to the east of Birmingham.

Common/popular

If something is 'common', it means that it happens often or can frequently be seen or experienced. However, 'popular' means that people like something or do it often because they enjoy it. So, the key distinction is between frequency and how much people like it. For example, traffic jams are common in many cities, but they are certainly not popular! Of course, some things are both popular and common, e.g. playing football in England.

Use 'common' and 'popular' in the following sentences.

1. He is a very \_\_\_\_\_ boy at the school.
2. Earthquakes are \_\_\_\_\_ in my country.
3. This shopping centre is very \_\_\_\_\_ with young people.
4. It is not \_\_\_\_\_ for poor people in my country to travel abroad.
5. People love this dish, but it's very difficult to make. It's \_\_\_\_\_ but not \_\_\_\_\_.

Country/nationality/language

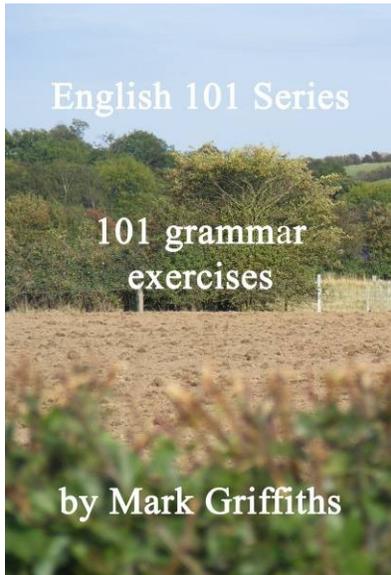
Be careful to use the correct form of words when you give names of countries (and regions), nationalities and languages, e.g. 'Mexico is a country in North America. The people are Mexicans and they speak Spanish'.

What are the nationalities and main languages of the following countries and regions?

1. USA
2. UK/Britain
3. Thailand
4. Quebec
5. Hong Kong
6. Saudi Arabia

7. Turkey
8. Brazil
9. Mexico
10. India

## **101 Grammar Exercises**



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**Cover Photograph by Mark Griffiths:** The countryside near Newton Regis, a village to the east of Birmingham.

Get used to

We use this structure when we talk about becoming familiar with a new situation, e.g. 'When you move to a different country, you (might) need to (must/have to/should) get used to many new things'.

Using the following prompts, say what many people (might) need to (must/have to/should) get used to when they move to Britain.

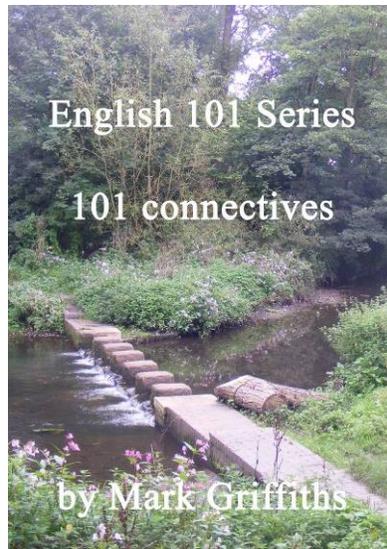
1. the climate
2. use/local currency
3. the food
4. use/English
5. cars drive on the left
6. pub culture
7. music
8. celebrate/festivals
9. wear/different clothes
10. listen/people/talk about football

‘To’ (purpose)

We use 'to' say why people do things, e.g. 'I switched on my computer to check my email'. Make sentences using the following prompts.

1. She often goes to the town centre \_\_\_\_\_.
2. I use a computer \_\_\_\_\_.
3. He plays football \_\_\_\_\_.
4. We read books \_\_\_\_\_.
5. They go to the gym \_\_\_\_\_.
6. I want to go to the USA \_\_\_\_\_.
7. People often use spices in food \_\_\_\_\_.
8. Societies need laws \_\_\_\_\_.
9. I must go shopping \_\_\_\_\_.
10. One purpose of a national anthem is \_\_\_\_\_.

## **101 Connectives**



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**Cover photograph by Mark Griffiths:** The River Cole near Sarehole Mill, Birmingham. This is the area on which J.R.R. Tolkien is believed to have based ‘The Shire’ in the ‘Lord of the Rings’ trilogy and ‘The Hobbit’.

Above all

Use: saying that something is the most important

Example 1: Why did you choose to study English?

I chose it for several different reasons. I like learning foreign languages. I enjoy watching American TV shows. Above all, I think it will help me to get a good job in an international company.

Example 2: Why do you think we should protect the environment?

There are many reasons. I think we have a duty to protect animals and plants, but, above all, we should protect the environment for future generations.

Accordingly

Use: saying why something happened or was done

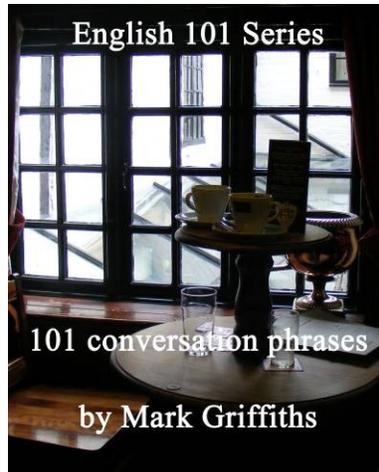
Example 1: Why did you choose to study at that university?

There were many good universities to choose from, but that was the only one in my home town. Accordingly, I decided to go there.

Example 2: Why did you decide to follow that career?

I have always wanted a job that involved international travel and paid a lot of money. I chose accordingly.

### **101 Conversation Phrases**



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**Cover photograph by Mark Griffiths:** The interior of the pub ‘Ye Olde Trip To Jerusalem’ in Nottingham. Some claim it is the oldest pub in England. This is my favourite cover photograph.

Actually

Use: Providing correct information

Example: Would you prefer to live in another place, since your hometown is so polluted?

Actually, no, I wouldn't. What I would like is to persuade the local government to improve the situation so that people would stay rather than moving to less polluted towns.

Example: In your country, do children often learn practical skills from their parents?

Actually, I think it depends on whether they live in cities or in the countryside. Children in the countryside learn many practical skills from their parents, but those in the cities don't.

All in all

Use: In summary

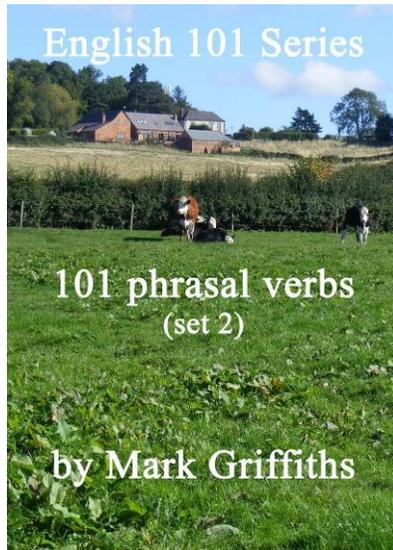
Example: Do you prefer to have a few close friends or many acquaintances?

All in all, I think that it is better to have a few close friends, because they are more likely to help you when you are in trouble. Acquaintances usually don't feel that they have to do something for you, because they don't know you very well.

Example: Which school subjects are the most important, in your opinion?

All in all, I think that the most important are those relating to science and technology – including mathematics. I suppose foreign languages, especially English, are also important.

**101 Phrasal Verbs**



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**Cover photograph by Mark Griffiths:** Cows in a field near Austrey, a village to the east of Birmingham.

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**Cover photograph by Mark Griffiths:** Cows in a field near Austrey, a village to the east of Birmingham.

Abide by

Meaning: follow (rules, laws)

Example 1: What is the main purpose of laws, in your opinion?

I think that the main purpose of most laws is to protect citizens. For example, if people didn't abide by laws about stealing, people wouldn't feel safe or feel that their property was safe.

Example 2: Do you think children should wear uniforms to school?

Definitely. It means that all the children wear the same thing so there is no competition to look more fashionable than others. I think this is a rule all children and schools should abide by.

Account for

Meaning: explain

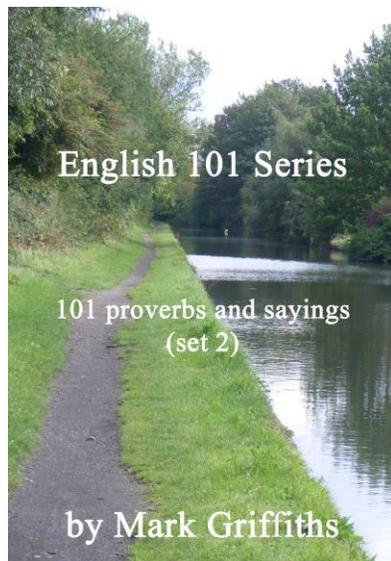
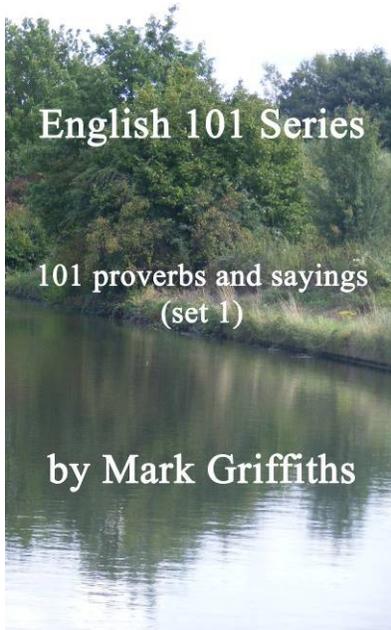
Example 1: Why do you think people commit crimes?

Many people say it is because of poverty, but I don't think this accounts for a lot of crime. For example, many poor people don't commit crimes and some rich people do.

Example 2: Do you think the state should provide free health care for citizens?

I think that it is a bad idea. I think people should pay for their own health care to make them more responsible for their health. In countries that provide free health care, it often accounts for a lot of the government budget.

## **101 Proverbs and Sayings**



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**Cover photograph by Mark Griffiths:** A canal in Birmingham. This photograph fits with the photograph for set 1.

A journey of a thousand miles begins with a single step

Meaning: something that takes a long time or a lot of work begins with something simple

Example: Do you think it is easy to start your own business in your country?

There is a lot of bureaucracy, so I think it is a quite difficult and often lengthy process. However, a journey of a thousand miles begins with a single step. The first thing is to go to the government office and get the paperwork.

Topics: business, travel, transport, success, competition, change

A poor workman always blames his tools

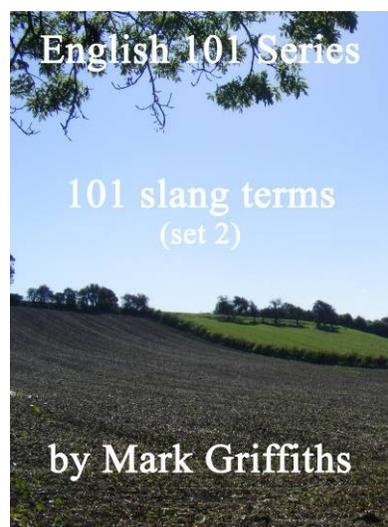
Meaning: a person who makes mistakes says that the fault is with the things they use – not themselves

Example: In what ways do you help other people?

I'm very good with computers, so I often help other people with problems with their laptops or desktops. People usually think the computer is the problem, but usually they are. A poor workman always blames his tools.

Topics: help, success, ability, competition, personality, technology

### **101 Slang Terms**



**Slang Terms (set 1) Available at:**

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**Cover photograph by Mark Griffiths:** A field near Austrey, a village to the east of Birmingham. This photograph fits with the cover of set 1.

ball

Meaning: a fun time (usually used with the verbs 'have' and 'be')

Example: Which is your favourite festival?

My favourite festival is Christmas. All the family get together to have a large lunch and exchange gifts. Later we play party games like charades. We really have a ball!

Topics: celebrations, weddings, parties, festivals, free time, young people

ballistic

Meaning: very angry (used with the verb 'go')

Example: Do you think some people take sport too seriously?

Definitely! My brother is crazy about football. He's ecstatic when his team wins, but he goes ballistic if they lose, particularly if it's an important match.

Topics: personality, family, sport, happiness, relaxation and stress, crime

[back to top](#)

### **Recent IELTS Speaking and Writing Questions**

All of these questions and topics were provided by friends, students and found via internet searches. They may not be in the actual test. The wording of the questions may not be exactly as in the actual test. Candidates are strongly advised to listen to the speaking examiners' questions very carefully and read the writing questions equally carefully.

#### **Part 1 Topics**

##### **The Sky**

**Do you often look at the sky?**

Yes – calming/relaxing, weather, like the colour

No – not interested

**Do you prefer the sky at night or during the day?**

Day – blue, clouds, sun, sunshine, bright

Night – stars, moon, dark, planets, shooting stars

**What can the sky tell you about the weather?**

Clouds – black/dark, white, fluffy, wispy, rain, snow, storms

Clear skies, bright, sun, sunshine

##### **Managing time**

**Are you good at managing your time?**

Yes – say what you do to manage it well, giving 2-3 examples where possible  
No – say why not, giving 2-3 examples where possible

In both cases, consider work/studies (e.g. pressure, deadlines) and your free time and/or time for friends and family

### **Did anyone teach you how to manage your time?**

Family (e.g. parents, grandparents)  
Teachers (at school/university – talk about any relevant classes you took)  
Friends (develop by saying whether they taught others as well)  
Bosses/colleagues (develop by talking about any specific training you had)

### **How could you manage your time better?**

Less procrastinating (= being lazy!)  
Setting deadlines  
Rewards for completing tasks on time

## **Trees**

### **Do you like trees?**

Living, nature, provide shade, attractive/beautiful, beautify the neighbourhood

### **Are there many trees in your neighbourhood?**

Yes – on the streets, in parks, provide shade, children climb them, in the countryside, give names where possible  
No – say if you would like there to be trees, why aren't there many?

### **Are any trees symbolic in your country/culture?**

Most countries have a national tree (England = oak)  
Are any trees significant in your religion?  
Do any trees or names of trees play any role in sport in your country? (e.g. willow in cricket, the Romanian national rugby team is nicknamed 'The Oaks')

## **Sleep**

### **How long do you usually sleep each night?**

Give a time range, e.g. 6 or 7 hours, unless you sleep for exactly the same time each night!  
Do you go to bed and wake up at the same time every day? (e.g. weekdays and weekends)

Do you use an alarm clock? Do you use the 'snooze button'?  
Do you think you get enough sleep?

### **Do you usually dream in your sleep?**

Can you remember your dreams? (Don't describe them for too long!)  
Have you dreamt since childhood?  
Are your dreams different now?  
Nightmares (= unpleasant/terrible dreams)?

### **Do you know any tricks for getting to sleep?**

In Britain, some people close their eyes and count sheep in their imagination! Other people find that reading makes them sleepy.  
Do you know any tricks for staying awake?

## **Shoes**

### **What kind of shoes do you like to wear?**

High heels, flat, boots, trainers/sneakers, brogues, formal/informal, colours, styles, fashionable, slip on, lace up  
Say why you like that kind of footwear  
You can even mention your shoe size!

### **Where do you usually buy your shoes?**

Name the shop if you remember. Do you go to large shops or small ones? Is the shop near your home, school or workplace? Why do you go there? Service, style, price?

### **Do you ever talk about shoes with your friends?**

Yes – fashion, compare styles  
No – more interesting things to discuss, don't really care much about shoes

Questions like this ('Do you talk about ... with your friends/family?') seem to be becoming more popular in the IELTS speaking test.

## **Housework**

### **Do you do any housework?**

Cooking, cleaning, polishing, mop the floor, wash the dishes – why or why not?  
How often do you do it?  
Does anyone help you?

### **Did you do it (housework) when you were a child?**

How can you make housework more interesting?

Listen to music or the radio while you do it  
Make it into a game (e.g. who can finish quickest)  
Divide it into several smaller tasks

**Do you think that robots will do all our housework in the near future?**

Yes – technology is developing fast, we already have some robots that can do it, e.g. clean the floor

No – robots are too expensive, they are not as flexible as humans

Notice that the question asks about the near future. However, you can add your ideas about the far future if you like.

### **Speaking – Parts 2 and 3**

#### **Part 2 – An App**

**Describe an app that you use on your mobile phone or tablet computer**

You should say:

what the app is

what you use it for

how you first heard about this app

and say whether you think this app is useful for everyone

#### **Part 3 – Apps**

**Which apps (or kinds of apps) are most popular with young people in your country?**

Briefly say why each type of app is popular with young people.

Games (be specific)

Finding directions

Locating restaurants, bars, cafes, tourist sights

Finding cheap products and services (be specific)

Getting discounts for products and services

**Do men and women (or people of different ages) frequently use different apps?**

Do they enjoy playing different kinds of games?

Do they have different reasons for using apps?

Try to give 2-3 examples.

**Why do some companies offer apps for free?**

Publicity, advertising, marketing (give examples if you can)  
Some companies offer free gifts or discounts if you use an app  
'Freemium' apps – free to download and start using, but with paid 'extras' that you can buy later, e.g. 'in-game purchases'  
Perhaps the companies want to get user data from you

## **Part 2 – Shopping – Cue Card**

**Describe an item that you bought but did not use very much.**

You should say  
what it is  
where and when you bought it  
why you bought it  
and explain why you did not use it often

## **Part 3 – Shopping**

**Is shopping popular in your country?**

You might make a distinction between shopping as a necessary activity (almost everyone goes shopping for something most days) and shopping as a recreational activity (e.g. window shopping, shopping with friends and family). You may also mention online shopping.

Also consider different people – age, gender, income/wealth, personality

**What are the advantages and disadvantages of big shopping centres?**

Buy many things in one place  
Avoid bad weather  
Shopping centres are often located conveniently for public transport

Small shops (e.g. small family businesses) often find it hard to compete  
Small shops might sell 'niche' products

**Do you think quality is more important than prices?**

Your answer probably depends on your circumstances. For instance, if you are a poor student, you'll probably be more concerned about price.

I like these kinds of questions where two choices are offered, but those two choices are by no means the only possibilities. This means that you can say one is more important than the other, but that something else is more important than either of them.

**Do you often buy things that you do not need?**

Compare yourself with other people (e.g. family, friends, people in your country)

Which things?

Reasons – other people have them, to be fashionable/trendy, show wealth/status

### **Part 3 – Recycling**

**What are the most common items that are recycled?**

Glass, plastic, metals, paper, cardboard, wood, organic waste, textiles

Why are they more likely to be recycled? Cost, availability, usefulness

**Do you think it is important to recycle things?**

Yes – protect the environment, cost, few resources, requires less energy

No – plenty of resources available, resources are cheap, recycling takes too much time and energy

**Do you think people do better at recycling nowadays?**

Yes – increased awareness, better educated, more convenient

No – in the past people repaired things

### **Part 2 – Cities – Cue Card**

**Describe a city you visited.**

You should say

which city you visited (in your country or in a foreign country)

when you visited it (try to give exact dates or at least the month and year)

why you visited it (tourism, visit a friend or relative, conference or meeting)

and explain what you liked or disliked about it (try to include at least one positive and at least one negative point)

Be careful NOT to choose a city that you lived, worked or studied in for a longer period!

### **Part 3 – Cities**

**What can governments do to limit the expansion of cities?**

green belts – areas around a city where buildings may not be constructed

develop towns and rural areas so that people don't move to cities

construct high rise buildings (apartment blocks, skyscrapers) that require less land

**How might cities be different in the future?**

buildings – more modern, 'greener'

better facilities

traffic – more/less, public transport (e.g. subways)

### **Do you think cities nowadays are becoming unhealthy?**

Your answer to this question will often depend on the situation in your own country.

Yes – many poor people and poor districts, poor sanitation

No – better health facilities, anti-pollution laws

### **How do you think life in cities affects people?**

Consider some of the following, referring to the situation in your own country:

health

education/learning

work/jobs

meeting people

interpersonal relationships

noise

pace of life

shopping/consumerism

### **Writing – Academic Task 1**

#### **Data Questions**

<b>Airport</b>	<b>Passengers in 2007</b>	<b>Passengers in 2013</b>
Atlanta	89.4 million	94.4 million
Beijing	53.6 million	83.7 million
London Heathrow	68.1 million	72.4 million
Tokyo Haneda	66.8 million	68.9 million
Dubai	34.3 million	52.4 million
Frankfurt	54.2 million	45.6 million

The table tells us how many passengers used various airports around the world in 2007 and 2013.

Using the data, we can divide the six airports into three groups, with one group containing a single airport. Frankfurt was the only airport to see a decline in the number of passengers, from 54.2 million in 2007 to 45.6 million in 2013.

Three airports saw only slight growth in the number of passengers. Atlanta, with the highest number of passengers in both years, saw an increase from 89.4 million to 94.4 million. London Heathrow saw a rise from 68.1 million to 72.4 million, whilst there was an increase from 66.8 million to 68.9 million at Tokyo Haneda.

Beijing and Dubai witnessed far more significant rises. The number of passengers using Beijing airport rose from 53.6 million to 83.7 million, surpassing Frankfurt, Tokyo

Haneda and London Heathrow. Dubai witnessed an increase from 34.3 million passengers to 52.4 million, overtaking Frankfurt.

To summarise, Beijing and Dubai had the biggest increases in passengers, whilst Frankfurt saw a decrease, with the other three airports seeing increases of 2-5 million passengers.

184 words

<b>Population in millions</b>				
<b>Country</b>	<b>1985</b>	<b>1995</b>	<b>2005</b>	<b>2015</b>
Philippines	58	72	90	110
Thailand	51	59	64	68
Vietnam	60	74	84	94
France	56	60	63	66
Italy	57	57	59	62
U.K.	57	58	60	64

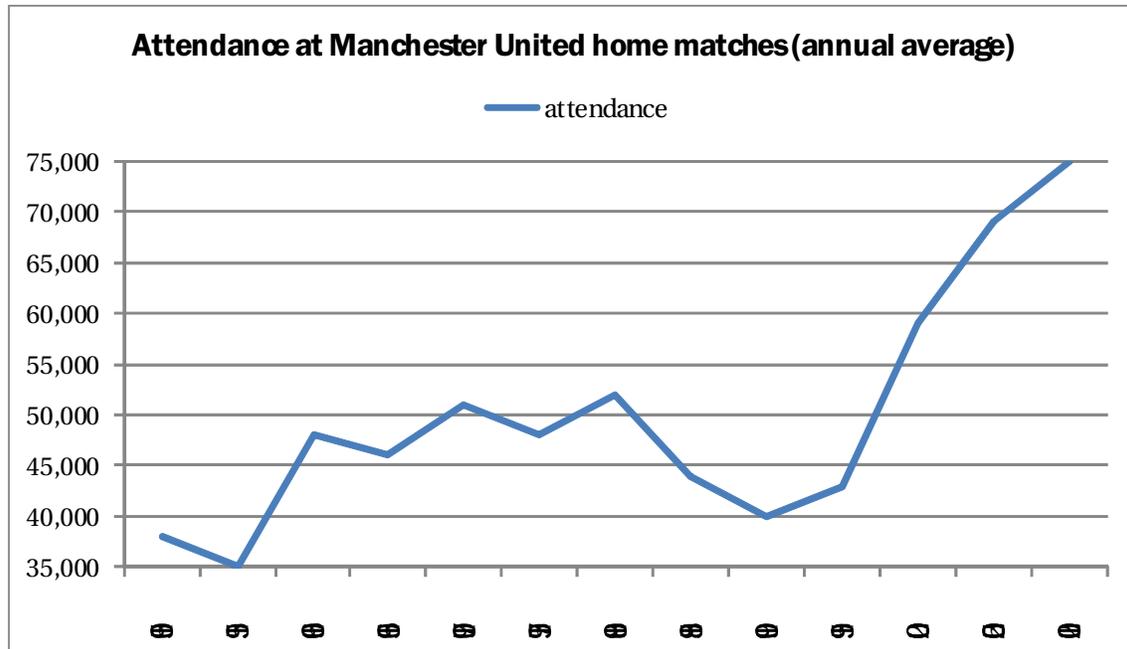
The table shows the populations of 6 countries at 10-year intervals between 1985 and 2015.

Looking first at the countries in Asia, we can see that the population of the Philippines has increased the most, almost doubling from 58 million in 1985 to 110 million in 2015, with the biggest increase between 2005 (90 million) and 2015. The population of Vietnam increased by over 50% over the period, from 60 million to 94 million, though the greatest rise was between 1985 and 1995 (to 74 million). Meanwhile, Thailand experienced the smallest increase of one-third from 51 million to 68 million, with the biggest change between 1985 and 1995 (to 59 million), as in Vietnam.

Turning to the European countries, it can be seen that France had the highest rise in population, from 56 million to 66 million, with the increase from 1985 to 1995 (to 60 million) being the largest. The population of the U.K. rose from 57 million to 64 million over the period, with the most significant rise being from 2005 (60 million) to 2015. Italy followed a similar trend, with the population remaining at 57 million in 1985 and 1995, before increasing to 59 million in 2005 and then by a larger number to 62 million in 2015.

Overall, the populations of the Asian countries expanded far more than those of the European countries.

227 words



The line chart shows the average attendance at Manchester United home games at 5-year intervals from 1950 to 2010.

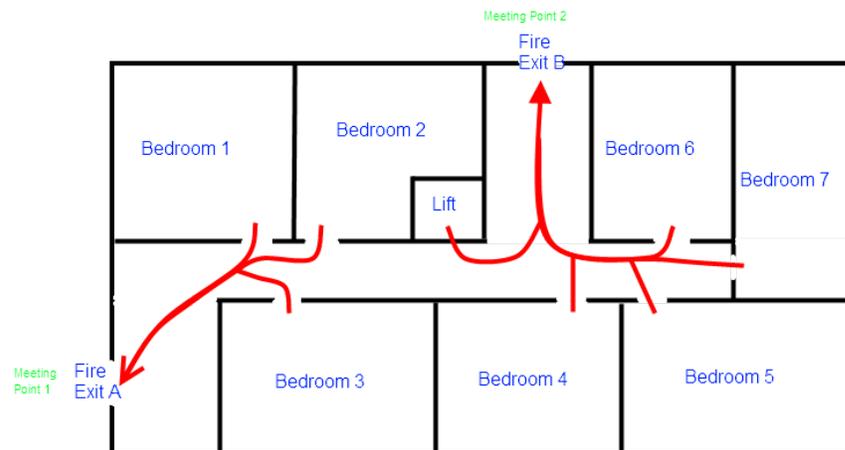
In 1950, average attendance was 38,000, dropping slightly to 35,000 in 1955. Five years later, however, average attendance had risen by more than one-third to 48,000. Thereafter, average attendance dipped to 46,000 in 1965, before increasing to 51,000 five years later. Then there was another dip to 48,000, followed by another increase to 52,000 in 1980.

By 1985, average attendance had fallen by about 15% to 44,000, with a further fall of about 10% to 40,000 in 1990, meaning that average attendance was barely above that of 1950. There was a slight recovery to 43,000 in 1995. Thereafter, there was a significant increase of over one-third to 59,000. This was followed by a further substantial rise to 69,000 in 2005 and a smaller one to 75,000 in 2010.

Overall, we can see that average attendance almost doubled between 1950 and 2010, though the period up to 1995 saw more of a fluctuation.

171 words

### Diagrams

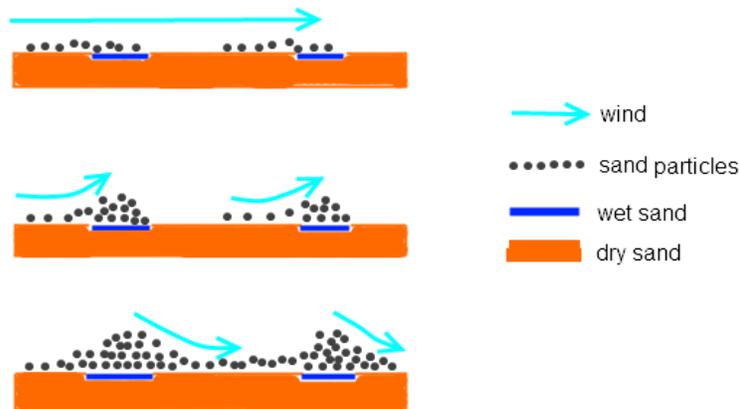


The diagram illustrates the fire evacuation plan for a floor of a university dormitory with seven bedrooms and a lift via two fire exits.

Occupants of three of the bedrooms should evacuate the floor through Fire Exit A which leads directly to Meeting Point 1. The person or people in Bedroom 1 should do this by turning right immediately upon leaving that room. Those in Bedroom 2 should do the same thing. Any people in Bedroom 3 should turn left upon exiting the room since their door is opposite those of Bedroom 1 and Bedroom 2. People exiting these rooms will then find the exit to their left, just down the corridor.

Any people in the remaining four bedrooms and the lift should evacuate using Fire Exit B, leading directly to Meeting Point 2. Bedroom 4 is opposite this exit, so people from that room can go straight out. Anyone in Bedroom 5 should turn left outside their room then turn left towards the exit. The occupant(s) of Bedroom 6 should turn right outside that room, then turn right again to the exit. Those in Bedroom 7 can go straight out of the door and turn right just before the lift. Finally, anyone using the lift should make a 'U' turn to their left and head towards to exit.

219 words



The three diagrams illustrate the process by which sand dunes are formed on beaches and in desert regions.

The first diagram tells us that sand particles are blown along areas of dry sand by the wind until they reach areas of wet sand where they become stuck. From the second diagram, we can see that the wind then blows more sand particles in an upwards direction onto those that have become stuck in the wet sand. This creates the piles of sand that grow and become what we call sand dunes. Finally, the third diagram shows us that, when the sand dunes become sufficiently large, the wind blows sand particles down from the top of the dunes. These particles then travel across the areas of dry sand until they reach the next sand dune.

Therefore, the third diagram illustrates that sand particles from one sand dune can be transported by the wind to another dune downwind.

156 words

### **General Training Writing Task 1**

**You have seen an advertisement in your local newspaper requesting ideas for a local TV documentary programme. Write a letter to the newspaper.**

**In your letter you should say:**

**who you are**

**what your idea for the TV documentary is**

**what the programme could include**

Dear Sir/Madam,

I have just read your advertisement in my local newspaper requesting suggestions for a TV programme. My suggestion is to make a TV documentary about our local Sea Life Centre. I think a lot of people – both adults and children – would be really interested in discovering how the centre was constructed and how all the plants and animals came to be there.

The documentary could include CGI reconstructions of how the centre was built, perhaps with interviews with the architects and construction workers. They might also introduce some of the specialised equipment they used. There could also be interviews with some of the naturalists who were responsible for ensuring that the various flora and fauna were provided with suitable environments and transported to the centre. This might be illustrated by showing how some new plants and animals are being brought in.

I appreciate that the documentary might prove expensive, but I am sure that the Sea Life Centre and local businesses would view it as a form of advertising and be prepared to contribute to the production costs.

Yours faithfully,  
Ruth Jones

178 words

**You recently stayed at a hotel for the first time. You enjoyed your stay. Write a letter to the manager. In your letter tell him/her when you were there about your experience with the staff and why you had a good time there.**

Dear Mrs. Williams,

I am writing to thank you for a wonderful stay at your hotel last week. From our arrival at the hotel on Sunday evening until we checked out on Friday afternoon, we felt that we treated like royalty by you and your staff.

The staff were very attentive, yet unobtrusive. Paul and Sonia, the wait staff by the swimming pool, seemed to know exactly when we wanted another drink. Our room maid, Eliza, took great care to ensure that our room was clean and well stocked with toiletries and clean towels. David, working in the cocktail bar, mixed some amazingly tasty drinks for us, including some delicious mocktails\* for my wife, who doesn't drink alcohol.

We were very happy with the location of the hotel – secluded, yet near to the beach and the town so that we could walk by the sea and go shopping or to a nearby restaurant for meal. The swimming pool at your hotel was always clean and inviting, particularly on a hot afternoon. As well as the staff, your other guests helped to make our stay memorable. We will certainly be returning next year!

Best wishes,  
Martin Townsend

189 words

\*A mocktail is a non-alcoholic cocktail

## **Writing Task 2 (Academic and General Training)**

**Some people think that they should be allowed to make as much noise as they want. Others say that the government should place limits on the amount of noise people make.**

**Discuss both views and give your own opinion.**

I think that there have to be some limits on the amount of noise people are permitted to make and that the government should legislate regarding these limits, which should then be legally enforced.

Some people might claim that it is their right to make noise and that any restrictions are an infringement of their personal freedom. However, even in the most liberal of societies, freedom is not absolute. For instance, people do not have the freedom to commit certain actions such as theft and murder. One of the main reasons for this is that, if freedom is not curtailed in certain ways, the result could be social chaos.

It is, in my opinion, the same situation with noise. If people are allowed to create unlimited amounts of noise, it is likely that others would retaliate with louder noise or in other ways, possibly including acts of violence. There is a very real possibility that the sheer number of incidents could overwhelm law enforcement.

So, what limits should there be? Most people would probably agree that “bothersome noise” should be banned or limited, but defining this is not easy. What bothers one person may not bother another. Some people might tolerate such noise for a short while, perhaps whilst their neighbours are building an extension to their home, in the expectation that they may need to do something similar at a later date.

There may not be a perfectly scientific way to measure whether noise is reasonable, but modern technology does allow us to record its loudness, intensity and duration. This can then be assessed by neutrals such as the courts and the police to determine whether or not the noise should be halted.

To summarise, I think that we do need legal limits on the amount of noise people are permitted to make and that a reasonable, neutral legal system should be able to enforce it.

317 words

**Some young people leave home as soon as they reach the age of 18. Others live with their parents until they get married and have children of their own. What are the advantages and disadvantages of these two situations? Which situation would you prefer to be in?**

In this essay, I will look at the advantages and disadvantages of leaving home at 18 and of living with your parents until you marry.

Many young people want to leave home at 18 because they feel that living at home stops them, or partially prevents them, from doing what they want to do. Many parents have rules about behaviour in the family home that teenagers don't appreciate. The main disadvantage in most cases is financial. Teenagers typically don't earn much money or they may be students with a part-time job or no job at all. One solution is to share a house or a large apartment with other young people in a similar situation.

From those points, it is easy to see the main pros and cons of living with your parents until you marry. You can save money on rent, helping you to purchase a house or apartment when you get married. In more 'traditional' cultures where dating prior to marriage is less common, parents might want their children to stay at home until marriage. However, you will sacrifice a great deal of independence and, if you don't marry, you could find yourself spending a lot of time on the same bedroom as when you were a child.

I left home to go to university in a different city when I was 18 and I have lived outside the family home since then. I value my independence and the freedom to do what I want more than the extra money it has cost me to have that lifestyle. Luckily, my family has supported my decision and I still have my room in the family home when I visit.

To summarise, I think that the choice depends on your personality and your financial situation. If you are lucky, your parents will accept your decision and not infringe on your freedom too much if you stay at home and provide you with a place to return to if your attempt at an independent life at the age of 18 doesn't work out.

342 words

**The use of mobile phones is as anti-social as smoking. Smoking is banned in certain places so mobile phones should be banned like smoking.  
To what extent do you agree or disagree?**

In this essay, I shall explain why I believe that mobiles should not be banned in the same way that smoking is in many countries, such as Britain.

First of all, the use of mobile phones is only anti-social in certain situations, such as whilst in a cinema. Similarly, it is only dangerous in a limited number of social situations, such as when buying petrol at a petrol station, where even a small electrical spark could cause an explosive fire. Smoking in public in the UK is banned at pubs and cafes where these circumstances do not apply.

Secondly, using mobile phones is only anti-social when the user uses one in certain ways. If a person is quietly enjoying a game on her mobile in a café, it doesn't bother anyone at all. If a man screams loudly into his mobile whilst on a train, it disturbs those around him. This makes a blanket ban on any use of mobiles a complete over-reaction.

Currently, in the UK at least, the use of mobiles is banned under certain circumstances, such as by a driver when they are driving a vehicle. This is perfectly reasonable for safety reasons – not only the safety of the person using the phone, but also for other road users. In social situations, such as at the cinema, there are regulations set out by the management banning the use of mobiles and they should have the right to enforce these. However, it is not necessary for the government to ban use.

To summarise, I do not believe that the abuse and misuse of mobiles by a tiny minority of people warrants a ban on their public use in the same way as smoking has been banned in some countries.

293 words

### About the author



Mark Griffiths began teaching English in 1990 and has worked mainly in the Czech Republic and China. However, for the past six months he has been living and working in Ho Chi Minh City (a.k.a. Saigon) in Vietnam.

He first qualified as an IELTS examiner in 2001 and has had several IELTS books published in China and Vietnam with total sales exceeding 200,000 copies. Online, his books have also sold thousands of copies

Some of his books are about the IELTS speaking and writing modules. Others are part of the English 101 Series. Some of these books are specific to IELTS whereas others are of use to all people studying English as a foreign language.

<http://www.smashwords.com/profile/view/markgriffiths>  
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<https://www.facebook.com/groups/1467951020127819/>  
(IELTS followers Facebook page)

<https://www.facebook.com/ieltsbookmark>

(A Facebook page about my books.)

<https://www.facebook.com/groups/610056515743734/>

(A Facebook group dedicated to current IELTS speaking and writing questions.)

<https://www.facebook.com/pages/IELTS-Questions/654108384647546?ref=hl>

(A Facebook page for general questions about IELTS.)